

Sevenoaks Senior College Generative Artificial Intelligence Policy: Students

Research shows that when used appropriately and with permission, Generative Artificial Intelligence (GenAI) can support learning and help students build skills for the future. This policy is designed to help students at Sevenoaks Senior College (SSC) develop AI literacy and use GenAI tools in a safe, responsible, and ethical way.

Artificial Intelligence (AI) refers to computer programs created by people that allow machines to do tasks that seem intelligent — like seeing, listening, thinking, and solving problems—without needing step-by-step instructions. GenAI is a type of AI that can create new content, such as text, images, audio, or video, by using large amounts of data.

GenAI tools, like Microsoft Copilot, use algorithms to predict and generate the most likely response based on patterns in data. However, these tools don't always produce accurate, relevant, or well-written content. Sometimes, they generate incorrect or misleading information—this is known as a “hallucination.” GenAI tools often work like chatbots, responding to written prompts in a way that mimics human conversation.

Students must be honest and transparent when using GenAI in their schoolwork. Teachers may check and verify that the work submitted is your own and that any use of GenAI has been clearly acknowledged. Using GenAI without permission or failing to disclose its use is considered plagiarism and will be treated as a breach of the SSC Assessment Policy. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded, plagiarised, or used GenAI without permission, the following sanctions will apply:

- The student must validate or resubmit the assessment by completing their own work.
- A mark of zero will be given for the whole assessment task or part copied.

Follow this process when **determining if and when** to use GenAI tools and **how to ensure accuracy, data protection and transparency**.

1. Refer to your task sheets and check with your teacher to identify if the assessment or learning activity can be contributed to by the use of a GenAI tool. It should state on the front of *all* assessment tasks what level of GenAI can be used, if any.
2. If a GenAI tool is allowed by the teacher, track your conversation with the tool by taking screenshots and/or cutting and pasting the interaction into a document that you can share with your teacher, i.e., via OneDrive.
3. Reference AI generated images and sources correctly using APA 7th style formatting, for example:

End text reference:

Copilot. (2025, August 19). Response to a query about APA 7th formatting for AI conversations. Microsoft Copilot.
<https://copilot.microsoft.com/conversation/abc123>

(Replace the URL with the actual link to your conversation in OneDrive – give your teacher viewing access)

In text reference: (Copilot, 2025)

4. If GenAI supplies information from a book or research paper, that book or research paper must also be cited not just the GenAI itself. See your teacher or the College Librarian for support with how to reference sources.
5. Fact check and verify any information that GenAI gives you, ensure they match your intent, are free from bias, and accurate (be aware of ‘hallucinations’ – GenAI can make things up).
6. Apply data privacy rules when using GenAI by not sharing personal, identifying or sensitive information about schools, staff or students. Never input: your name, home address or school or personal stories.

Guidance for Students

While GenAI can be a valuable resource for information and ideas it is not a substitute for your own thoughts, arguments and analysis. Think of GenAI tools as your helpful assistants. They follow your commands and perform tasks well, but it's up to you to use them wisely and responsibly. When you outsource your thinking, you miss out on learning. Use AI to generate a starting point, then edit, fact-check and revise. Make the final product your own words and point of view. In this way, your brain still does the real learning.

Appropriate uses of GenAI (seeking teacher authorisation if required):

- providing quick definitions for key concepts and terms
- summarising complex sources of information to help you understand them
- proofreading your assignment for grammatical errors
- generating practice quiz questions to use for studying (may not get all the facts right all the time so sometimes its ability to obtain correct quiz questions is lacking; be careful to guide the tool using correct content)
- generating practice interview questions when applying for jobs
- explaining topics in a way that works for you
- helping to brainstorm and explore ideas

Examples of inappropriate use include:

- not asking for permission to use GenAI tools
- completing an entire learning activity, task or assessment using GenAI
- not reviewing your work for hallucinations, bias or inaccuracies
- not tracking and citing your work with GenAI
- not disclosing your use of GenAI to create a resource
- entering personal, identifying or sensitive information about schools, staff or students
- generating harmful, false and/or distressing content

Hints and Tips on using GenAI

1) Prompt Creation

A prompt is the question or instruction you give to a GenAI tool to get information or help. When you know how to write a good prompt, you can find the right information faster and get more helpful answers. No matter how you get information, through an internet search or a GenAI prompt, you still need to check if it's trustworthy and accurate. Ask yourself: Is this the best information I can find? Could I refine my search or write a better prompt to improve the result? What could I change to get a more correct, useful response? Use GenAI and search tools to help you learn, not just to copy. Think about the information, put it in your own words, and use it responsibly.

Elements of a good prompt:

Act as a helpful tutor who breaks down complex subjects into easy explanations.

I want you to explain the process of photosynthesis to a

17 year old student, to assist with a Science in Practice assessment.

Your answer should be 300 words, written in a tone that's friendly and educational.

Persona: Ask the tool to take a role



Objective: What do you want the AI to do



Audience: specify who it's for



Context: What does the tool need to know



Boundaries: Set you own direction and limitation

Tip 1

Give Clear Instructions

Use commands that instruct the AI tool on what to generate, such as 'explain', 'translate', 'summarise' or 'compare'

Tip 2

Provide Context

Adding context and background information can help the tool to understand the task better. For example, mention the task type such as 'report', 'outline' or 'paragraph'.

Tip 3

Iterate and Experiment

Try different instructions and techniques if you don't get the results you want. Prompting can be like an experiment that may require several rounds of iterations!

2) Reliability and Accuracy

Bias happens when information is unfairly influenced by one-sided opinions, unfair treatment, missing viewpoints, or where assumptions are made. If an article only shows one side of an argument, it's biased because it's not giving the full picture. Bias can make us see things in a way that's not fully balanced or true. It can happen in writing, images, media, such as online articles and videos, and even in AI.

Always evaluate GenAI responses for bias, stereotypes and assumptions. Our hidden biases can be hard to spot, and hard to address. Use the CRAAP test to evaluate sources. The CRAAP test is a practical assessment tool used to help determine the objective reliability of information sources.

Currency: the timeliness of the information

Relevance: the importance of the information to your needs

Authority: the source of the information

Accuracy: the reliability, truthfulness and correctness of the content

Purpose: the reason the content was created

3) Building Trust, Transparency and Disclosure

If you use GenAI, ensure that you are prepared to respond calmly to any questions regarding how and why you used AI in case questions arise. It is your responsibility to track and save a record of the conversation with the chatbot. Consider if you could provide evidence of the writing process, provide previous versions of the written work in multiple drafts, and answer validation questions from your teacher.

An important aspect of building transparency and accountability is disclosure. Our approach for acknowledging the use of GenAI is via the inclusion of disclosure statements on the work you produce, for instance:

- 'This resource has been (wholly, substantially or partly) generated using generative artificial intelligence.'
- 'This resource has been adapted from an output generated using generative artificial intelligence.'
- 'This resource has been edited using generative artificial intelligence.'

Additionally, all students will be required to sign a declaration affirming their assessments have been completed with adherence to the permissible use of GenAI for that particular task. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded, plagiarised, or used GenAI without permission, sanctions will apply – including a mark of zero.

GenAI Use

A GUIDE FOR STUDENTS



Check Rules

Check your assessment outline and task sheet to see what, if any, GenAI use is allowed.

Ask your teacher if you are unsure.

The Sevenoaks Senior College Assessment Policy applies to misuse.



Prompt Smartly

Decide how GenAI can help you to learn and use specific prompts to guide your conversation.

Use the Elements of a Good Prompt:

- Persona
- Objective
- Audience
- Context
- Boundaries



Stay Private

Protect privacy.

Never share personal information like your name and address.

Keep details about staff and students private.



Fact Check

Don't assume everything GenAI says is correct.

Fact-check GenAI responses using reliable sources.

Use the **CRAAP** mnemonic to help your decide:

Currency
Relevance
Authority
Accuracy
Purpose



Save Proof

Track your GenAI use.

Save screenshots or copy/paste your GenAI chats into a document to be shared with your teacher.



Make It Yours

Reflect on AI suggestions - do they make sense?

Rewrite in your own words and cite sources if needed (APA 7th).



Be Upfront

Add a short disclosure statement to your work to show how GenAI was used.

Ask your teacher what to write if you are unsure.

