CAMBRIDGE SCHOOL OF VISUAL & PERFORMING ARTS

DIGITAL LITERACY AND THE USE OF ARTIFICIAL INTELLIGENCE POLICY

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Lead for Review	Provost

Digital Literacy and the use of Artificial Intelligence.

1. Digital Literacy

Purpose and Scope

Digital literacy is an essential skill in today's world, and it is important that all students have a strong foundation in using technology responsibly and effectively. Young people must recognise that technology should be used to support and facilitate learning, but that there is also a risk that inappropriate use may compromise the learning process which needs to be effectively monitored and managed.

This policy outlines our school's approach to digital literacy and includes a section on learning to discern the reliability of online information.

Definition

Digital literacy refers to the ability to use technology to create, access, evaluate, and communicate information, ideas and artworks effectively and responsibly. Digital literacy includes a range of skills, including but not limited to:

- Using technology to communicate and collaborate with others
- Searching for and evaluating information online
- Understanding digital privacy and security
- Using digital tools for creative expression and design
- Goals of Digital Literacy Education

The primary goals of digital literacy education at our schools are to:

- Help students develop the skills needed to use technology effectively and responsibly[1] in their academic and personal lives
- Foster critical thinking and digital citizenship skills
- Empower students to use technology in creative and purposeful ways
- Prepare students for success in the digital world beyond school
- Teach learners to discern the reliability of online Information

One of the most important skills in digital literacy is the ability to discern the reliability of online information, including written, visual and time-based examples. With so much information available online, it can be difficult to determine what is accurate and trustworthy. To help students develop this skill, we will:

- Teach students to evaluate the credibility of sources: Learners will learn to consider the author of the information, the publisher, the date of publication, and other relevant factors when assessing the credibility of online information.
- Encourage critical thinking: We will teach students to question the information they find online and to consider alternative perspectives.

[1] Ensuring that young people recognise both how technology should be used to support and facilitate learning, and the risks of misuse relating to academic integrity and the learning process is covered in the Engaging with Technology Year 10 scheme of Work.

- Promote fact-checking: We will encourage students to fact-check information using reliable sources before accepting it as true.
- Teach digital citizenship: Learners will learn to recognise and avoid online scams, hoaxes, and misinformation. They will also learn to use technology ethically and responsibly, including respecting others' privacy and intellectual property.

Conclusion

Digital literacy is an essential skill for success in the 21st century, and our schools are committed to providing our students with the education and skills they need to use technology effectively and responsibly. By teaching students to discern the reliability of online information, we can help them become critical thinkers and responsible digital citizens.

2. Using AI in the Classroom

Purpose and Scope

The purpose of this policy is to establish guidelines for the appropriate use of Artificial Intelligence (AI) in the classroom to enhance learning, teaching and administrative processes. This policy applies to all students, teachers and administrative staff using AI technology in the classroom.

Definition

AI refers to computer systems that are able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and language translation.

Guidelines

- Use of AI should be limited to educational purposes only, and should not be used for any other purposes, such as surveillance or monitoring of students or teachers.
- AI should not be used to replace teachers, but rather to enhance the learning experience by providing additional resources and tools.
- All AI applications used in the classroom should be age-appropriate[2] [3] and aligned with the school's curriculum and learning objectives.
- The use of AI should be transparent and students should be informed about how their data is being collected, stored, and used.
- Learners should be taught about the ethical and responsible use of AI, and the potential biases and limitations of AI systems.
- Learning and teaching that includes the use of AI, must adhere to guidelines issued by exam boards. This may lead to variations in acceptable use between cohorts, schools and classes. Guidance should be regularly reviewed and used to inform curriculum design, and planned activity.
- Teachers and staff should be trained on how to use AI tools and applications effectively and safely, and how to troubleshoot any issues that may arise.
- The school should regularly review and evaluate the use of AI in the classroom to ensure that it aligns with the school's goals and objectives.

[2] UNICEF (2021) Policy guidance on AI for children (link)
[3] Department for Education (2023) Departmental Statement - Generative Artificial Intelligence in Education (link)

Responsibilities

The school is responsible for ensuring that all members of the school community have sufficient awareness of the processes employed in AI so that they are able to use it appropriately.

- Tutors and staff are responsible for ensuring that AI is used appropriately and effectively in the classroom.
- Learners are responsible for using AI tools and applications in a responsible and ethical manner.
- Schools will provide clear guidance for students as to the acceptable use of AI for examined courses in line with exam board guidance.
- The school administration is responsible for ensuring that the use of AI aligns with the school's goals and objectives, and for providing the necessary resources and training for teachers and staff.

Conclusion

The use of AI in the classroom can provide many benefits to students, teachers, and the school administration. By following these guidelines, the school can ensure that the use of AI is safe, effective, and aligned with the school's goals and objectives.

3. The Use of AI by Students

Purpose and Scope

As Artificial Intelligence (AI) technologies become more accessible and ubiquitous, our school recognises the importance of integrating these tools in education. However, we also acknowledge the need to ensure responsible and ethical use of AI to promote academic integrity and protect the learning environment.

General Guidelines

- All AI tools used by students must be approved by course leaders before being used in academic assignments or projects.
- The use of AI tools should be accompanied by appropriate explanation and guidance by teachers, to ensure that students understand the underlying technology and its limitations.
- Written guidance issued to students must meet the requirements of exam boards.
- Students must not use AI to cheat, plagiarise or violate academic integrity policies.
- Students must cite the use of AI tools in their assignments as appropriate, in the same way as other sources. Failure to do so is plagiarism.
- In most cases, the use of AI should be fully documented including prompts given. Student work (written or visual) that has been subject to AI modelling must present before and after stages of Academic Integrity
- Students must not use AI to generate false results, plagiarise, or otherwise engage in academic misconduct.
- When using AI for research purposes, students must ensure that the data sources used are reliable and that they are not manipulating the data inappropriately.
- Students must not share or distribute AI-generated work as their own and must cite any use of AI-generated material.

- Learners are responsible for the content and fact checking of any work generated by AI. In addition, when an AI is used in any assignment, students should source their own articles and research to exemplify points.
- If students collaborate on an AI-based project or assignment, they must clearly identify their contributions to the work.

Consequences of Violating the Policy

Any violation of the AI policy will be considered a violation of the school's Student Behaviour and/or Assessment and Reporting Policies.

If a student is found to have breached this policy in coursework that contributes to a final public grade (Extended Diploma, Professional Diploma or Foundation Diploma), the exam board *must* be notified. Cases of academic misconduct must be logged and reported to exam boards as per guidance issued. Further consequences are informed by JCQ guidance (2020) and include, but are not limited to:

- The student receiving a stage 3 sanction (this may increase to a stage 5 for repeat offences.
- The piece of work will be awarded zero marks.
- The student being disqualified from all subjects and barred from entering again for a period of time.

Further guidance on procedures to follow when identifying and investigating suspected cases of AI misuse can be found in the Academic Integrity Policy.

Conclusion

The school recognises the potential benefits of AI in education and encourages its appropriate use by students. However, we emphasise the importance of responsible and ethical use of AI to maintain academic integrity and a positive learning environment. By following these guidelines, students can use AI effectively and ethically in their academic pursuits.