

ACADEMIC HONESTY AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE POLICY

Applies to: Years 5–13

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MONITORING AND REVIEW

Person Responsible	Director of Innovation
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Annually
Date of Last Review	January 2026
Date of Next Review	January 2027

Related Policies:

Safeguarding & Child Protection Policy
Curriculum Policy
Behaviour, Rewards & Sanctions Policy
Examinations Policy
Acceptable Use Policy
Homework Policy
AI Policy (In draft)
Teaching, Marking & Assessment Policy

Wider References:

JCQ Guidance:

[AI Use in Assessments: Your role in protecting the integrity of qualifications](#)
[Updating the JCQ guidance on AI Use in Assessments](#)
[Generative AI: product safety expectations](#)

Government papers regarding AI use:

[Generative artificial intelligence \(AI\) in education](#)
[Using AI in education settings: support materials](#)

NSPCC relevant materials:

[Viewing Generative AI and children's safety in the round](#)

[Talking to children about AI](#)

INTRODUCTION

This policy relates to the submission of schoolwork. It is based on the Joint Council for Qualifications' (JCQ) guidance on the submission of candidates' work and the prevention of plagiarism or academic dishonesty.

Its principles apply to the submission of **all curricular and co-curricular work**, including:

- classwork
- homework
- essays, reports, and projects
- coursework/NEA
- group tasks
- enrichment activities
- assessments
- online submissions
- Sixth Form Extended Projects
- personal statements and academic work submitted as part of university applications

All students in **Years 7 and above** must read this policy carefully and sign the Academic Honesty Declaration confirming that they understand what academic honesty and plagiarism mean. Parents and guardians must also countersign the declaration and support its principles at home.

1. GENERAL PRINCIPLES

1.1. All work students submit for assessment must be their own.

1.2. Students must not copy from someone else, nor allow any student to copy their work.

1.3. Students must not submit work produced wholly or in part by an external tutor, or work that has been heavily guided by a tutor in ways that exceed permitted guidance.

1.4. Students must not submit material generated wholly or partly by Artificial Intelligence (AI) unless it is permitted under the task's assigned **AI Assessment Level**.

1.5. When students draw upon the ideas or words of others, they must use them responsibly. Where subjects require acknowledgement of sources, students must follow their teacher's instructions. Regardless of subject, students must never copy material directly or submit ideas they have not processed independently.

1.6. Plagiarism may be intentional or unintentional. Unintentional plagiarism (often caused by poor note-taking, copying from websites into notes, or lack of understanding) is still plagiarism and carries serious consequences.

2. DEFINING ACADEMIC DISHONESTY OR PLAGIARISM

Academic dishonesty involves taking someone else's intellectual effort and presenting it as one's own.

2.1. JCQ Definition

JCQ defines plagiarism as:

"Unacknowledged copying from or reproduction of published sources or incomplete referencing."

2.2. What plagiarism includes

Plagiarism includes copying from:

- books, online articles, revision websites, or AI systems
- previously submitted schoolwork
- another student

- subject exemplars e.g., essays
- manufactured artefacts or creative works
- notes taken directly from a source and not rewritten
- past work submitted for examination

2.3. External tutors

It is also plagiarism to submit:

- work completed by a tutor
- work heavily guided by a tutor
- writing, planning, or structure suggested or created by a tutor beyond what the awarding body permits

External tutors must work within the teacher's guidance.

2.4. Collaboration

Working collaboratively when not permitted is also a form of academic dishonesty. Students may discuss ideas but **must not ask to see someone else's written work** or use another student's writing to guide their own.

2.5. Unintentional plagiarism

Many students unintentionally plagiarise by:

- copying large amounts of text into notes
- failing to rewrite ideas in their own words
- over-relying on websites
- mixing copied material with their own

Unintentional plagiarism is still a breach of academic honesty.

3. PREPARING SCHOOLWORK AND UNIVERSITY APPLICATIONS — GOOD PRACTICE

3.1. Group work

If students work as part of a group (e.g., fieldwork or investigations), they may share data but must each write their own independent account unless instructed otherwise.

Unless otherwise instructed, even when everyone has the same data, descriptions, analysis, and conclusions **must be individually written**.

3.2. External support

If students receive help from someone other than their teacher, (beyond support in understanding the work, or support with getting started)— including a tutor, mentor, coach, parent, or family friend — they must inform their teacher.

Teachers will record the nature of assistance given in their own tracking/ mark books and where this is deemed excessive in their professional judgement, will get in touch with the students' tutor or parents directly to discuss.

3.3. Discussing vs. sharing

Talking through ideas is healthy and encouraged.

However, students must not ask to see someone else's completed work, draft, or notes with the intention of shaping their own, unless this forms part of the task they are completing.

3.4. Keeping work safe

Students must keep their work secure so others cannot copy it. This includes:

- not leaving devices unlocked
- not leaving work in shared printers
- avoiding shared network folders unless required
- collecting printed materials
- keeping passwords secure

3.5. University applications

Personal statements, academic essays, and any additional application materials must be entirely the student's own work.

AI may be used **only for Level 2 planning (mind-mapping, clarifying ideas)**. AI must **not** write or rewrite UCAS content.

4. ARTIFICIAL INTELLIGENCE AND ACADEMIC DISHONESTY

4.1 St Mary’s recognises the educational potential of Artificial Intelligence (AI) and supports its appropriate and ethical use to enhance learning.

4.2 Students may not submit work generated in whole or in part by AI for assessment, coursework, or examination-style responses, unless the teacher has explicitly permitted its use under the task’s designated AI Level and the use is appropriately acknowledged.

4.3 All assessed work must be the student’s own independent work and must reflect their own knowledge, understanding, skills, analysis and evaluation.

4.4 In line with the School’s **Examinations Policy**, students must be able to demonstrate that any work submitted for assessment is their own and may be required to explain, evidence, or discuss their work to confirm authorship and understanding.

4.5 The use of AI to generate, complete, or substantially shape assessed work beyond permitted levels constitutes academic dishonesty. Any suspected misuse of AI will be investigated in line with the School’s Examinations Policy and relevant examination board and JCQ guidance.

4.6 Students are responsible for declaring and appropriately acknowledging any permitted use of AI tools. Failure to do so may be treated as a false declaration of authenticity.

4.7 This policy will be reviewed and updated regularly in response to developments in AI technology and evolving national guidance.

5. THE ST MARY’S AI ASSESSMENT SCALE (LEVELS 1–5)

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Level 1 – NO AI

No AI assistance is permitted at any stage.

Level 2 – AI PLANNING

AI may be used for:

- mind-mapping
- planning
- clarifying instructions
- generating revision questions

No AI wording may appear in the final work.

Level 3 – AI COLLABORATION

AI may support:

- structure suggestions
- clarity improvements
- alternatives to consider

All ideas must be rewritten in the student's own words.

Level 4 – FULL AI

AI may be used extensively when explicitly permitted, with teacher guidance. Students must demonstrate oversight, judgement, accuracy checking, and critical thinking.

Level 5 – AI EXPLORATION

AI may be used creatively in innovation tasks or experimental learning.

AI is never permitted to:

- write or rewrite assessed work
- generate analysis or evaluation
- paraphrase text for submission
- fabricate evidence or references
- complete exam-style tasks

6. AI DECLARATIONS

Students must include a declaration for:

- Level 3
- Level 4
- Level 5

A single sentence is sufficient, e.g.:

"I used AI at Level 3 for structure suggestions, which I evaluated and rewrote independently."

Parental acknowledgement of AI expectations and declaration requirements is formally covered within the Senior School User Agreement Policy, which parents and guardians are required to sign annually.

7. PROCEDURES FOR SUSPICION OF PLAGIARISM OR ACADEMIC DISHONESTY

7.1. Teachers will inform the relevant Head of Department and the Deputy Head (Academic).

7.2. An investigation may include:

- comparison with previous work
- review of drafts
- checking metadata or document history
- using plagiarism or AI detection tools
- discussing the work with the student

7.3. If dishonesty is confirmed, sanctions may include (but are not limited to):

- informing parents/carers
- redoing the work
- completing a reflective task
- an academic/behaviour record entry
- loss of marks

7.4. For examined work, the exam board may disqualify the candidate or the component.

7.5. For university applications, the school may be required to inform the university.

8. STUDENT AND PARENT ACADEMIC HONESTY DECLARATION (YEARS 7–13)

Acknowledgement of this policy is completed electronically.

- **Parents and guardians** confirm understanding and agreement annually via the Senior School User Agreement Policy. **Students** confirm understanding through an electronic acknowledgement issued at the start of each academic year.

Electronic records of all acknowledgements are securely stored by the school.