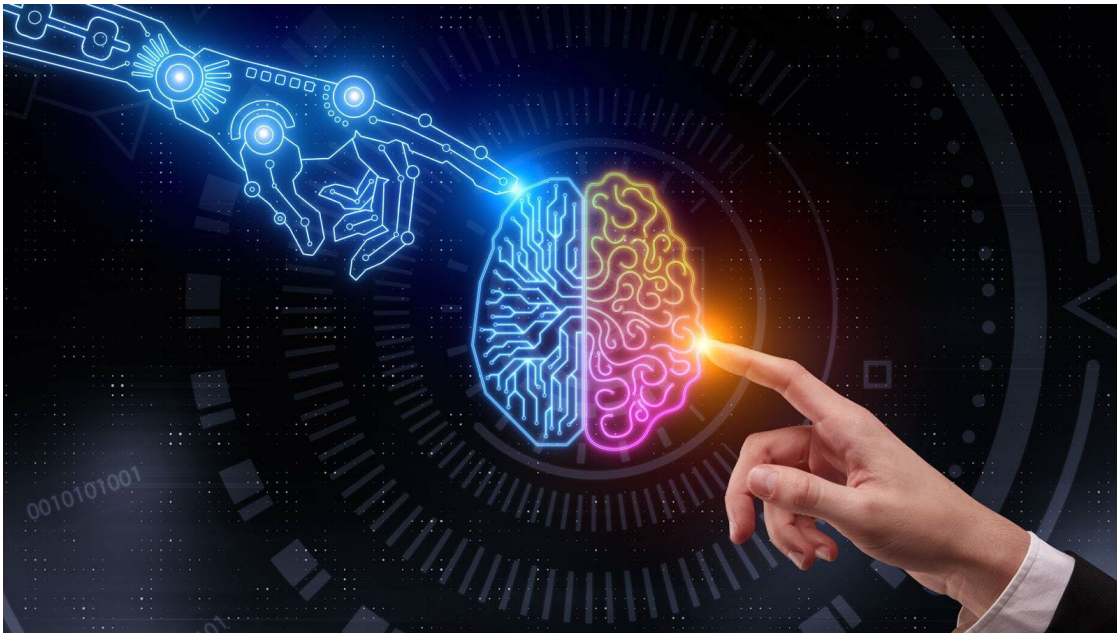




مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Artificial Intelligence (AI) Policy



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SECTION 1 Policy Foundation

1.1 Rationale

At GEMS Metropole School (MTS), we recognise that Artificial Intelligence (AI) is rapidly transforming education and the world beyond it. This policy provides a framework for the safe, ethical and purposeful use of AI in our school community. Our aim is to ensure AI enhances teaching, learning and administration while protecting student welfare, safeguarding academic integrity and equipping learners and staff with the understanding needed to use AI responsibly. The rationale for this policy is grounded in our duty to prepare students for a digital future while ensuring AI is applied with care, transparency and human oversight.

1.2 Purpose and Scope

This policy applies to all students, staff, contractors and visitors using AI systems in connection with the school. It covers all AI use in:

- Teaching and learning
- Formative and summative assessment
- Student support and safeguarding
- Communication, administration and school operations

1.3 Introduction and Context

As AI technologies evolve, our school is committed to their responsible use. This policy outlines how AI will be managed across our setting to ensure its application supports our core values, meets ethical standards and fosters a culture of digital literacy and safety.

1.4 Understanding the Role of AI in Education

At GEMS Metropole School (MTS), we recognise that generative AI tools (e.g. CoPilot, ChatGPT, Canva, AI-driven educational assistants) can support learning by enhancing creativity, providing personalised learning experiences and assisting with research and language development.

These tools are complementary, **not replacements** for traditional learning. Examples of appropriate use for students in Year 9 and above include:

- Generating ideas for a science project
- Creating a list of potential essay topics
- Practising language skills

However, there are also challenges to consider: the risk of misinformation, over-reliance on AI and ethical concerns such as plagiarism. AI does not always explain how or why it produces certain answers, making it difficult to fully trust or evaluate its responses.

Privacy and Data Security

- Use school-recommended AI tools vetted for safety and appropriateness.
- Disable data collection where possible; enable privacy settings to block data tracking.
- Teach students not to input personal information into AI platforms.
- Block AI tools that expose users to inappropriate content or interactions.

Encouraging Responsible Use

- Teach students that AI supports learning but does not replace effort or originality.
- Encourage critical evaluation of AI-generated content.
- Reinforce academic integrity- use AI for brainstorming, not completing tasks.
- Promote a healthy balance between online and offline learning.
- Understand that AI may assist research or summarisation only within approved guidelines and with proper citation.

Addressing Ethical Considerations

- Discuss AI-generated misinformation and the need for fact-checking.
- Highlight originality and the importance of avoiding AI-assisted plagiarism.
- Explain dangers of deepfakes and how to identify AI-generated media.
- Teach that AI chatbots lack real emotion or understanding.
- Encourage students to seek human support for emotional concerns.

Setting Boundaries at Home

- Establish clear rules on AI use for schoolwork and projects.
- Monitor usage to ensure responsible behaviour and prevent over-reliance.
- Encourage balanced use and offline activities.

Age-Appropriate Tools Only

- MTS permits only age-appropriate AI tools during school hours.
- Generative AI platforms posing risks are prohibited.
- Parents should supervise younger children when exploring AI chatbots.

How Parents Can Support AI Policies

- Attend AI information sessions and workshops.
- Communicate with teachers about AI classroom use.
- Model ethical AI behaviour.
- Develop personal AI literacy.
- Supervise AI interactions, especially for younger children.
- Discuss AI bias and “hallucinations” with older students.
- Encourage fact-checking and originality in schoolwork.
- Report any AI-related safeguarding concerns to the DSL team.

Common Risks and Mitigation Strategies

<i>Risk</i>	<i>Description</i>	<i>How MTS Mitigates it</i>
Data Privacy Concerns	Some AI tools collect user data, exposing sensitive information.	Strict privacy policies and digital-safety education.
Over-Reliance on AI	Students may depend on AI instead of building skills.	Teachers promote critical thinking and independent work.
Exposure to Inappropriate Content	Certain tools generate biased or unsuitable material.	Only age-appropriate tools approved and monitored.
Academic Dishonesty	Plagiarism or AI misuse to bypass learning.	Plagiarism checks (Turnitin) and explicit academic honesty teaching.

1.5 Introduction (Parent-Focused)

At GEMS Metropole School Dubai (MTS), we recognise the growing role of generative AI in education. While AI has the potential to enhance learning, it is essential that students use it in ways that align with our core values of compassion, empathy, leadership, kindness and respect. Parents play a vital role in guiding children's AI use at home to develop healthy, ethical and informed digital habits.

AI can introduce students to new ideas, cultures and perspectives. We encourage its use as a tool for exploration and collaboration while ensuring that all interactions- both online and in class- promote inclusivity, fairness and understanding. Parents can support this by discussing AI-generated content with their children and encouraging critical thinking.

Kindness in digital spaces means using technology responsibly and communicating thoughtfully. We expect students to treat others with dignity both online and offline. Respecting AI use also means acknowledging sources and avoiding plagiarism. Teachers' expertise and feedback should always be valued over AI responses, which lack context and personal understanding. Parents can reinforce originality and academic honesty at home.

Students must use AI to support learning rather than replace effort. Parents should help children fact-check AI outputs, recognise limitations and biases and avoid misuse in assessments. This policy provides clear, consistent guidelines for ethical, safe and responsible AI use by all members of our community. MTS is committed to integrating AI as a valuable educational resource while upholding academic integrity, critical thinking and digital responsibility.

SECTION 2. Ethical and Philosophical Framework

2.1 Purpose and Philosophy

Generative AI tools such as Large Language Models (LLMs) and image, audio and video generators offer powerful capabilities for learning and creation. However, responsible AI use requires careful consideration, ethical awareness and an understanding of limitations. AI will be integrated as a learning tool to support engagement and productivity while ensuring student effort remains central to academic growth. Training on approved AI tools will help students use AI effectively and responsibly. Students must

understand that AI outputs are not always accurate or reliable. They must critically evaluate AI-generated content, verify information from multiple sources and acknowledge tool use.

2.2 Guiding Principles for AI Use

- AI is used to enhance – not replace – human judgement.
- All AI use must be transparent and declared.
- Student data privacy must always be protected.
- AI systems must be inclusive, fair and free from bias.
- Students and staff must receive training in AI literacy.

2.3 Ethical and Responsible AI Use – DISCOVER AI Framework

MTS uses the DISCOVER AI Framework to guide ethical, responsible and creative use of AI:

- D** – Digital Responsibility – Use AI to enhance learning, not replace effort.
- I** – Integrity – Maintain honesty and fact-check AI content.
- S** – Safety – Respect privacy, security and fairness.
- C** – Curiosity – Explore and innovate with AI thoughtfully.
- O** – Originality – Be creative but retain your authentic voice.
- V** – Values – Align AI use with MTS core values.
- E** – Ethics – Recognise bias and AI's impact on society.
- R** – Respect – Uphold integrity and community principles.

2.4 AI Ethics and Privacy (13-18 Years)

Covers ethical considerations, data privacy and responsible AI use. Through computing lessons, students learn to:

- Understand how AI collects and processes data.
- Explore bias and its impact on decision-making.
- Critically evaluate AI-generated media and misinformation.
- Debate ethical responsibilities of organisations using AI.
- Reflect on authenticity and ownership of AI content.
- Learn basic data-security concepts and copyright issues.

SECTION 3. Definitions and Age-Appropriate Use

3.1 Key Definitions

- Artificial Intelligence (AI): Technologies enabling machines to perform tasks requiring human intelligence.
- Generative AI: Tools that create content (text, images, audio, code).
- LLM (Large Language Model): Generative AI trained on large text datasets.
- Plagiarism: Presenting another's work or AI output as one's own. Hallucination: False or misleading information produced by AI.

3.2 13+ (Age Restrictions on Student Use)

Students under 13 are not permitted to use AI tools at MTS. This aligns with DfE and EEF guidance and COPPA / GDPR-K regulations. Research shows reasoning and evaluation skills develop around age 12-13; early exposure may hinder literacy, numeracy and independence. Teachers may use AI across phases for planning and workload management, but direct student use begins from Year 9 onwards to ensure safe, age-appropriate engagement.

SECTION 4 Integration in Learning and Teaching

4.1 AI in Learning & Teaching

AI will be used at MTS to enhance learning and teaching while maintaining educational integrity, safeguarding data and ensuring ethical use. It will also serve as a valuable tool for reducing teacher workload, allowing staff to focus on high-impact activities. AI can assist with administrative tasks, lesson planning and personalised support, freeing time for meaningful student interaction.

4.2 Integrating AI into Subject Teaching

AI will be implemented in line with the MTS Learning and Teaching Policy to enrich the curriculum while protecting academic honesty.

- **Generating Learning Materials:** AI can create personalised exercises, quizzes and revision tasks tailored to student needs, as well as model answers and worked examples.
- **Supporting Student Progress:** AI may analyse performance to identify strengths and areas for development, supporting differentiated learning.
- **Enhancing Assessment and Intervention:** AI may help design fair assessments and highlight students needing additional support.
- **Reducing Teacher Workload:** AI can automate resource creation, summarise data, and draft feedback, while teachers ensure accuracy and context.
- **Supporting Inclusion:** AI-powered adaptive tools will assist students with additional needs (translation, speech support, adaptive interfaces).

4.3 Selecting and Approving AI Tools

Before new AI tools are used for teaching, they must undergo review to ensure:

- Alignment with curriculum and educational purpose.
- Compliance with GEMS data privacy standards.
- Transparency and fairness of algorithms.
- Suitability for age and subject area.

4.4 AI in Teaching and Workload Reduction

Teachers may use AI to:

- Plan lessons and generate differentiated materials.
- Automate repetitive administrative tasks.
- Summarise student data and reports.
- Produce revision activities and resource templates.

Approved resources will be provided on the 'AI Resource Padlet' which will support staff understand both the benefits and risks of AI-assisted planning.

4.5 AI in Assessment and Feedback

AI can be used to create formative quizzes and practice questions.

‘Classwork’ on Microsoft Teams is encouraged as a platform to use. However, teachers must not delegate marking or summative grading to AI unless:

- Its use is fully transparent to students, and
- The teacher reviews and validates all feedback.

4.6 Staff Training on AI Use

All teachers will receive ongoing professional development to integrate AI responsibly. Training will include:

- AI fundamentals and prompt engineering
- Ethical use and bias awareness
- Data privacy and safeguarding
- Designing AI-aware assessments

Training will be delivered via PLD sessions and National College courses and partner platforms.

4.7 Developing AI Skills and Awareness

To prepare students for an AI-driven world, AI literacy is embedded across the curriculum:

- Age-Appropriate AI Education: Introduced progressively through key stages.
- Ethical AI Use: Emphasis on bias, data privacy and critical thinking.
- Understanding Generative AI: Exploring benefits, risks and limitations.
- Wellbeing: Promoting balance and healthy screen use.
- Teacher Support: Ongoing training ensures staff confidence.
- Parent Involvement: Workshops and guidance on supporting AI learning at home.
- AI Skills Progression: Structured by age group and subject to ensure consistent development.

SECTION 5. Student Use, Integrity, and Safety

5.1 Developing AI Skills

Students will learn to use AI for research, creation and problem-solving through structured, supervised experiences. They will practise designing prompts, evaluating AI outputs and reflecting on their learning.

5.2 AI Literacy

Students will be taught to:

- Understand how AI models function
- Identify credible versus unreliable AI content
- Recognise bias and “hallucinations”
- Use AI safely, ethically and creatively

5.3 Acceptable Use

Students may use AI tools for:

Learning & Research

- Brainstorming essay ideas or creative projects
- Summarising complex information

- Exploring writing styles
- Creating quizzes for revision
- Translating and improving grammar
- Generating educational images or slides

Writing & Creativity

- Drafting and refining essays with citations
- Structuring and outlining assignments
- Enhancing creative writing and design work

Coding & Computational Thinking

- Debugging code and learning programming concepts
- Testing example code under teacher supervision

Appropriate Use in Writing

- Spell/grammar checks (e.g. Grammarly)
- Rephrasing or reorganising student-drafted paragraphs
- Adjusting outlines independently created

5.4 Students must not use AI for:**Academic Misconduct**

- Plagiarising AI-generated text
- Using AI to complete assignments without learning
- Fabricating data or citations

Ethical and Safety Violations

- Producing offensive or misleading content
- Cheating in assessments
- Impersonating others (deepfakes)

Privacy & Data Protection

- Entering personal or confidential information
- Sharing internal school data or materials

5.5 Academic Integrity and AI Transparency

- Students must disclose AI use in submitted work.
- Teachers may request drafts showing AI interactions.
- Misrepresenting AI work as personal work constitutes malpractice.
- All coursework will comply with JCQ and CIE guidance.

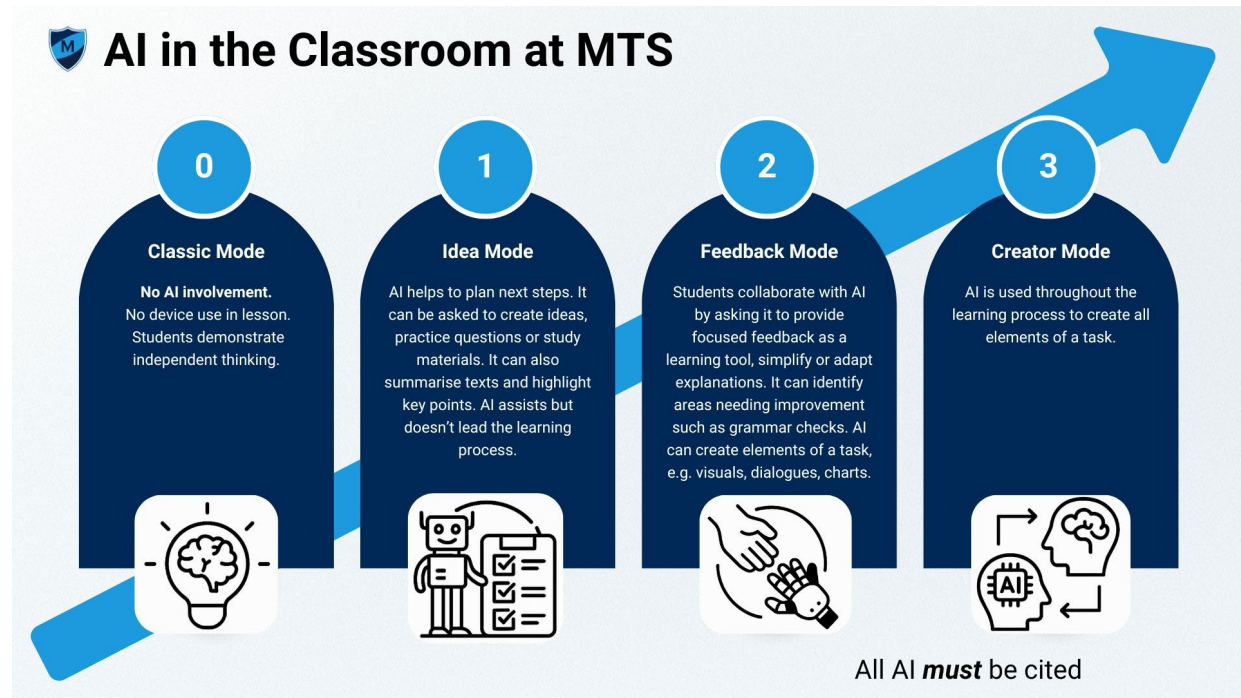
5.6 Privacy, Security and Data Protection

- Only school-approved AI tools may be used.
- No personal identifiers may be entered into AI systems.
- All AI use must align with GEMS data protection protocols.

5.7 Teacher Oversight and Guidance

Teachers will educate students on productive and safe AI use. They will apply the MTS AI Modes and carefully constructed prompts when integrating AI into lessons. Teachers must verify outputs, provide context and ensure AI supplements do not replace human learning.

MTS AI Modes:



Classic Mode

No AI involvement. No device use in lesson

What does this look like?

- Traditional learning activities without technology.
- Use of textbooks and handwritten notes.
- Discussions and debates.
- Critical thinking and problem-solving through peer dialogue.

Examples:

- Writing an essay draft by hand.
- Solving maths problems on paper using a calculator only if permitted.
- Reading from a novel or textbook during class discussions.
- Conducting a debate without AI-generated prep.

Students demonstrate independent thinking

- Critical Thinking – Practised through independent analysis and interpretation of resources.
- Collaboration – Built through group work and peer feedback.
- Creativity – Expressed through drawing, writing, or projects.

Question prompts:

- "What do I already know about this topic?"
- "What strategies can I use if I get stuck?"
- "What does the teacher expect in this assignment?"
- "How can I check my own work for accuracy?"



Idea Mode

AI helps to plan next steps. It can be asked to create ideas, practice questions or study materials. It can also summarise texts and highlight key points.

What does this look like?

- Suggest a study plan for an upcoming test.
- Generate potential quiz questions for a lesson.
- Create flashcards or practice problems based on a topic.
- Brainstorm ideas for a project or assignment outline.

Examples:

- Create a plan of how to study for an upcoming exam over the next 5 days.
- Generate practice questions about the causes of World War I.
- Give a list of ideas for how to present a science project on renewable energy.
- Suggest reading/websites for research.

AI assists but
doesn't lead the
learning process.



- Curiosity – Encourages learners to explore new ideas
- Creativity – Supports brainstorming and open-ended thinking
- Critical Thinking – Helps structure plans or questions that promote deeper learning

Question prompts:

- "What are some good questions I can practise for this subject?"
- "What could I do next to deepen my understanding of this idea?"
- "How could I break this task into smaller steps?"



Feedback Mode

Students collaborate with AI by asking it to provide focused feedback as a learning tool, simplify or adapt explanations. It can identify areas needing improvement such as grammar checks.

What does this look like?

- Revise an essay based on teacher feedback.
- Explain a concept differently after the original explanation is given.
- Support metacognition by helping students monitor progress, question their understanding, and plan next steps.
- Work with a teacher to co-construct examples.

Examples:

- Highlight areas of improvement in a draft essay, based on a mark scheme.
- Explain a concept, such as photosynthesis, in simpler terms.
- Analyse a completed exam paper and show students where they need to improve.

AI can create
elements of a task,
e.g. visuals,
dialogues, charts.



- Critical Thinking – Analysing feedback and refining work.
- Collaboration – Working interactively with AI to improve learning.
- Confidence – Gaining assurance through constructive support.

Question prompts:

- "How can I make this explanation more effective?"
- "What is another way to understand this?"
- "What kinds of questions could I ask to check my understanding?"
- "Where did I go wrong in this problem?"



Creator Mode

AI is used throughout the learning process to create all elements of a task.



What does this look like?

- Use AI daily as a study partner, writing assistant and feedback tool.
- Scaffold a long-term assignment from beginning to end.
- Adapt explanations, suggest tools and adjust depth based on individual student needs..

Examples:

- Set a learning goal for next month and check in with students each week.
- Guide students through researching, outlining and drafting an essay.
- Generate practice problems and explain mistakes and misconceptions after student completion.

- Critical Thinking – Sharpened by ongoing analysis, reflection and synthesis with AI.
- Curiosity – Encouraged by constant inquiry and experimentation with AI.
- Confidence – Built as AI supports risk-taking and growth.

Question prompts:

- “How can I make this explanation more effective?”
- “What is another way to understand this?”
- “What parts of my answer are unclear?”
- “Where did I go wrong in this problem?”

Teachers will guide students in using AI safely and effectively. During lessons, they should make it clear which MTS AI Mode is in use and the purpose behind its selection, while demonstrating how to craft thoughtful prompts. Teachers must always review AI outputs, add meaningful context, and ensure technology supports, not substitutes, genuine human learning.

5.8 Consequences of Misuse

Misuse of AI may result in:

- Redoing work without AI
- Temporary or permanent AI access restrictions
- Behaviour sanctions
- Coursework disqualification in external assessments

5.9 Safeguarding and Dangers of AI

Students will be taught that AI can produce false or harmful content during computing lessons. Any AI-linked safeguarding issues (e.g. inappropriate content, impersonation, harassment) must be reported to the DSL immediately. MTS will take disciplinary action for any misuse violating UAE values or school policies.

SECTION 6. Home Partnership (Parents)

6.1 Setting Boundaries at Home

Parents should establish clear expectations for AI use and monitor online activities to ensure safety and responsible engagement.

6.2 Age-Appropriate Tools Only

Parents should ensure children only use age-appropriate AI platforms and review parental controls regularly. Teachers can advise if needed.

6.3 How Parents Can Support AI Policies

Parents can:

- Attend information sessions and workshops
- Communicate with teachers about AI use
- Model ethical digital behaviour
- Develop personal AI literacy
- Supervise AI interactions. Students below the age of 13 should not be using AI tools.
- Encourage critical thinking and originality
- Report safeguarding concerns to the DSL

6.4 Encouraging Responsible Use

Parents play a vital role in helping children develop responsible attitudes towards AI use. They should guide students to critically evaluate AI-generated outputs, question their accuracy, and recognise the limitations of automated responses. Encouraging discussions about originality, creativity, and academic honesty will help students understand that true learning involves their own thinking and effort. MTS encourages families to reinforce the importance of human judgement when using AI, reminding children that technology is a tool to support their ideas - not a substitute for them. Through this shared approach, parents and the school can work together to cultivate thoughtful, ethical, and responsible digital learners.

6.5 Privacy and Data Security

Parents should actively reinforce safe and responsible AI use at home by guiding their children to avoid sharing personal information such as names, images, locations, or passwords when interacting with AI platforms. Families should also understand how AI systems collect, store, and analyse data so that students are aware of how their digital actions contribute to an online footprint. MTS encourages parents to model good digital habits and to engage in regular discussions with their children about privacy, consent, and data protection. Establishing clear household boundaries around AI-enabled devices and applications further supports the school's ongoing commitment to safeguarding student information.

6.6 Addressing Ethical Considerations

MTS believes that ethical awareness is a shared responsibility between school and home. Families are encouraged to engage in conversations about how AI tools can reflect bias, spread misinformation, or influence attitudes. By supporting students to question the accuracy, fairness, and origin of AI-generated content, parents can nurture critical thinking and digital citizenship. Discussing the importance of authentic learning and creativity also helps students appreciate that AI should enhance - not replace - human reasoning, problem-solving, and originality - values that lie at the heart of the MTS learning ethos.

6.7 Parent Training

To strengthen home-school partnership, MTS will offer a series of workshops and digital resources to help parents navigate the safe and effective use of AI. These sessions will address

topics such as understanding the role and limitations of AI tools, promoting balanced screen time, ensuring online safety, recognising and addressing bias, and maintaining a clear distinction between teacher input and AI assistance. Through these training opportunities, parents will be empowered to make informed decisions about their child's AI use and to reinforce the same principles of digital wellbeing and responsibility that underpin classroom practice at MTS.

6.8 Common Risks and Mitigation Strategies

Parents and guardians should remain aware of the potential risks associated with AI, including issues related to data privacy, exposure to inappropriate content, plagiarism, and over-dependence on technology. MTS promotes clear and proactive mitigation strategies that encourage families to verify the accuracy of AI-generated information, maintain human oversight in learning tasks, and promote transparency between students, teachers, and parents. By working together, MTS and families can ensure that AI is used ethically, responsibly, and safely to enhance the learning experience for all students.

SECTION 7. Governance and Oversight

7.1 AI Usage and Governance

AI integration at MTS supports teacher-led instruction while maintaining ethical oversight.

- AI should **support, not replace** teachers.
- All AI-generated student work must be cited.
- Teachers guide students in identifying bias and misinformation.
- Turnitin will be used to check for AI-assisted plagiarism.
- Only school-approved tools are permitted (Appendix 14).

7.2 AI Tool Approval and Policy Governance

The Digital Learning Lead is responsible for maintaining the approved list of AI tools used across the school, ensuring all platforms meet safety, privacy, and educational standards. The Innovation Lead oversees staff training and ensures full compliance with AI-related procedures and expectations. The Designated Safeguarding Lead (DSL) manages any welfare incidents connected to AI misuse or inappropriate digital behaviour. Before any new AI tool is introduced, it must receive Senior Leadership Team (SLT) approval and undergo a comprehensive risk assessment to evaluate potential data, content, and ethical implications.

This policy aligns with the JCQ (2024) *AI Use in Assessments* guidance, ensuring that all practice at MTS reflects national and international standards for responsible AI integration. Students must not:

- Generate assessment responses using AI
- Fail to acknowledge AI assistance
- Fabricate data or citations

7.3 AI Oversight and Policy Implementation

The Innovation Lead will:

- Monitor AI implementation across subjects
- Ensure ethical use and compliance
- Review and update this policy annually
- Provide ongoing staff training on responsible use

SECTION 8 Curriculum Integration and Scenarios

8.1 AI Integration in Curriculum and Literacy

AI literacy will be taught through the ICT curriculum focusing on:

- Understanding AI functionality
- Evaluating reliability of AI outputs
- Designing prompts effectively
- Recognising bias and misinformation

The Kapow Computing Curriculum is introduced from Year 3. Students from Year 6 upwards will access age-appropriate lessons related to the science being AI.

8.2 Role-Based Guidelines

Teachers

- Use AI for planning, differentiation and materials generation
- Review AI outputs before classroom use
- Avoid using AI for high-stakes marking

Students

- Use AI for idea generation and revision when permitted
- Declare all AI use in work
- Avoid AI-written or paraphrased submissions

Administration

- Use AI for analytics, reporting and scheduling
- Ensure compliance with privacy standards

8.3 Safeguarding and Risk Mitigation

- Student-accessed tools must have safety filters
- Staff must recognise and report deepfakes or manipulation
- AI cannot be used to monitor or profile students
- Any misuse (impersonation, harassment) must be escalated to DSL

8.4 Use Case Scenarios

Appropriate Uses

- Revision quizzes
- Simplified text comprehension
- AI-assisted artwork under supervision

Inappropriate Uses

- Submitting AI work without acknowledgment
- Offensive or false content creation
- Using AI hallucinations as factual references

SECTION 9. Links and Review

9.1 Links to Other Policies

This policy aligns with:

- MTS Behaviour Policy

- MTS Safeguarding Policy
- MTS BYOD Policy
- MTS Curriculum Policy
- MTS Learning & Teaching Policy

9.2 Policy Evaluation and Accessibility

The effectiveness of this policy will be reviewed annually using stakeholder feedback, incident logs and AI developments. The latest version will always be accessible via the MTS website and staff portal.

9.3 Monitoring Arrangements

Because AI evolves rapidly, this policy will be reviewed as needed to ensure continued relevance and alignment with best practice. Students, teachers and administrators will evaluate AI's impact and recommend adjustments each academic year.

10.0 Conclusion

MTS is committed to embedding AI in education responsibly. By ensuring transparency, ethics and safety, we empower students to become digitally literate, innovative and morally grounded learners ready for the future.

Appendices

Appendix 1 – Generative AI Glossary

Keyword	Definition
AI (Artificial Intelligence)	The idea or simulation of human intelligence in machines that are programmed to think, reason and learn. AI enables tasks like problem solving, decision making and content generation.
Bias	Errors in AI outputs caused by imbalances or inaccuracies in training data, leading to unfair or skewed results.
Context Window	The amount of text or tokens an AI model can consider at once when generating a response. Larger context windows allow better understanding of longer inputs.
Deep Learning	A branch of machine learning that uses neural networks to analyse complex patterns in data. Enables tasks such as image and text generation.
Generative AI	Algorithms that can create new content including audio, code, images, text, simulations and videos.
Hallucination	When an AI model generates false or fabricated information, often due to limited training data or misinterpreted context.
LLM (Large Language Model)	A generative AI model trained on vast text datasets to understand and generate human-like text.
ML (Machine Learning)	AI where algorithms learn patterns from data to make predictions or decisions without explicit programming.
Neural Networks	Systems inspired by the human brain, with interconnected nodes that learn patterns for decision-making and content generation.

Prompt	The input or query provided to an AI model to elicit a specific response.
Tokens	The smallest text units (e.g. words or characters) that AI models process to generate responses.
Training Data	The information given to machine learning models to help them learn how to perform tasks, such as text, images or audio.

Appendix 2 – Acceptable and Prohibited Use of Generative AI

Examples of appropriate and inappropriate uses of AI tools by students:

Example Use	Explanation
Posing an essay question to an AI and submitting the result as your own work.	Plagiarism; unacceptable.
Asking AI to create an essay by giving bullet points.	Still plagiarism, as AI did most of the work.
Using AI as a shortcut to solve problems without learning.	Violates academic integrity; prevents skill development.
Making up science experiment results with AI.	Dishonest and misrepresents learning.
Generating essays and paraphrasing before submitting.	Still plagiarism; learning process is lost.
Writing a first draft and using AI for critique, then self-reflection.	Acceptable if effort is genuine and AI feedback is verified.
Using AI output without verifying accuracy.	Poor practice; always verify facts and sources.
Generating retrieval questions with AI.	Acceptable if verified for correctness.
Asking AI to translate a passage.	Acceptable only if not for homework submission.
Generating flashcards or summaries.	Acceptable if checked for accuracy.
Researching scientific developments with AI.	Excellent for deeper understanding; verify sources.
Asking AI to explain complex topics simply.	Excellent for scaffolding understanding.
Using AI to provide summaries of longer texts.	Useful for initial research; verify content.
Asking AI for step-by-step solutions.	Good for checking reasoning; confirm accuracy.
Using AI as a dictation tool.	Acceptable for accessibility and speed.
Generating multiple ideas for brainstorming.	Encouraged; evaluate each idea critically.
Asking AI for further reading suggestions.	Excellent; helps extend learning.
Conversing in a foreign language with AI.	Great for practice; verify correctness.

Appendix 3 – Prohibited AI Tools for Student Use at MTS

Over one hundred AI tools are blocked on the MTS network and must not be used for schoolwork. Please contact the IT department for the most recent list of blocked sources.

Appendix 4 – Free Courses for Parents

Course Name	Description	Link
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National College: <i>What Parents & Educators Need to Know about AI Solutions</i>	Examines the rise of AI and its impact on children’s creativity, reasoning and safety.	National College Guide
Internet Matters: <i>Guide to AI</i>	Introduces generative AI tools and how families can support safe, creative AI use at home.	Internet Matters Guide

Appendix 5 – Free Certified External Courses for Teachers

Provider / Course	Overview
MagicSchool AI – Level 1 & 2	Introduces prompt writing, modifying outputs and effective classroom use.
Canva for Education / AI in the Classroom	Lesson design and creative presentation using AI.
Quizizz AI Certification	Using AI to personalise assessments and increase engagement.
TeachMate Certified Educator	Practical strategies for lesson creation with AI.
National College Courses	AI & Pastoral Care: Harnessing Technology The Art of Prompt Engineering Fundamentals of AI for Educators AI & SEND: Adaptive Teaching Guide Workload Reduction: Using AI to Save Time AI in Teaching: Future-Proofing Policies Online Sexual Abuse in the Age of AI AI as Digital TA: Differentiating Learning AI & Online Safety: Mitigating Risks & Compliance ChatGPT: Effective & Engaging Teaching and Learning AI-Empowered Classroom: Teacher to Coach Role MFL: Using AI to Support Language Learning Embracing AI in the Classroom Integrating AI for Assessment & Feedback Introduction to AI – National Online Safety
AI for Education	Beginner course on using AI responsibly in classrooms.
Khan Academy AI Certification	Foundations of AI literacy for educators.
Curipod Certified Educator	Learn to create AI-enhanced lessons and activities.
Microsoft Learn – AI for Educators	Covers LLMs, responsible AI, prompt engineering and integration.

Appendix 6 – AI Image Generation Framework and Vocabulary

Category	Element	Description
Style	Realistic	Photo-like images showing real-world examples
	Cartoon/Animated	Child-friendly, engaging visuals
	Illustration	Textbook-style diagrams
	Infographic	Data visuals such as charts or processes
	Minimalist	Simple layouts focused on key concepts

	Technical Drawing	Precise diagrams for STEM topics
Composition	Close-up	Highlights fine details
	Wide Shot	Shows broad context
	Cross-section	Cutaway views for anatomy/architecture
	Step-by-step	Sequential illustrations for processes
	Side-by-side	Comparative visuals
	Diagram	Labelled, logical flow diagrams
Colours	Bright and Cheerful	Positive and engaging for younger learners
	High Contrast	Improves visibility
	Vibrant Colours	Attracts attention
	Neutral Tones	Professional aesthetic
Settings	Classroom	Traditional setup
	Laboratory	Science-based
	Library	Quiet research environment
	Outdoor Classroom	Nature-based learning
	Home Learning	Informal setting
Accuracy	Historically Accurate	Reflects accurate events/settings
	Scientifically Accurate	Aligns with verified knowledge
	Anatomically Correct	Accurate body diagrams
Inclusivity	Diverse	Represents multiple ethnicities and abilities
	Culturally Inclusive	Reflects global perspectives
	Accessible	High-contrast, clear visuals
	Multicultural	Emphasises global viewpoints
Emotions	Encouraging	Builds confidence
	Calm and Focused	Promotes concentration
	Exciting and Engaging	Captures attention
	Safe and Welcoming	Inclusive and comforting
Quality	High Resolution	Suitable for printing
	Print Quality	Optimised for worksheets
	Classroom Poster	Vertical layout for visibility
	Presentation Ready	16:9 format for slides
	Professional Quality	Textbook-standard design

Appendix 7 – Free Courses for Students

Course Title	Description	Link
IBM Skills Build – AI Fundamentals	Foundations of AI including language processing, applications and ethics.	IBM Skills Build
Elements of AI – Introduction to AI	Beginner course explaining what AI is and its impact on life and work.	Elements of AI
Ethics of AI – University of Helsinki	Explores ethical implications and social impact of AI.	Ethics of AI

One Million Prompters – <i>Dubai Future Foundation</i>	Four-module course teaching AI literacy and prompt-engineering skills with certification.	One Million Prompters
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Appendix 8 – AI Skills Progression / Age-Appropriate Integration

Training Title	Age Group	Description
Introduction to AI Concepts	5–12 years	Learn what AI is, how it works and examples in everyday life.
Prompt Engineering Basics	11+ years	Learn to design effective prompts using the WSD framework.
Critical Thinking with AI	12–16 years	Analyse outputs, identify bias and verify accuracy.