



Generative AI

Policy

Table of Contents

Introduction

1.1 Purpose & Guiding Principles

1.2 Scope

1.3 Definitions

2.0 Roles and Responsibilities

2.1 Board of Management, Senior Management Team & Digital Learning Team

2.2 Teaching Staff

2.2.1 Use by Teacher

2.2.1.1 Teacher Planning & Preparation

2.2.1.2 Teaching & Learning

2.2.2 Responsible Use by Teachers

2.3 Students

2.3.1 Responsible Use by Students

3.0 Acknowledging the Use of AI Tools in Student Work

4.0 Sanctions / Consequences for Misuse of AI Tools

Appendices

Appendix A — Guidance on Artificial Intelligence in Schools

Appendix B — Rules for the Use of AI in SEC Examination Coursework (Coursework Rules & Procedures 2025/2026)

1.(a) Ensuring the Authenticity of Candidates' Work

Authentic and Individual Work

Class Teacher Oversight

1.(b) Consequences for Misuse of AI Tools

2. Permissible Uses of AI Tools in Coursework

3. Prohibited Use of AI Tools in Coursework

4. Acknowledging the Use of AI Tools

5. Useful Indicators in the Identification of AI-Generated Material

7. Summary of Key Points

Appendix C — Glossary of Terms

Appendix D — School Compliance

Legal & Regulatory Framework

Incident Response & Complaints

References

1.0 Introduction

1.1 Purpose & Guiding Principles

This policy aims to provide a robust framework for the ethical and efficient use of generative AI technologies within John the Baptist Community School. Its principal intent is to empower both educators and learners by integrating AI into the teaching and learning processes whilst emphasising responsible and safe use, including inclusivity, and the maintenance of high ethical standards.

We understand that generative AI holds incredible potential for enhancing pedagogical methods, customising learning experiences, aiding administrative efficiency, and driving educational innovation. Harnessing this technology effectively necessitates a comprehensive set of guidelines to uphold our shared values and ensure the successful incorporation of AI into our school community.

1.2 Scope

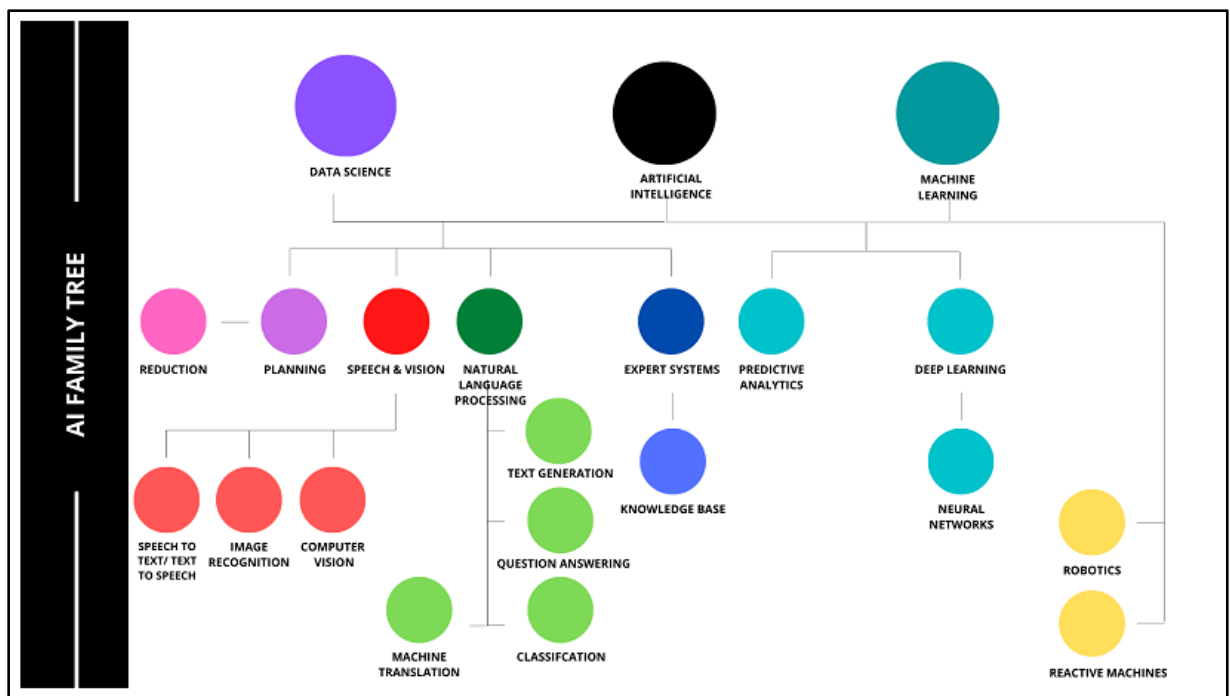
This policy applies to all staff, students, contractors, volunteers and partners using or accessing AI systems under the authority of John the Baptist CS, including generative AI (text/image/audio/video/code tools), learning analytics, assessment/feedback tools, administrative AI, and embedded AI in platforms used by the school. Users should adhere to this policy whenever they engage with the generative AI tools provided by the school. This AI Policy aligns and compliments the Digital Strategy for Schools to 2027, John the Baptist CS Digital Learning Plan and our Acceptable User Policy.

In the next section, we will detail roles and responsibilities, ethical standards, data privacy, and security. Each of these essential elements will help reinforce our collective understanding of a technology that promises to nurture an innovative, engaging and inclusive learning environment.

1.3 Definitions

An ‘AI system’ means a machine based system that is designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment, and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments (EU Artificial Intelligence Act 2024)

Artificial intelligence is embedded in a wide range of routine daily activities. For example, predictive text functions utilise AI algorithms to anticipate and propose sentence completions as the user types. Navigation systems apply AI to optimise route selection in response to real-time traffic patterns or weather conditions.

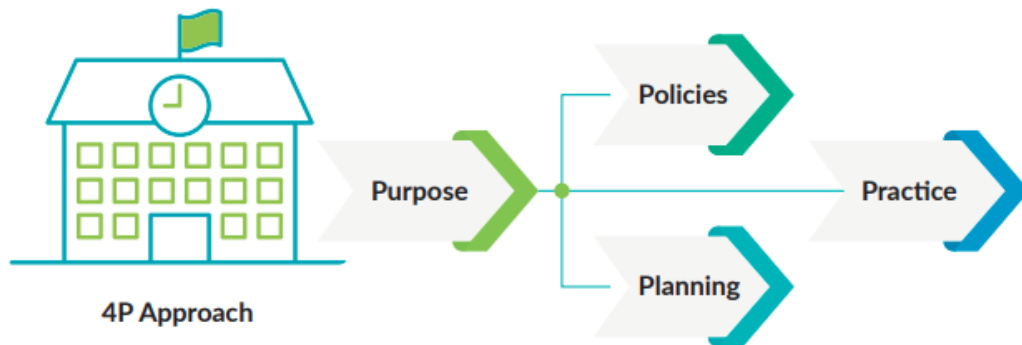


(Please see Appendix A – Glossary of Term to support AI within schools)

2.0 Roles and Responsibilities

2.1 Board of Management, Senior Management Team & Digital Learning Team

- The Board of Management and Senior Management Team hold the ultimate responsibility for the implementation and oversight of this policy. The Senior Leadership Team along with Digital Learning Team ensures that the school's use of generative AI aligns with its Department of Education Guidance, legal obligations, and ethical standards.
- The Senior Management Team is also responsible for promoting an organisational culture that values responsible AI usage, maintaining a balance between innovation and ethical considerations. They will work collaboratively with teachers, pupils, and experts, ensuring that all AI processes adhere to our school's policy.
- The Senior Management Team and Digital Learning Team will also be responsible for addressing any concerns related to the use of generative AI brought to their attention by any member of the school community.
- The Digital Learning Team will endeavour to support classroom practice, curate approved tools, mentor staff, provide information on upcoming CPD and plan and deliver whole staff CDP in the area of AI.
- When planning for and adopting AI in education, the school will endeavour to utilise the 4P approach as stated by the Department of Education and Science ;



2.2 Teaching Staff

- Teachers have the option to use the AI tools provided, for enhancing pedagogical techniques and improving pupil engagement. Staff may use approved AI tools to support planning, differentiation, resource creation, accessibility, translation, administrative tasks and formative feedback



2.2.1 Use by Teacher

2.2.1.1 Teacher Planning & Preparation

- Assisting with curriculum & lesson Planning - drafting ideas for lesson plans and other activities
- Generating tailored teaching and learning resources - Help with design of quiz questions or other exercises.
- Streamlining and organising content
- Scaffolding learning materials to meet diverse learner needs – customising materials

2.2.1.2 Teaching & Learning

- Formative Assessment practices – unpack learner outcomes, create learning intentions, and design success criteria.
- Providing timely and personalised feedback to students.
- Personalised learning – create interactive content, choice boards, differentiated reading materials etc.
- Inclusion – Support inclusive practices by tailoring tasks to better ensure all learners are appropriately challenged.
- Teaching Resources – Assist with producing a variety of teaching materials, e.g text summaries, writing examples across a variety of genres, etc.

- Assisting with creating images

2.2.2 Responsible Use by Teachers

- Teachers should model responsible and ethical use of generative AI technologies. This includes the appropriate integration of these technologies into their lessons, in a manner that enhances teaching and learning, without compromising academic integrity.
- The AI model licensed for use in John the Baptist CS is Microsoft Co-Pilot as data and information inputted is not utilised to train the AI model, therefore stay in line with our GDPR policy.
- Teacher's discretion is key in ensuring that the use of generative AI aligns with our school's educational objectives and ethical standards. It is important to exercise professional judgement, verify AI outputs; remain accountable for content/feedback.
- It is important to guide pupils in using AI tools responsibly for their subject, whilst encouraging a climate of academic integrity.
- Teacher should check accuracy, bias and appropriateness when necessary.
- When utilising AI tools, it is vital to protect personal data, no student, parent, staff information or sensitive data should be inputted into AI tools.



ARTIFICIAL INTELLIGENCE

Five Considerations for Teacher Use

- 

POLICIES & GUIDELINES

Does the tool adhere to the relevant policies and guidelines of your school?
- 

ETHICAL DATA USE

Is the tool GDPR compliant? Do not use personal or student data.
- 

EVIDENCE OF IMPACT

Will the AI tool improve learner outcomes or experiences? Are there examples or case studies?
- 

BIAS AWARENESS

What steps are you taking to identify and mitigate biases in your AI tools?
- 

ACCURACY OF OUTPUT

Have you checked the output against other sources before sharing with students?



[AI IN SCHOOLS HUB](#)





RASE FRAMEWORK

Prompt Engineering for GenAI/LLMs

While there are many prompt frameworks recommended for use with GenAI/LLMs, the following is one that teachers find useful.

- #### R ROLE

Give the GenAI/LLM a role and provide a context
- #### A ASK

Clearly define the task that you want it to perform
- #### S SPECIFIC

Be specific about format, length, style etc required
- #### E EXPERIMENT

Refine your prompt. Ask the GenAI/LLM for suggestions

ALWAYS CHECK FOR ACCURACY OF OUTPUT AND SUITABILITY.

2.3 Students

Students are expected to use AI-generated resources responsibly and abide by the ethical use guidelines outlined in this policy. All work produced by students is encouraged to remain original, while using generative AI as an aid to their learning.

2.3.1 Responsible Use by Students

- AI tools may be used for specific purposes in coursework, such as:
 - Gathering background information on a topic from credible sources.
 - Structuring coursework plans.
 - Clarifying research material.
- acknowledge and reference any AI assistance in coursework/assignments (see Appendix A);
- Do not submit AI-generated content as their own.
- Do not share personal/sensitive data with AI tools;
- Follow the Acceptable Use Policy (AUP) updated to include AI.
- Students must be able to critically evaluate any AI generated output for accuracy, bias, and reliability including hallucinations. (a response / output from AI resulting from faulty code that generates credible but factually incorrect, invented or logically flawed information)

3.0 Acknowledging the use of AI tools in Student Work

The use of AI tools must be acknowledged whenever it has contributed to the development of ideas, research, or other aspects of classwork/coursework. This includes summarising information, brainstorming ideas and conducting research.

The use of all AI tools must be documented in a dedicated section of the classwork/coursework, such as an appendix section.

The following details must be included:

- The name and version of the AI tool used (e.g., ChatGPT-3.5 or Microsoft Copilot, version GPT-4 etc.).
 - The developer or publisher of the AI tool (e.g., OpenAI or Microsoft).
 - The date the AI output was generated.
 - A brief description of how the AI tool was used (e.g., “Used to refine initial research notes” or “Summarised data findings”).
- Where applicable, candidates must include the prompt(s) used to generate the output from the AI tool. If the tool generates a shareable URL or session link, this should also be included in the appendix.

4.0 Sanction/Consequences for misuse of AI tools

1. The misuse of AI tools, including their use to generate unacknowledged content, is plagiarism and constitutes a breach of regulations (see appendix A).
2. The incorrect use of AI will be dealt with in accordance with our Code of Behaviour
3. Penalties for misuse will apply and may include loss of the marks for the classwork/coursework.
4. In state Examinations – up to and including loss of the subject, loss of the entire examination in all subjects, or being debarred from the certificate of examinations in subsequent years.



Appendices

Appendix A

Guidance on Artificial Intelligence in School

<https://www.gov.ie/en/department-of-education/publications/digital-strategy-for-schools-to-2027/#guidance-on-artificial-intelligence-in-schools>



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Guidance on Artificial Intelligence in Schools

Version 1
October 2025



Appendix B

Rules for the Use of AI in SEC Examination Coursework

Coursework Rules & Procedures 2025/2026

<https://www.gov.ie/en/department-of-education/publications/state-examinations-2026/>

Introduction

Where Artificial Intelligence (AI) tools (including software and applications) are used in State Examination coursework, it must be conducted in a responsible and ethical manner. This is essential to maintain academic integrity and ensure that candidates' work reflects their own understanding and efforts. AI tools should not be used to generate coursework content. However, AI tools may assist in generating ideas, conducting research, or enhancing clarity, provided its use is clearly documented, in the same manner that all research sources are treated in coursework. These rules set out the acceptable use and appropriate acknowledgment of AI tools in coursework.

1. (a) Ensuring the Authenticity of Candidates' work

Authentic and individual work

Candidates are required to sign the Authentication Form P.2 confirming that all submitted coursework is their own authentic and individual work and is free from any unacknowledged AI tool assistance. The use of AI tools should only be used to enhance

the candidate's own learning process and not to replace the candidate's role in creating the coursework.

Candidates should discuss the proposed use of any AI tools with their class teacher before they undertake their coursework.

Class Teacher oversight

Class teachers play a critical role in guiding candidates on the responsible use of AI tools in State examination coursework. The Department of Education and Youth AI Guidance aims to support school leaders and teachers to develop an understanding and knowledge of relevant considerations regarding the use of AI in teaching and learning and school leadership. Through the coursework authentication process, teachers confirm that the coursework was completed in accordance with these rules and can verify that an AI tool has not been used to produce uncredited material.

1. (b) Consequences for misuse of AI tools

The misuse of AI tools, including their use to generate unacknowledged content, is plagiarism and constitutes a breach of regulations (see Section 15). Penalties for misuse will apply and may include loss of the marks for the coursework, loss of the subject, loss of the entire examination in all subjects, or being debarred from the certificate examinations in subsequent years.

2. Permissible uses of AI tools in coursework

AI tools may be used for specific purposes in coursework, such as:

- Gathering background information on a topic from credible sources.
- Structuring coursework plans.
- Clarifying research material.

Candidates must be able to critically evaluate any AI generated output for accuracy, bias, and reliability including hallucinations. (a response / output from AI resulting from faulty code that generates credible but factually incorrect, invented or logically flawed information)

3. Prohibited use of AI tools in coursework

Candidate's coursework must reflect their own knowledge, skills and understanding of a subject. The inappropriate use of AI tools may undermine this outcome, and result in the coursework not being marked. Prohibited uses include but are not limited to:

- Using one or more AI tools to generate coursework content, responses, or creative elements directly.
- Copying or paraphrasing AI generated material. Any ideas, prompts, or suggestions derived from the use of AI tools must be explicitly acknowledged; however, candidates remain responsible for expressing these ideas in their own words and developing their own original work.

4. Acknowledging the use of AI tools:

The use of AI tools must be acknowledged whenever it has contributed to the development of ideas, research, or other aspects of coursework. This includes summarising information, brainstorming ideas, and conducting research.

The use of all AI tools must be documented in a dedicated section of the coursework, such as an appendix section.

The following details must be included:

- The name and version of the AI tool used (e.g., ChatGPT-3.5 or Microsoft Copilot, version GPT-4 etc.).
- The developer or publisher of the AI tool (e.g., OpenAI or Microsoft).
- The date the AI output was generated.

- A brief description of how the AI tool was used (e.g., “Used to refine initial research notes” or “Summarised data findings”).

- Where applicable, candidates must include the prompt(s) used to generate the output from the AI tool. If the tool generates a shareable URL or session link, this should also be included in the appendix.

-Marking material sourced from an AI tool Any material generated by AI software will be treated in the same way as any other material that the candidate has not generated themselves. Including it without quoting it as the work of AI software will be considered plagiarism, which can result in the forfeit of all marks for the coursework component.

Where any material generated by AI software is included in a coursework submission and is properly quoted or referenced, no credit will be awarded for any of that material itself. Credit can only be awarded for the effective use of this material in the support or development of the candidate’s own work. This is the established practice that already applies to the inclusion of quoted material (whether that be text, images, or other forms of material) created by human authors.

5. Examples of appropriate acknowledgement for the use of AI tools

Example of AI use in coursework:	AI tool:	Developer:	Date of Use:	Purpose:
Brainstorming	ChatGPT-4	OpenAI	14 February 2025	Used to suggest possible project themes during the brainstorming stage. No text was copied; final ideas were refined and developed independently.
Clarifying information	Microsoft Copilot (GPT-4)	Microsoft	20 February 2025	Used to clarify the distinction between fiscal policy and monetary policy. Notes from the explanation were paraphrased into my own words.
Supporting research/data sources	ChatGPT-3.5	OpenAI	25 February 2025	Used to identify potential data sources relevant to climate change modelling. Sources were then independently checked and verified before inclusion in the coursework.

An example of good practice for the candidate when acknowledging the use of AI tools, could include documenting the question posed and the response generated by the AI tool in a screenshot for preparatory and reference purposes

5. Useful Indicators in the Identification of AI Generated Material

When engaging with coursework and for authentication purposes, class teachers are urged to use the same skills and techniques that they currently use to assure themselves that any homework, project work or coursework produced by a candidate is their own authentic work. Where the submission is a written piece of work, below are some key characteristics of AI generated material:

- Spelling and the use of grammar and punctuation e.g. an unusually high level of accuracy of spelling, punctuation and grammar or a consistent use of spelling.
- The style and tone of the writing e.g. material which is written in a different style in terms of vocabulary and composition from previous work.

- The use of atypical vocabulary
- The complexity and coherence of the material submitted
- – Inconsistent order of material. The material may lack a natural flow to it.
- Series of false starts or endings. This may indicate that an AI tool has been prompted to provide further information.
- May lack clear evaluation of a subject, or evidence of a personal point of view throughout. Materials that are generated by an AI tool, will generally be strong on evidence but will lack expression.
- A lack of direct quotations. Some material generated through AI tools may include false references. – The lack of a visual aid/ graph or data table in the coursework, where it would be expected. – The content is generic and lacks specific knowledge.
- The accidental inclusion of caveats produced by an AI tool, e.g. Sentence that highlights the limit of an AI tool's ability to find information requested in the prompt. It is expected that coursework will be carried out under the supervision of the class teacher, in the classroom as part of teaching and learning.

Candidates should be encouraged to keep drafts of their coursework to demonstrate their project journey.

7. Summary of key points

- Candidates should be made aware of all rules and requirements regarding the completion, authentication and submission of coursework.
- Candidates should not use AI tools to directly generate coursework content.
- The use of AI tools by the candidate must be clearly acknowledged and with sufficient detail to verify its role.
- The use of AI tools must align with the overarching goal of ensuring the candidate's work is authentic and reflective of their individual efforts.

- By adhering to these rules, candidates demonstrate academic integrity, engage in the responsible use of AI tools, and contribute to a fair and equitable educational environment for all.

Appendix C

Glossary of Terms

This section provides definitions for common AI terminology.

Term	Definition
Algorithm	Algorithms are the step-by-step list of instructions or rules that determine the actions taken by the AI system.
Bias	In the context of AI, bias refers to the assumptions made by an AI system in order to simplify the process of learning and performing the task(s) it was designed for. AI

	technologies tend to reproduce real-world prejudices or various kinds of research bias.
Chatbot	A chatbot is a software application that is designed to imitate human conversation through text or voice commands.
Data	Data are units of information about people or objects that can be used by AI technologies.
Deepfake	A deepfake is a piece of media, image, video or audio created by deep learning or other AI technology to misrepresent reality, for example, by showing someone doing or saying something that they did not do or say.
AI Act (EU AI Act, 2024)	Legislation enacted by the European Union to ensure that AI systems are used in a safe, transparent manner that is aligned with fundamental human rights. It categorises AI systems by risk levels and sets compliance principles accordingly.
Expert System	A computer system that emulates the decision-making ability of a human expert.
Explainability	The ability of an AI system or algorithm to provide understandable explanations or justifications, for decisions, predictions or recommendations, particularly in the context of transparency and accountability.
GDPR (General Data Protection Regulation)	European regulation governing data protection and privacy, critical for AI systems handling personal data.
Generative AI (GenAI)	A type of AI designed to generate content, such as text, images, code, audio, video etc based on input data. Examples include AI chatbots, image generation tools, and content automation systems.

Hallucination	Hallucination refers to an incorrect response from an AI system or false information in an output that is presented as factual information.
Human Agency and Oversight	A principle ensuring human control and intervention in AI systems, prioritising ethical decision-making.
Intelligent Tutoring Systems	A computer system or digital learning environment that is designed to give instant and custom feedback to students. An intelligent tutoring system offers a learning environment that adapts to student's needs.
Large Language Model	A large language model (LLM) is an AI model trained on large amounts of text to understand language and generate humanlike text.
Machine Learning	This is where computers are taught to identify rules and patterns in data without a human specifying those rules and patterns. These algorithms build a model for decision-making.
Natural Language Processing	This is where computers understand and interpret human language.
Personalised Learning	AI algorithms can analyse vast amounts of data, including a student's past performance, interests, and goals, to generate personalised recommendations for educational resources, books, articles, videos, and other learning materials.
Privacy and Data Governance	A principle focusing on protecting personal data, ensuring secure data handling and processing in compliance with regulations like GDPR.
Prompt	A prompt is an input that a user feeds to an AI system to get a desired result or output. The clearer and more detailed your prompt, the better the GenAI's response.

Recommendation Engine	A recommendation engine is a system that gives recommendations based on behaviour patterns and similarities to people who might have shared preferences.
Supervised Learning	Supervised learning is a type of machine learning in which classified output data is used to train the machine to predict outcomes in new situations.
Transparency	The principle that AI systems are explainable, clear, and understandable to users and stakeholders.
Turing Test	The Turing test was created by computer scientist Alan Turing to evaluate a machine's ability to exhibit human like intelligence. The key idea behind the Turing Test is that if a machine can convincingly simulate humanlike conversation to the point where an observer cannot consistently tell the machine apart from a human, then it can be considered to possess a form of artificial intelligence (AI) or humanlike intelligence.

Appendix D

School Compliance

Legal & Regulatory Framework

5. EU Artificial Intelligence Act (AI Act): prohibits certain uses and sets governance expectations for schools as deployers (transparency, risk management, human oversight) where high-risk AI is used. Prohibitions under Article 5 took effect on 2 Feb 2025.

6. GDPR & Data Protection Act 2018: the school is a data controller; use DPIAs for higher-risk processing; maintain privacy notices; uphold data-subject rights and security. Community Schools are not ETBs; appointing a DPO is best practice; designate a Data Protection Lead. Use the DPC Toolkit for Schools (DPIA template, SAR checklist, privacy policy guidance). Note: at age 17, students generally exercise their own data rights.
7. Department of Education Guidance on AI in Schools (2025): Emphasises safe, ethical, planned, teacher-led use, and integrating AI within the school's Digital Learning Plan.
8. State Examinations Commission (SEC): any AI-generated material in coursework must be appropriately referenced; detection tools alone are not reliable evidence.

Incident Response & Complaints

- Report AI-related incidents - privacy breaches, harmful/biased outputs, platform misuse to Senior Management or members of the digital learning team.

References

- Department of Education & Youth (Ireland): Guidance on AI in Schools (press notice & links), 21 Oct 2025.
- Digital Strategy for Schools to 2027 (overview & implementation).
- Council of the EU: AI Act—final green light (risk-based rules; prohibited practices), 21 May 20
- Article 5—Prohibited AI practices (summary/text).
- Data Protection Commission (Ireland): Data Protection Toolkit for Schools (DPIA template, SAR checklist, privacy policy guidance).
- Oireachtas Written Answer (SEC instruction—reference AI-generated material), 3 Apr 2025.
- Oide Technology in Education: AI in Schools Hub & Webwise AUP generator.
- UNESCO: Guidance for Generative AI in Education & Research, 2023.



AI Policy

Reviewed by:

- Assistant Principals
- Parents Association
- Teachers
- Student Council Members

Ratified by the B.O.M on: _____

Review Date: April 2027