

Appropriate use of Artificial Intelligence

DOs: Responsible and Effective Use of A.I.

- **Use A.I. to support learning, not replace it**
Employ A.I. as a tutor, coach, or assistant to help summarise, revise, and generate practice materials.
- **Be specific and intentional**
Use clear prompts to get useful responses. Ask for sources and verify information through textbooks or trusted materials.
- **Enhance creativity and differentiation**
Use A.I. to generate ideas, tailor content to your level, and explore different perspectives – especially helpful for EAL learners.
- **Support planning and organisation**
Create revision timetables, bullet-point summaries, and exam-style questions to aid preparation.
- **Use A.I. to explore culture and context**
Ask about idioms, cultural practices, and global viewpoints – but seek out underrepresented voices from other sources too.
- **Proofread and reflect**
Always review A.I.-generated content for accuracy, bias, and relevance. Use it to understand grammar, structure, and nuance.
- **Acknowledge your use of A.I.**
Be transparent when A.I. has contributed to your work, especially in assessments.

DON'Ts: Misuse and Overreliance

- **DON'T pass off A.I. work as your own**
Avoid submitting A.I.-generated content without modification or personal input – it undermines your learning and integrity.
- **DON'T use A.I. to bypass thinking**
It's a tool to support – not substitute – your analysis, creativity, and problem-solving.
- **DON'T assume A.I. is always correct**
It can produce false or biased information. Always cross-check and validate.
- **DON'T neglect teacher guidance**
A.I. cannot replace the expertise, feedback, and support of your teachers.
- **DON'T input personal data**
Protect your privacy – never share sensitive or identifying information with A.I. tools.
- **DON'T use A.I. without permission**
Especially for homework or assessments, follow your teacher's instructions on when and how it's appropriate to use A.I.
- **DON'T rely solely on A.I. for sources**
It often misses academic papers and diverse perspectives – use libraries and trusted databases too.



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Enduring Values

The facets of a Lancing education that we seek to protect in the age of Artificial Intelligence

Artificial Intelligence has its uses, not least in the speed and convenience of processing information. For our guidance on how it might be used, please see Lancing's *A.I. Dos and Don'ts* along with the guidance of the Furze scale on how it might be used – and not used – in the setting of student work. What it cannot do, however, is replace the human dimensions of thought, creativity, judgment, and emotional connection that are central to a Lancing education. The following brief guidance identifies values and activities that we believe are best completed in analogue format

- **Learning through struggle and mastery:** Lancing seeks to preserve the ideas of challenge, perseverance and the independence of thought that lie at the heart of good scholarship. This involves reading books, taking notes, looking up new definitions and managing the process of drafting and refining thought. We try not to 'steal the struggle' of scholarly endeavour.
- **Independent and critical thinking:** All disciplines in the Lancing curriculum are unified by the need for critical evaluation and detailed thought. A machine cannot replace this capacity. To do so is to outsource discernment and to risk cognitive degradation.
- **Communication, empathy and human connection:** The act of genuine dialogue – listening, responding, negotiating tone and context – cannot be automated. We seek at Lancing to promote the ability to speak, listen, and collaborate in person. These interpersonal skills underpin wellbeing and civic engagement. In a world where digital interaction can become isolating, schools must protect spaces for real human exchange and community.
- **Creativity and the joy of making:** Lancing seeks to protect hands-on creative processes and imaginative expression, to preserve tactile, physical, and imaginative making. Students must continue to draw, paint, compose, perform, build, and experiment by hand. The process of making – with its uncertainty, messiness, and discovery – is central to artistic and cognitive growth.
- **Curiosity and real-world engagement:** Lancing believes in the value of direct observation, experimentation, and field experience. Students should be alert to subtleties, interpreting data critically, and adapting when things go wrong, developing scientific judgment, adaptability, and curiosity. This capacity for empirical engagement anchors learning, ensuring that technological tools serve inquiry rather than undermining it and creating distance from reality.
- **Ethical awareness and responsible innovation:** At the heart of Lancing's diploma values, reflection and reciprocity are integral to a Lancing education. Over-reliance on A.I. could weaken empathy, increase detachment, or diminish students' sense of responsibility for their own ideas. Lancing strives, therefore, to embed ethics and reflection at the heart of digital literacy.
- **Collaboration and oracy:** Human learning is, at its best, interactive and dialogic. The social dimension of learning is non-negotiable and a key to becoming a member of an intellectual and professional community. Collaborative work teaches listening, negotiation, adaptability, and shared purpose, skills that A.I. cannot reproduce. Oracy, debate, and live interaction are a counterbalance to the solitary, screen-based tendencies of A.I.-driven work.

In short, A.I. is exciting as a means of accelerating and supporting learning. It must remain learning's servant, however, not its proxy. The values above are analogue, enduring and undeniably valuable.

