GEMS Winchester School Dubai

AI Guidance for Parents

Person(s) Responsible: Executive Leadership Team

Approved by ELT: April 2025

Date of Next Review: June 2025

Contents

1. Introduction

At GEMS Winchester School Dubai (WSD), 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 tolerance, respect, and responsibility. As parents, your role in guiding your child's use of AI at home is vital in ensuring that they develop healthy, ethical, and informed digital habits.

- **Tolerance:** 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 the classroom—promote inclusivity, fairness, and understanding. Parents can support this by discussing AI-generated content with their children and encouraging critical thinking about different viewpoints.

- **Respect:** Respecting AI use means acknowledging sources, avoiding plagiarism, and ensuring that students' work remains their own. Some parents have been using AI to mark their child's work, sometimes trusting AI feedback over teacher assessments. It is important to remember that teachers' expertise and feedback should always be valued over AI-generated responses. AI does not understand context, individual progress, or the personalised learning approach taken by our staff. Parents can support their children by reinforcing the importance of originality, proper citation, and academic honesty.

- **Responsibility:** Students must use AI to support their learning rather than replace their own effort. Parents should help children fact-check AI-generated information, recognise its limitations, and be aware of potential biases or inaccuracies. AI should never be misused in assessments or relied upon as a sole source of knowledge.

This policy aims to provide clear, consistent guidelines for the ethical, safe, and responsible use of generative AI by all members of our school community, including students, teachers, and parents. We are committed to integrating AI as a valuable educational resource while upholding academic integrity, critical thinking, and digital responsibility. A glossary of key terms associated with generative AI can be found in Appendix 1, examples of appropriate and inappropriate uses of AI in Appendix 2, and a list of prohibited AI tools in Appendix 3. This is a living document, and Appendix 3, in particular, will be frequently updated due to the rapidly changing AI environment.

Click here to return to the Contents page

2. Understanding the Role of AI in Education

Generative AI tools (e.g., ChatGPT, Canva, AI-driven educational assistants) can support learning by enhancing creativity, providing personalised learning experiences, and assisting with research and language development.

They are complementary tools, not replacements for traditional learning. Examples of appropriate use include brainstorming ideas for a science project, generating a list of potential essay topics, or practicing language skills.

Challenges include misinformation, over-reliance, ethical concerns (e.g., plagiarism), and the "black box" problem, where AI decision-making is opaque.

Click here to return to the Contents page

3. Privacy and Data Security

Parents should:

- Use school-recommended AI tools that have been vetted for safety and appropriateness.
- Disable data collection where possible, as many AI tools store interactions. Enable privacy settings to block data collection.
- Teach children not to input sensitive details, such as personal information, into AI platforms.
- Block AI tools that expose them to inappropriate content or interactions.

Click here to return to the Contents page

4. Encouraging Responsible Use

Parents should:

- Teach children that AI is a tool to support learning, not replace their effort or originality.
- Encourage critical evaluation of AI-generated content and verify its accuracy.
- Reinforce the importance of academic integrity by ensuring AI is used for brainstorming and idea generation rather than completing assignments directly.
- Promote a healthy balance between technology use and offline learning activities.
- Encourage students to add their own thoughts and insights to AI output.
- Discourage the use of AI to mark or evaluate children's homework.
- Understand that students can use AI for research, idea generation, or summarisation, but only with school-approved AI tools and in accordance with the guidelines on citing AI sources to ensure academic integrity and responsible use.

Click here to return to the Contents page

5. Addressing Ethical Concerns

Parents should:

- Discuss the risks of AI-generated misinformation and the need to fact-check AI responses.
- Emphasise the importance of originality in schoolwork and avoiding AI-assisted plagiarism. Older students will have to submit coursework through Turnitin to check for plagiarism and AI generated content. WSD will take advice from JCQ AI Use in Assessment Guidelines.
- Discuss the dangers of deep fakes.
- Teach students how to identify AI generated text and images.
- Teach children that AI chatbots do not have emotions or real understanding, even if they
- appear empathetic.
- Encourage children to discuss emotional concerns with parents, teachers, or friends rather than AI bots.

Click here to return to the Contents page

6. Setting Boundaries at Home

Parents should:

- Establish clear rules about when and how AI tools can be used for schoolwork or personal projects.
- Monitor your child's AI usage to ensure they are engaging with these technologies responsibly and not becoming over-reliant on them.
- AI tools should be used in a balanced manner to avoid excessive screen time. Set appropriate limits and encourage offline learning activities.

Click here to return to the Contents page

7. Age-Appropriate Tools at Only

- WSD ensures only age-appropriate AI tools are accessible during the school day.
- Generative AI platforms that pose risks (e.g., inappropriate content, data misuse) are prohibited (see Appendix 3).
- Primary students are not allowed to use chatbots without parental supervision at home. It is essential that parents seek advice from class teachers if unsure.
- WSD strongly recommends parents review parental controls on student devices at home.

Click here to return to the Contents page

8. How Parents Can Support School AI Policies

Parents can support school AI Policies by:

- Attending AI information sessions and workshops.
- Communicating with teachers about AI use in the classroom.
- Modelling ethical AI use.
- Developing personal AI literacy through available resources. Please find links in Appendix 4.
- Supervising AI interactions especially for younger children to ensure appropriate and productive engagement.
- Discussing AI bias and hallucinations with older children.
- Regularly discussing AI usage with children and educate them about both its benefits and risks.
- Discussing the importance of verifying AI generated content and encourage originality in schoolwork.

Click here to return to the Contents page

9. Common Risks and Mitigation Strategies

The table below summarises some common risks for AI use, alongside possible mitigation strategies:

Risk	Description	How Schools Mitigate It
Data Privacy Concerns	Some AI tools collect user data, which may expose sensitive information.	Schools enforce strict privacy policies and educate students on safe usage.
Over-Reliance on AI	Students may become dependent on AI instead of developing their own skills.	Teachers guide students on ethical use and encourage critical thinking.
Exposure to Inappropriate Content	Some AI tools may generate biased or unsuitable content for minors.	Only age-appropriate tools are approved, and outputs are reviewed by educators.
Academic Dishonesty	Students may misuse AI to plagiarise or bypass learning processes.	Schools implement plagiarism detection systems and promote academic honesty.

Click here to return to the Contents page

10. Links to Policies

This guidance should be considered alongside:

- GEMS AI Policy
- WSD Generative AI Policy
- WSD AI Integration Policy
- WSD Behaviour Policy
- WSD Safeguarding Policy
- WSD Bring Your Own Device Policy
- WSD Curriculum Policy
- WSD Learning & Teaching Policy

Click here to return to the Contents page

11. Monitoring Arrangements

Since AI technology evolves rapidly, this guidance will be reviewed as required to ensure it remains relevant and aligned with educational best practices. Students, teachers, and administrators will collaborate in evaluating AI's impact on learning and adjusting guidelines accordingly.

Click here to return to the Contents page

12. Appendices

Click here to return to the Contents page

Appendix One: 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 in predictions or content generation.
Context Window	The amount of text or tokens an AI model can be considered at once when generating a response. Larger context windows allow for better understanding of longer inputs.
Deep Learning	A branch of machine learning that uses neural networks to analyse complex patterns in data enabling tasks like image and text generation.
Generative AI	Generative artificial intelligence (AI) describes algorithms (such as ChatGPT) that can be used to create new content, including audio, code, images, text, simulations, and videos.
Hallucination	When an AI model generates information that is factually incorrect or entirely fabricated, often due to limitations in training data or context understanding.
LLM (Large Language Model)	A type of generative AI model trained on vast datasets to understand and generate human-like text. Examples include GPT models used for natural language processing tasks.
ML (Machine Learning)	A branch of AI where algorithms/models learn patterns from data to make predictions or decisions without being explicitly programmed. ML forms the basis of many AI systems.
Neural Networks	Computational system inspired by human brain, consisting of layers of interconnected nodes(neurons) that process data and learn patterns for decision making and content generation.
Prompt	The input or query provided to an AI model to elicit a specific response. Prompts guide the model's output and can range from simple commands to detailed instructions.
Tokens	The smallest units of input (e.g., words or characters) that an AI model processes when generating responses. Models like GPT use tokens to break down text for analysis and generation.
Training Data	The information or examples given to a machine learning model to help it learn how to perform a task. The information can be in the form of text, images, audio, or video.

Click here to return to the Contents page

Appendix Two: Acceptable and Prohibited Use of Generative AI Glossary

Generative AI Applications: ChatGPT, Gemini, Perplexity, Copilot, Claude, Grammarly, Quill Bot	
Posing an essay question to an AI and then passing this off as your own work.	This is plagiarism because the work was done by AI and is unacceptable
Asking AI to create an essay by giving pointers as prompts	This is plagiarism because the majority of the work was done by AI.
Using AI as a shortcut and not as a learning tool. Example: A student asks AI to solve a set of algebra problems without attempting them first and simply copies the solutions.	Copying AI-generated answers without understanding the solution violates academic integrity. It prevents students from developing their own problem-solving skills
Using AI to make up science experiment results	Copying AI-generated answers without trying to understand them does not help learning.
Generating essays using AI and paraphrasing before submitting it to the teacher.	This is plagiarism because the majority of the work was done by AI. Even if the final product is better, you are not gaining any learning from the process.
Write a first draft of an essay, ask AI to give critique, give feedback and students reflect on how to improvise this essay.	Ensure that you put effort into the first draft and verify AI feedback against teacher expectations.
Use AI generated content without verifying. Example: asks AI how magnets work and gets an incorrect answer, then uses it for a school project without checking a science book or teacher.	AI can hallucinate information, making it difficult to verify sources. Always check where the data is coming from and use your own knowledge and understanding to verify information.
Use AI to generate retrieval practice questions.	Learning means checking facts and asking teachers or looking in books. You need to be confident that the AI has generated questions to move your learning forward.
Asking an AI to translate a passage into English.	This depends on the purpose. If homework is set by your teacher, this would be unacceptable. However, if it is information, you have come across in another language, it would be a good way to understand the content.
Generate flashcards on key terms and concepts Example: Create 10 flashcards for functions of brain that clearly explain the important definitions and key ideas.	AI sometimes gets things wrong and might give incorrect science facts. The time spent going back and forward checking might be better spent elsewhere.
Using AI for real-time research on scientific discoveries with sources. Example: What are the latest applications of AI in diagnosing diseases?	AI provides recent studies with citations, helping students learn to evaluate sources.
Ask AI for step-by-step explanations of topics. Example: Explain photosynthesis in simple terms with an analogy.	This is a great way to break down key topics you want extra help with understanding. It must be used with caution and perhaps double-checking the information with your teacher.
Use AI to generate alternative explanations, real-world applications, and visual summaries.	This is great if you already understand the concept but you are researching further to gain a depth of understanding.
Using AI to provide a summary of longer texts	This is great for initial research. For example, if you are studying the EPQ in sixth form to find out if the texts are relevant or not quickly.
Ask AI for step-by-step explanations of math problems. Example: Solve 2x + 5 = 15 and explain each step.	This is a great way if you already know the question and answer and are looking for a solution. Just be mindful there might be different methods to get to a solution and you should always check with another source.
Using AI as a dictation tool	This would be a good way of using AI as speaking is normally quicker than typing. You can explain a concept and get it to produce a transcript.
Using AI to generate multiple different ideas	This would be a great way of using AI as it may come up with ideas you would not have thought of yourself. The important this is that you then use your own knowledge, understanding or other sources to evaluate the different ideas.
Ask AI for suggestions for further reading around a topic	This would be good use of AI, particularly if you were to give it detailed prompts.
Talking to an AI in a foreign language for extra practice	This would be a great way to use AI though bear in mind that some of the information may not be factually correct.

Click here to return to the Contents page

Appendix Three: Prohibited AI Tools for Student Use at WSD

The following AI tools will be blocked on the WSD network and should not be used by students for school work:

Tool Name	Risk assessment	Reason	Outcome
Deep AI text generator	Lack of Age-Appropriate Controls	Generates unmoderated content, posing risks of inappropriate, biased, or misleading responses that are unsuitable for young learners.	**BLOCKED**
Deep seek	Risk of biased or fabricated results, privacy and security concerns	This tool raises privacy and security concerns, particularly regarding extensive data collection and sharing, including personal information and the right to log keystrokes, along with weak encryption and security practices.	**BLOCKED**
Deepfake AI Tools (e.g., DeepFaceLab, Reface)	Misinformation & Cybersecurity Risk	These tools allow students to create manipulated images/videos, leading to potential cyberbullying, identity fraud, and ethical concerns.	**BLOCKED**
Elevenlabs	Ethical concerns, not suitable for students	This tool is used for voice cloning and realistic synthesis can be misused for impersonation or deepfake content.	**BLOCKED**
Gamma	AI hallucinations in content	This tool can generate false or misleading content.	**BLOCKED**
Humanizeai	Ethical Violation & Academic Integrity Risk	This AI-to-human text converter effortlessly converts output from ChatGPT, Bard, Jasper, Grammarly, GPT4, and other AI text generators into text indistinguishable from human writing. This allows students to bypass AI detection tools. It promotes academic dishonesty and undermines critical thinking.	**BLOCKED**
Humbot.ai	Misrepresentation & Plagiarism Risk	This tool is an AI-to-human text converter. This allows students to bypass AI detection tools as well. It promotes academic dishonesty and undermines critical thinking.	**BLOCKED**
Notebook LM	Risk of privacy breaches & Academic Integrity Risk	This tool can generate inaccurate content. It may also promote academic dishonesty and undermines critical thinking.	**BLOCKED**
Pictory	Misrepresentation in AI-enhanced videos	This tool creates short educational videos summarising key concepts in subjects like science or history. Produce professional-quality videos for presentations or project submissions.	**BLOCKED**
Senaca Learning		Violates UAE cultural values and certain sections cannot be blocked.	**BLOCKED**
Undetectable AI	Ethical Violation & Academic Integrity Risk	Similar to Humanize AI, this tool alters AI-generated text to evade plagiarism detection and encourages misuse in assessments.	**BLOCKED**
Writehuman.ai	Ethical Violation & Academic Integrity Risk	This tool is an AI-to-human text converter. This allows students to bypass AI detection tools as well. It promotes academic dishonesty and undermines critical thinking.	**BLOCKED**

Click here to return to the Contents page

Appendix Four: Free Courses for Parents

Course Name	What it is	Link
National College: What Parents & Educators Need to Know about AI Solutions	This online safety guide looks at the rise of artificial intelligence solutions. It highlights potential risks such as inaccurate information, reinforcing stereotypes and what impact the technology might have on children's creativity and problem-solving skills.	Free Online Safety Guide | Artificial Intelligence Solutions
Internet Matters: Guide to AI	In this guide to AI, learn about the different generative AI tools like ChatGPT and My AI. Then, explore how to support learning, creativity and even bedtime using AI tools at home.	A guide to artificial intelligence (AI) for parents | Internet Matters

Click here to return to the Contents page