



Learners' AI Policy: Safe, Fair & Empowering Use of AI

King David

Mapped to UNESCO AI Competency Framework for Students (2024)

1. Purpose & Scope

Purpose

This policy aims to guide learners in using AI tools responsibly, ethically, and creatively, reinforcing academic integrity, protecting personal data, and nurturing AI literacy. It enables learners to become informed co-creators with AI rather than passive consumers.

Scope

- Applies to all learners from Foundation Phase through FET (Grades R -12) enrolled in King David Schools.
- Covers AI use in all forms of school tasks: homework, projects, assessments, classwork, creative tasks, and extracurricular digital work (e.g., digital art, coding).
- Applies on-campus, in blended/remote learning, and for take-home assignments.
- Works in tandem with the school's existing Code of Conduct, Plagiarism Policy, Data Privacy Policy, and ICT Acceptable Use Policy.

Legal & Policy Context

- South Africa's National AI Policy Framework (2024) advocates integrating AI into education while emphasizing responsible, human-centred AI.
- Compliance with the Protection of Personal Information Act (POPIA) is mandatory; learners shall not input or expose personal or sensitive data in AI tools without consent.



2. Guiding Principles (Mapped to UNESCO Dimensions)

Below are the core principles that learners, teachers, and staff should embody:

Principle	Description / Expectations	UNESCO Dimension / Competency Linked
Integrity & Honesty	Learners must produce original work. AI may be a support, not a substitute. Copying AI content passively is unacceptable.	Ethics of AI, Responsible use, avoiding misrepresentation
Transparency & Disclosure	Any AI assistance must be disclosed (which tool, prompts, edits) (see Section 4).	Ethics of AI, accountability, opacity
Safety & Privacy	No sharing of personal data (yours or others') in AI prompts. Protect sensitive info.	Human-centred mindset, privacy, data protection
Critical Mindset	AI suggestions can be flawed, biased, or misleading, always verify, question, and cross-check.	Human-centred mindset & Ethics of AI, critical evaluation, bias awareness
Inclusion & Accessibility	AI tools may be used to support learners with special needs (e.g. text-to-speech, translation) with proper safeguards.	Human-centred mindset, equitable access, inclusivity
Learning First, Tool Second	AI should amplify learning, not replace thinking. Emphasis is on <i>your thinking</i> + AI, not AI doing it for you.	Human-centred mindset & AI-techniques, appropriate use
Adaptivity & Growth	The policy will evolve; learners and teachers commit to review and feedback.	Human-centred mindset, reflexivity, iteration



3. AI Use Levels (Learner Progression)

This tiered approach aligns with the UNESCO progression levels

Level	Description	Permitted Use	Constraints / Responsibilities
Level 1: No AI	Strictly controlled assessment conditions such as tests, exams, and timed tasks. AI is not permitted.	No AI tools may be accessed, used, or referenced. Work must be fully learner-generated.	Educators ensure academic integrity. Any AI use constitutes a breach of assessment conditions.
Level 2: AI for Planning	AI may support thinking processes but cannot contribute to the final product.	Brainstorming, mind-mapping, outlining, research questions, prompt drafting.	AI outputs cannot appear in the final submission. Learners must show their independent work beyond the planning stage.
Level 3: AI Collaboration	AI may assist with drafting or shaping ideas, provided use is transparent.	Draft suggestions, rephrasing options, grammar checking, content prototypes.	Learners must disclose AI use and demonstrate their own edits, reasoning, and final authorship.
Level 4: Full AI Allowed	AI may be used throughout the task for research	Full integration of AI workflows (text, image,	Learners must verify accuracy, avoid over-reliance, and cite all AI use .



	checking, drafting, creation, or production.	code, data tools, multimedia).	Human judgement remains essential.
Level 5: AI Exploration	Learners explore new or emerging AI tools, focusing on innovation, ethics, and impact.	Experimenting with advanced tools, testing features, comparing models, prototyping solutions.	A reflective component is required on ethical use, limitations, risks, and personal learning. Must comply with school policy and age restrictions.

Teachers may decide on appropriate level per grade, subject, or activity, in consultation with curriculum and assessment demands.

4. Disclosure & Documentation (AI Use Note)

For any formal assignment or project where AI is used, learners must submit an AI Use Note (appendix or section within the submission). The AI Use Note should include:

1. Tool(s) used (e.g. ChatGPT, Canva AI, Bard)
2. Purpose / rationale (e.g. brainstorming, outline, grammar check, coding support)
3. Prompts entered (or a close reconstruction)
4. Edits / transformations performed by learner (what you added, removed, changed)
5. Reflections / critique (Where was it helpful? What mistakes did you notice? What did you reject and why?)
6. References: If AI output included factual statements, show your own fact-checking or sourcing

This disclosure ensures transparency, helps teachers see your process, and supports accountability.

5. Approved & Prohibited Uses (Examples)



5.1 Approved Uses (Illustrative)

- Brainstorming & ideation: “Give me several debate angles on sustainable energy in South Africa.”
- Structuring & planning: Generating an outline or flow for an essay or project.
- Language / grammar / style suggestions: Asking AI to rephrase a sentence, check grammar, or suggest synonyms, but you must evaluate.
- Debugging / coding support: AI may suggest code fixes or logic, which learners test, adapt, and document.
- Assistive access: e.g. speech-to-text, translation, summarisation for learners with special learning needs.
- Design & media support: Using AI tools in Canva, Midjourney, DALL·E, or Firefly, credit AI contributions and do editing.
- Research summarisation: Use AI to summarise longer texts, then cross-verify and cite sources independently.

5.2 Prohibited Uses

- Submitting AI-generated work as your own (i.e. handing in a “finished essay” from AI without substantial personal revision).
- Asking AI to answer exam questions or test items and copying them.
- Generating content to facilitate cheating (e.g. answer banks, formula sheets).
- Using AI to generate harmful, discriminatory, violent, or inappropriate content.
- Sharing personal or identifying data (e.g. ID numbers, addresses, phone numbers, health info) in AI prompts.
- Attempting to circumvent detection (e.g. rephrasing AI content minimally).
- Using AI to impersonate others (e.g. generating letters, emails) maliciously.

6. Academic Integrity, Consequences & Remediation

First Offence (minor misuse)

- Learner is warned, required to redo the task without AI, and submit a reflection on misuse.



- Teacher meets with learner to clarify policy.

Second Offence / Repeated Misuse

- Mark penalty (e.g. deduction) or requirement to redo under supervision.
- Parent/guardian informed.
- Possible academic probation (depending on school policy).

Severe Offence (e.g. cheating in high-stakes test, plagiarism, harmful content)

- Treated under the school's Code of Conduct.
- Possible suspension, formal review, or other disciplinary measures.

Appeals & Remediation

- Learners may present explanation or contextual factors (e.g. misunderstanding) during appeal.
- The school should provide remedial sessions on AI literacy, ethics, and policy.

7. Learner Well-being & Balanced Learning

AI is a tool, not a shortcut. To foster balance:

- Encourage hands-on, non-AI learning (reading, discussion, handwritten work).
- Build metacognitive reflection, after using AI, ask: "What did I learn? What did AI miss?"
- Encourage collaboration and human dialogue (e.g. peer review, teacher feedback).
- Integrate downtime free of screens / AI, especially in lower grades.
- Provide guidance on digital wellness, screen time, and healthy AI habits.

8. Support, Inclusion & Accommodations



- Learners with learning disabilities or support needs may have pre-approved accommodations to use AI beyond standard levels (e.g. more reliance on assistive AI).
- Teachers and support staff must monitor and guide such use carefully.
- Training and scaffolding should be provided so that all learners, regardless of technology access, can meaningfully engage with AI.

9. Accuracy, Bias & Accessibility

- All AI outputs must be fact-checked.
- Language must be reviewed for neutrality, inclusivity, and accessibility (e.g., plain English, no jargon).
- Avoid stereotypes, racist or derogatory or biased phrasing from AI-generated drafts.

UNESCO Link: Promote plural opinions (4.6).

10. Roles & Responsibilities

Learners

- Read, understand, and abide by this policy.
- Disclose AI use via AI Use Note.
- Be proactive in verifying AI outputs.
- Seek help / clarification when uncertain.

Teachers

- Decide which AI level is permitted per assignment (with departmental / curriculum coordination).
- Communicate expectations clearly (rubric, disclosure, extent of AI use).
- Train learners in AI literacy, bias awareness, fact-checking.
- Monitor and evaluate AI use in submissions.
- Provide feedback not just on content, but on how learners engaged with AI.

School Leadership / ICT / Policy Team

- Review and revise the AI policy regularly (e.g. annually).



- Provide ongoing professional development in AI literacy to teachers.
- Monitor infrastructure, access equity, and digital resources.
- Align the policy with national / legislative developments (e.g. updates to National AI Policy, future AI Act).
- Facilitate forums for learner, teacher, and parent feedback and policy review.

11. Implementation, Monitoring & Review

- Phased implementation: begin in pilot grades (e.g. Grade 9, 10), then scale.
- Include baseline AI literacy assessments (pre-post) to gauge growth.
- Use audit / sampling of submitted assignments to monitor compliance.
- Solicit feedback from learners, teachers, parents annually.
- Update the policy in light of new AI developments, legal changes, or school experience.
- Integrate AI literacy in teacher development, curriculum planning, and assessment design.
- Determine which apps meet the teacher and learner needs whilst adhering to the safety requirements of this policy

12. Sample Statement (to include with assignments)

"I certify that I have disclosed all AI assistance via the AI Use Note, that the majority of the submitted work is my own, and that I understand and accept the school's Learner AI Policy."

13. Alignment with UNESCO AI Competency Framework

UNESCO's framework outlines twelve competencies across four dimensions:

- Human-centred mindset
- Ethics of AI
- AI techniques & applications
- AI system design

These are structured across the three progression levels.



This policy embeds those dimensions by:

- Emphasising values, integrity, and human-centredness in use
- Building critical, ethical, and transparent mindset skills
- Allowing progressive technical engagement with AI tools