



Brummana High School

Policy on Artificial Intelligence (AI) Usage in Learning and Assessment

Academic Year 2025-2026

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1. Purpose

1.1 This policy establishes guidelines for the use of Artificial Intelligence (AI) platforms by students at Brummana High School.

1.2 It ensures alignment with **Cambridge International** and **International Baccalaureate (IB)** regulations.

1.3 It upholds the principles of **Academic Integrity** at BHS while preparing students to use AI responsibly as a learning and career tool.

1.4 It agrees with the aspiration of BHS vision and mission.

2. Educational Rationale

2.1 Brummana High School recognises AI as an emergent platform in education and professional life.

2.2 The school commits to ensuring that its graduates:

- Understand the ethical implications of AI.
- Can use AI responsibly for learning and research in the secondary section.
- Do not graduate with a weakness in AI literacy.

3. AI Usage by Division

3.1 Primary School (KG3 – G5)

- AI should be used responsibly
- All assignments must be completed independently by students.
- Homework will have no weight in grading.
- Teachers will review and question students about their submitted work to confirm authorship.

3.2 Lower Secondary (G6–G9)

- AI platforms are used as advised by the teachers
- Most written work, especially in languages, will be completed in class.
- Grading of homework will be determined by each department separately except for G6 where homework will not be graded.
- Students failing to acknowledge sources (books, websites, or digital tools) will face plagiarism consequences.

3.3 Upper Secondary (G10–G12)

- AI platforms may be used under conditions, in line with Cambridge, IB and future regulations introduced by the Lebanese government.
- Permitted uses:
 - Research support and information gathering.
 - Brainstorming and idea development.
 - Learning support under teacher guidance.
- Prohibited uses:
 - Direct generation of assessed assignments.
 - Submitting AI-produced work as original student work.
- All assignments must cite AI contributions clearly.
- Students will attend seminars and workshops with the ICT Department and teaching staff to learn the effective AI use.

4. Academic Integrity and Citation

Academic Integrity is central to Brummana High School's and Quaker values. The school adopts a progressive approach to citation and plagiarism awareness:

- **Primary students:** Learn that any work not their own must be acknowledged (books, websites, or digital resources).
- **Lower secondary students:** Must cite all external sources. Failure to do so will be treated as plagiarism and penalised.
- **Upper secondary students:** Must fully comply with BHS, Cambridge and IB academic integrity regulations, including proper citation of AI tools. Misuse will result in formal academic misconduct procedures.

5. Staff Professional Development

“BHS is committed to providing all staff with professional development sessions and workshops on the proper and effective use of AI and Turnitin over the next two years.”

6. Implementation as of 2026-2027

Once this policy is approved its implementation will be carried out by the ICT department using the proposed scheme:

- a- Development of new curriculum for each level based on a scaffolded vertical articulation starting Grade 6.
- b- Advanced professional development workshop to the ICT teachers, preferable through an online International organization familiar with the Cambridge/IB Diploma.

Policy Approved by:

Diana Abou Hamad, Balsam Hilal, Carmen Hajj, Michel Bassil, George Rizkallah (Chair)

Appendix I: Cambridge International Education - AI Policy

The use of generative AI in coursework

This policy statement sets out Cambridge International’s position on the use of generative artificial intelligence (AI) in student work submitted for assessment as coursework. It applies to all Cambridge International qualifications.

1. Principles

- We recognise that generative AI programs of various kinds have the potential to provide a valuable resource for students and can support the learning process as students research, design and plan coursework projects.
- However, the inappropriate use of generative AI to create or enhance student work without acknowledgement risks being classed as plagiarism and, like other forms of malpractice, may be subject to penalty. (See the Cambridge Handbook (PDF, 6MB) section 5.6.)
- As with our existing guidance relating to the submission and authentication of coursework, the primary responsibility for identifying any inappropriate use of generative AI by students remains with centres and teachers who know the students best. Teachers must keep student work submitted for assessment as coursework under supervision and must be able to authenticate it as the candidate’s own original unaided work. (See the Cambridge Handbook (PDF, 6MB) section 3 on 'Coursework and moderation')
- All use of generative AI programs to conduct initial research, create text, images, sound or video or plan a project must be acknowledged in the work and AI-generated material must be clearly referenced. Mark schemes and assessment criteria will not award credit specifically for the use of generative AI and there is no expectation that candidates will use AI (unless the ability to demonstrate the use of AI is one of the constructs being assessed) to support their learning or production of work (unless the use of AI is identified as an assessment objective within the syllabus). The only credit will be for the way the candidate has made use of the material produced in this way, in the same way that merely citing sources in a bibliography does not of itself deserve credit.
- Using AI appropriately to support their work will not give the candidate an advantage over any other way of initiating research or planning a project.

2. Acceptable use of generative AI in student work

- The following uses of generative AI programs by students in the preparation of material for submission as coursework are acceptable if clearly acknowledged in the work:
 - To carry out initial research into a topic in preparation for a written study. This is no different from consulting published articles or books or browsing in a search engine and citing websites visited in the bibliography. Candidates should clearly state the prompt or series of prompts they used, the name and version of the

generative AI program used and when it was accessed. Candidates should check any websites cited by AI and include discussion of the reliability of any material identified, for example explaining how they have accounted for potential bias in a response or how they have checked for accuracy. Candidates should be made aware that AI programs can sometimes ‘hallucinate’ non-existent sources.

- To quote briefly from AI-generated text within an essay and engage in critical discussion of the quotation. (We suggest a limit of two or three sentences or about 50 words in a single quotation. The use of longer AI-generated material is likely to be self-penalising if candidates do not fully engage in critical discussion of it.) Quotations must be clearly acknowledged and identified within the candidate’s writing, and like any other source of evidence should be contextualised and reviewed. Students might do this to help them identify core aspects of a question or outline the issues involved, but credit will only be awarded for their own work and judgements in response to the AI-generated material and other appropriate sources of evidence.

3. Guidance for teachers

This guidance should be read in conjunction with existing guidance on Preventing Plagiarism – guidance for teachers. Teachers are also advised to consult new guidance: Artificial intelligence and teaching, learning and assessment.

- Teachers must authenticate coursework as the candidate’s own unaided work. Where teachers suspect plagiarism or inappropriate use of AI they should not authenticate the work and should be prepared to investigate further.
- We will take appropriate action if we suspect work submitted for coursework is plagiarised or has been produced using AI inappropriately. This will include treating the work, and in some cases its authentication, as malpractice and opening an investigation.
- Advice on how to guard against inappropriate use of AI by students.
 - Keep drafts and plans of coursework under supervision. A sudden significant development of earlier work, for example a handwritten draft being presented in typed format with markedly improved content, should be questioned by the teacher. Material which is written in a different style in terms of vocabulary and syntax from work that the student characteristically produces may also invite investigation. Students can be asked to explain unusual vocabulary or concepts or comment on what they read in any academic references cited.
 - Work produced partly or completely by AI is likely to be strong on evidence and information and weak on analysis and evaluation or the expression of a distinctive point of view. There may be unexplained or illogical sequences of material, or a series of false endings/starts indicating the AI program has been prompted to provide more material.
 - Other potential identifiers include:
 - an uncharacteristically high level of accuracy of spelling, punctuation and grammar

- a lack of any references after 2021
- a consistent use of Americanised spelling conventions in a candidate not normally spelling in this way
- discourse markers followed by a comma used to start paragraphs (However, / In conclusion,)
- journalistic collocations (phrases uncharacteristic of student writers such as ‘disaster relief efforts’)
- Latinate vocabulary
- pleonasm (use of more words than is necessary) or tautology (saying the same thing twice)
- repetition of content or ideas or whole phrases.

Sources

This guidance has been developed in the light of the JCQ document AI Use in Assessment: Protecting the Integrity of Qualifications.

See preventing plagiarism for more information and support.

Appendix II- The International Baccalaureate Policy on AI Guidance on the Use of AI Tools — IB Academic Integrity Policy (Appendix 6)

Overview & Rationale

- The IB has updated its Academic Integrity policy to include a new Appendix 6: Guidance on the use of artificial intelligence tools. International Baccalaureate®+1
- The IB does not ban the use of AI software. Instead, the approach is to adapt and teach students how to use AI ethically, transparently, and in line with academic integrity. Cloudinary+2International Baccalaureate®+2
- The goal is to foster transparency: students should be clear about what parts of work were generated (or assisted) by AI, and what parts are their own contribution. Cloudinary+2International Baccalaureate®+2

Key Principles & Expectations

1. Transparency & Attribution

- If a student uses text, images, or graphs from an AI tool (whether by copying, paraphrasing, or modifying), this must be clearly indicated in the body of the work, and properly referenced in the bibliography. Cloudinary+2International Baccalaureate®+2
- The in-text citation should use quotation marks (if direct) or paraphrase as needed, and should include the prompt given to the AI tool and the date when it generated the text. Cloudinary
 - A short acknowledgment statement about how AI was used (e.g. summarizing, rewriting, brainstorming) may also be required. International Baccalaureate®+1

2. Authenticity & Ownership

- The IB holds that no work produced—even partially—by AI should automatically be considered the student’s own. International Baccalaureate®+2International Baccalaureate®+2
- If AI content is not properly attributed, the work may be deemed as academic misconduct (misrepresentation). Cloudinary+2International Baccalaureate®+2
- Teachers verifying student work (e.g. checking an “authentication box”) must be confident that the work represents the student’s own thinking and effort. Cloudinary+2International Baccalaureate®+2

3. Teacher / School Role in Authentication

Teachers are expected to:

- Observe the student’s development over time (e.g. drafts, check-ins) as evidence the student authored the work. Cloudinary+1
 - Ensure the student can explain their work (defend their ideas, respond to questions) to give confidence that they are the author. International

Baccalaureate®+1

- Confirm that the final piece is reasonably in line with the student’s demonstrated ability / prior work. International Baccalaureate®+1
- In cases of doubt, request re-submission under controlled conditions, or decline to authenticate the work. Cloudinary+1

4. **Guidance to Students on Using AI Tools**

Students should be taught how to use AI as a support tool, not as a substitute for thinking, learning, or original work. Cloudinary+1 Suggested practices include: ○

Use AI for research, summarization, idea generation rather than full text production. Cloudinary+2 International Baccalaureate®+2

- Ask AI exploratory questions, review and critically evaluate its output, and then rephrase or adapt it in the student’s own voice. International Baccalaureate®+1
- Be aware of bias, inaccuracies, limitations in what AI produces; cross-check with other sources. International Baccalaureate®+1
- Avoid asking AI to write the full assignment from its prompt; students should show their thinking, analysis, and interpretation. Cloudinary+1

5. **Language Tools & Restrictions**

- For subjects other than language acquisition, using software to assist with spelling and grammar is generally acceptable (since IB often does not assess language correctness in those subjects). Cloudinary+1
 - In language acquisition courses, the use of grammar/spelling correction tools may be restricted, since structure and correctness are assessed. Cloudinary
 - Students are not permitted to write in one language and then translate to another (for submission to IB)—this bypasses assessment of language skills. Cloudinary

6. **School Policy & Culture**

- Schools are urged to develop a standalone AI policy (alongside the academic integrity policy), clarifying acceptable practice for both students and teachers. cityhonors.org+2 Cloudinary+2
- Teachers should model ethical and transparent use of AI tools in their own work. International Baccalaureate®+1
- Discussions and reflection about AI’s role, its ethical uses, and potential pitfalls should be embedded in curriculum (e.g. Theory of Knowledge, ethics). International Baccalaureate+2