PINEWOOD AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI

GENERATIVE AI FRAMEWORK

2026 - 2027

FOR STUDENTS & TEACHERS

At Pinewood we are committed to fostering an educational environment that embraces the **ethical use of technology** while enhancing the learning experience for all our students. As AI tools become increasingly commonplace, this framework helps students and teachers use these technologies **responsibly and effectively**.

THE RULE OF THUMB

Use AI to Enhance Learning — Never to Bypass It

Reviewed **August 2026** · Reviewed annually to reflect the evolving nature of AI technology and its applications in education.

SECTION 01

ETHICAL USE & ENHANCEMENT

Generative AI should be used to **enhance students' learning, rather than to bypass it**.

ETHICAL USE OF AI

The ethical use of AI is the cornerstone of this framework. We recognise the importance of respecting the rights and privacy of all individuals while integrating AI into our educational practices.

WHAT THIS MEANS IN PRACTICE

- AI is used to **enhance** learning, not to replace the thinking a student is meant to do.
- The rights and privacy of all individuals are respected whenever AI is used.
- Students acknowledge the ideas and work of others through proper citation.

WHAT STUDENTS ARE TOLD

- The **ethical implications** of using AI tools, revisited across the year.
- The **limitations** of AI-generated content.
- The **consequences** of plagiarism and of submitting falsified information.

STRICTLY PROHIBITED

Plagiarism and the incorporation of falsified information are strictly prohibited and carry significant consequences. Students must acknowledge the ideas and work of others through **proper citation and attribution**.

ENHANCING THE LEARNING EXPERIENCE

AI has the potential to significantly enhance the educational experience by providing **personalised learning opportunities**. Teachers are encouraged to integrate AI into their practices to create a more engaging and effective learning environment — for example, by tailoring content to meet individual student needs. We also caution students about the **limitations** of AI-generated content, which can often be repetitive and formulaic. Students may use generative AI as **supplementary aids**:

EXPLORE & SEARCH
Brainstorm potential topics and conduct preliminary searches for sources.

VERIFY UNDERSTANDING
Check comprehension of complex material before going further.

REVIEW WRITING
Review your own drafting for grammar and tone — not to write it for you.

WHAT REMAINS THE STUDENT'S OWN WORK

Students are expected to **engage directly with primary and secondary sources**, conduct their own analysis and synthesis of evidence, and independently determine how to effectively communicate their ideas in both written and oral presentations.

For precise instructions on the use of AI in various contexts — such as summarising and interpreting sources, synthesising ideas, and outlining papers — the school adopts the **AP Capstone Policy on the Use of Generative Artificial Intelligence (AI)**.

AP Capstone Policy on the Use of Generative AI →
https://drive.google.com/file/d/1vGkZ0X2h0rAlEhQ-1WE8OoleCzTgreSY/view

SECTION 02

RULES & REGULATION

The clear rules students must keep in mind, and the system that regulates AI use on every assignment.

RULES FOR USING AI

APPROPRIATE USES FOR AI TOOLS

- To **brainstorm** and explore potential topics.
- To conduct **initial searches** and find information sources.
- To **verify your understanding** of complex material.
- To **check your writing** for grammar and style.

WHERE AI TOOLS SHOULD NOT BE USED

- You should **read original and secondary sources yourself**.
- You must **analyse and synthesise the evidence** on your own.
- You need to **decide how best to present your ideas** in your writing and presentations.

STUDENT RESPONSIBILITIES

- Dive deeply into **credible and reliable sources**.
- Include a **range of perspectives** in your work.
- Complete **check-ins with your teacher** to demonstrate active engagement.

THE TRAFFIC LIGHT SYSTEM

Every assignment is marked **green, yellow or red** to regulate the use of AI platforms for course assignments.

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GREEN LIGHT

- Teachers **permit the use of AI**. However, AI tools cannot be used to generate the final work on behalf of students, as this is a **breach of academic integrity**.
- Students **must cite** AI outputs properly using the recommended documentation style in their field.
- Students may be asked to submit **screenshots of the prompts** they used.

Y

YELLOW LIGHT

- Teachers will **specify in the assessment guidelines** how AI can be used.
- In the yellow system, AI **cannot generate any content or sources**.
- Students unsure about AI usage should **consult their teachers**.

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RED LIGHT

- If an assignment is marked red, AI **cannot be used for any purpose whatsoever**.

Under **both** the green and yellow systems, students must document their AI use with proper citations and may be asked to provide **screenshots of the prompts** they used. If you are unsure which light applies, **ask your teacher before you use the tool**.

ALLOWED

Brainstorming, initial searches, checking understanding, grammar and style.

NOT ALLOWED

Reading, analysing, synthesising and presenting on your behalf.

ALWAYS REQUIRED

Cite AI outputs, and keep the prompts you used.

SECTION 03

ENGAGEMENT & ACADEMIC INTEGRITY

How we verify that the work is genuinely the student's own — and what follows when it is not.

GENUINE ENGAGEMENT THROUGH CHECKPOINTS

To ensure that students are genuinely engaging with their tasks and not using generative AI to bypass meaningful work, teachers use a series of **checkpoints** to attest to the authenticity of student work through short conversations during key phases of the project. Akin to an **oral defence**, these allow students to make their thinking and decision-making processes visible.

SHORT CONVERSATIONS

Held during key phases of the project, not only at the end.

THINKING MADE VISIBLE

Students explain their choices, their sources, and their reasoning.

REQUIRED FOR A SCORE

Checkpoints must be completed to receive marks for the task.

SCORE OF ZERO

Teachers are responsible for attesting to the authenticity of student work. If a student **fails to complete these checkpoints**, they will receive a score of zero for the associated task. It remains the student's responsibility to engage deeply with credible, valid sources and to integrate diverse perspectives.

ACADEMIC INTEGRITY

Academic integrity is a foundation for student learning. Acts of academic dishonesty — including **improper use of AI**, plagiarism, copying work from other students, stealing notes or work from others, and examination and test dishonesty — are considered **serious offences**. The consequences are as follows:

FIRST OFFENCE

Discussion between **student and teacher**. A documented warning is placed on record and removed at the end of the year. Parents are notified by the teacher. **The student will redo the work.**

SECOND OFFENCE

Discussion between **student, teacher and Principal**. A documented warning is placed on record and removed at the end of the year. Parents are notified by the Principal. **The student will redo the work.**

THIRD OFFENCE

Referral to the Principal for actions and consequences as appropriate.

SUMMARY

- The AI Usage Framework is designed to **balance the integration of advanced technologies with the ethical considerations essential to academic integrity**.
- By promoting responsible use, enhancing educational experiences, and implementing rigorous checkpoints, we aim to prepare our students for a future where AI tools are ubiquitous.

REVIEW

- This framework will be **reviewed annually** to reflect the evolving nature of AI technology and its applications in education.
- Feedback from the school community will be incorporated into each review cycle to ensure the framework remains relevant and effective.

ENHANCE, NEVER BYPASS

AI supports the thinking you are meant to do.

CHECK THE LIGHT

Green, yellow or red is stated for every assignment.

ALWAYS CITE

Document your AI use and keep your prompts.