

Annex A. [School Name] Approved Tools

Maintained by staff. Reviewed each term. Students may propose additions at the annual review.

TOOL	PERMITTED AT LEVELS	ACCOUNT	DATA NOTE
[e.g. school-licensed writing assistant]	1–3	School-issued	No student personal data in prompts
[tool]	[levels]	[school / personal]	[note]
[tool]	[levels]	[school / personal]	[note]
[tool]	[levels]	[school / personal]	[note]

Annex B. AI Use Statement

Attach to every submission of a staged assignment. One statement covers the whole assignment. Where a process journal was kept, compile the statement from the entries. Two to four sentences is usually enough.

Assignment: []

Stages and levels: [stage name, level 0 / 1 / 2 / 3, for each stage]

Tool(s) used, by stage: [name each tool, or "no AI" for the stage]

Used for: [e.g. explaining a method; generating design options; structural feedback on paragraphs 3–5]

What I kept, changed, rejected, or verified: []

Level 3 stages only, what AI changed: []

Signed and dated: []

Example. "At the research stage (Level 1) I used [tool] to explain two terms in my sources. Nothing it produced is in my work. At the drafting stage (Level 2) I used [tool] to give feedback on the structure of my argument after I had written a full draft. It suggested moving my counterargument earlier, which I did. It also proposed two sources I could not verify, so I removed them. The evaluation stage was done without AI."

Annex C. Process Journal Guide

One entry per stage, including stages at Level 0. Spoken, up to sixty seconds and converted to text, or written. Only the text is kept. Not marked for writing quality.

Before the entry

Stage: []

Level: [0 / 1 / 2 / 3]

AI tool used: [name, or none]

Levels 2 and 3, what I did with the output: [kept / rewritten / rejected]

The spoken entry

The question depends on the level of the stage. It stays in front of the student while they speak.

LEVEL	WHAT THE STUDENT IS ASKED
0	You did this without AI. What was the hardest part, and what did you work out?
1	What did you ask AI to explain, and what do you understand now that you did not before?
2	What did AI give you, what did you keep or change, and why?
3	What did AI do here, and what would be different if you had done it alone?

Teacher's question for this stage: [one question, added by the teacher]

Photo of the work, where the stage asks for one: [attach]

After speaking, the student reads the text, corrects any misheard words, and saves. A corrected entry is marked as edited. The student may re-speak once.

Written alternative, available to any student

Tool used: [name, or none]

What I asked: []

What came back: [Levels 2 and 3, optional]

What I did with it, and why: []

Level 1 only: [I confirm nothing AI produced entered my work]

Teacher's question for this stage: []