



Academy *for*
Collaborative
Education *of* Brussels
INTERNATIONAL SCHOOL



Cambridge Assessment
International Education

Cambridge International School

AI POLICY

Reviewed AUGUST 2026

This policy is designed to promote the ethical, responsible and effective use of generative AI such as ChatGPT, Gemini, Claude in support of learning, creativity, and professional preparation.

At ACE of BRUSSELS, AI tools are seen not just as technological aids, but as opportunities to build critical human-centred skills such as critical thinking and context understanding.

AI is permitted as a learning support, not a shortcut. It may assist with studying, brainstorming, and coding practice but may not generate final submission content unless explicitly approved.

Critical evaluation is essential. Students are expected to verify and reflect on AI-generated content, identifying both insights and limitations and always validate claims with reputable academic and fact-checked sources.

Personal voice matters. AI must never replace personal reasoning or interpretation. It can assist but always make sure unique and personal perspective remains at the centre.

Transparency is required. All use of AI in assignments must be documented using an AI Usage Log.

For any assignment where AI is used, an AI Usage Log must be attached.

This should include the following:

- The tool used (e.g., ChatGPT 4o, Gemini Pro, Claude)
- The prompt(s) given or tasks completed using AI
- A brief explanation of how the output was used and revised
- Specific locations in the assignment where the AI's output was incorporated

Example of Usage Log:

Tool: ChatGPT 4o (March 2026). Used to clarify steps for running clustering function in RapidMiner. I modified the steps and annotated it with comments before inclusion (see Appendix A, Line 20).

Students are encouraged to use course-specific GPTs and other approved tools for:

- Exploring analytics techniques or examples
- Debugging code or testing analytical scripts
- Brainstorming research questions or refining assignment outlines
- Reviewing course concepts and definitions

Prohibited Uses

- Submitting AI-generated answers or reports without meaningful revision or citation
- Using AI to complete major projects, presentations unless permission is explicitly granted
- Entering confidential, personal, or proprietary data into third-party AI systems

See attached Annex A. giving additional comments, context and examples.

It is also worth noting the [Cambridge International Education Use of Generative use of AI in Coursework Policy](#).

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ANNEX A.

EXAMPLE	COMMENTS
Posing an essay question to an AI and then passing this off as your own work.	This is plagiarism and is unacceptable.
Posing an essay question to an AI and making edits before submitting this to your teacher	This is still plagiarism (although better than the example above). In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.
Providing the AI with some bullet points to include and asking it to create an essay	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.

Ask AI to provide statistics or evidence to back up your arguments	Caution required here. AI can hallucinate and it is often difficult to find out where it is getting its information.
Write a first draft of an essay, ask AI to critique and give feedback then rewrite the essay based on the feedback	This would be a good way to use AI but should be used with caution. Firstly, it is important that you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
Use AI to generate retrieval practice questions	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it had not made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.
Asking an AI to translate a passage into English	This depends on the purpose. If this translation has been set by your French teacher to assess your understanding of French, then this would not be acceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.
Asking AI to produce a summary of longer texts	This would be a good way to do some initial research to find out whether the longer texts are appropriate. However, it is then really important that you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
Asking AI to explain a concept you are finding tricky	This would be a good way to interrogate your own understanding of a topic as you can have a conversation with the AI and ask it to elaborate or re-explain using different examples. However, it must be used with caution and you must always check your final understanding against other sources of information such as your

	teacher.
Using AI as a dictation tool	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you do not understand the summary it produces, you probably do not have as good a grasp of the concept as you think.
Use AI as a way of generating multiple different ideas	This would be a good way to use AI as it may come up with ideas that you would not have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
Ask AI to provide some suggestions for further reading around a topic	This would be a good use of AI, particularly if you give it some detailed prompts.
Talking to an AI in a foreign language for extra practice	This would be an excellent way to use AI though bear in mind that some of the information it includes in its conversations may not be factually correct