



## AI POLICY

### Context

The Trust is in the early stages of implementing AI. If used safely, effectively and with the right infrastructure in place, generative AI can support every child and young person, regardless of their background, to achieve at school and college and develop the knowledge and skills they need for life.

AI has the power to transform education by helping teachers focus on teaching. This marks a shift in how we use technology to enhance lives and tap into the vast potential of AI in our classrooms. Generative AI has demonstrated that it can reduce some of the administrative burdens that teachers, staff and school leaders face in their day-to-day roles.

Research demonstrates that generative AI could also be used for tasks such as feedback and tailored support in schools:

- creating educational resources
- lesson and curriculum planning
- tailored feedback and revision activities
- administrative tasks
- supporting personalised learning
- report writing

To make the opportunity a reality, we will continue to explore this technology safely to encourage innovation and maximise the benefits for its schools, staff and pupils.

Evidence is still emerging on the benefits and risks of pupils and students using generative AI themselves, so we need to proceed with care to ensure the effective and safe use of AI. Please see further below some important guidelines on the use of AI. These will develop and evolve as we implement AI for different purposes.

We recognise that AI is a rapidly-moving technology, so foresee this policy and our guidelines being reviewed and updated more frequently than other policies. There will be an initial review by the end of February 2026.

### Aims

The Trust will endeavour to:

- make the most of the opportunities that technology provides
- use technology safely and effectively to deliver excellent education that prepares pupils and students to contribute to society and the future workplace
- be aware of the limitations and risks of this technology
- consult guidance from the DFE and JCQ on AI use within schools and assessments.
- address other internal policies (such as safeguarding, data protection, staff Code of Conduct, teaching and learning and homework) over time to explicitly account for AI use as AI Use develops within the Trust
- Work with content filtering providers to safeguard the use of generative AI

In the knowledge that technology, including generative AI, cannot and should not replace or undermine the invaluable relationships between teachers and pupils

We will:

- consider the risks and challenges alongside the opportunities and benefits
- continue to work to ensure the safety and reliability of technology, including AI tools, to support teachers and learners
- address the fundamental barriers to effective use, such as connectivity.
- ensure human oversight over AI to prevent inaccuracy and bias.
- consider the digital divide when reviewing how pupils/students will access AI technology providing equal opportunities for all

## **Benefits and Risks**

AI could be used for:

- creating educational resources
- lesson and curriculum planning
- tailored feedback and revision activities
- administrative tasks
- supporting personalised learning
- report-writing
- providing pupils with immediate feedback and support
- improved accessibility, providing more opportunities for SEND pupils including EAL
- quickly generating examples of work, both exemplar and imperfect to help pupils to critically analyse
- Using AI agents to perform common administrative tasks such as providing FAQs

When used appropriately, generative AI has the potential to:

- reduce workload across the Trust
- free up teachers' time, allowing them to focus on teaching

However, staff should be aware that the content produced by AI could be:

- Inaccurate, nonsensical or false information presented as fact
- inappropriate or unsafe
- biased

- taken out of context
- taken without permission (intellectual property infringement)
- out of date or unreliable
- low quality

\*Consider using AI detection software if reliable

It remains the full responsibility of the professional using the AI tool to ensure that content generated is accurate and appropriate for its desired use and intended audience.

If staff choose to use pupil-facing generative AI, they must take great care to ensure they are abiding by their legal responsibilities, including those related to:

- data protection
- keeping children safe in education:
  - Teachers must now be aware of the growing use of AI and deepfake technologies to create inappropriate or harmful content, including fake images or messages attributed to children or staff.
  - Staff should be able to recognise and respond to content manipulation or impersonation threats.
- intellectual property law

Staff should also consider possible impacts on learning, the importance of the teacher-pupil relationship, and the risks of bias and misinformation.

### Guidelines for the use of AI

1. The Trust has decided to initially only use AI tools with staff: with teachers for lesson and curriculum planning, creating resources, supporting personalised learning and to provide tailored feedback and revision activities; with administrative staff for administrative tasks. **In all cases, the Trust expects human oversight over AI outputs, ie the Trust expects AI outputs to be checked for accuracy, bias and educational value.**
2. Staff may only use school-based AI approved software, currently MS365 Co-pilot. Approved apps are OtterAI. Co-pilot should be accessed from Office 365 only – office.com, as safeguarding and GDPR standards are not protected unless staff are signed in to 365. This is because Co-Pilot can be managed centrally to some extent, runs on a MS secure Azure server and is designed for education and to meet safeguarding and GDPR standards. Using other AI providers, such as ChatGPT, does not meet the educational standards the Trust requires; it risks using user-input to help train its models and sharing data with other third parties and training those AI providers with school data.
3. It is not permitted to provide AI tools for students or pupils at school. Co-pilot is not currently authorised by Microsoft for pupil use. We may pilot age-restricted pupil use in the future, for example, in certain subjects, year groups or key stages under close supervision and with prior arrangement with DSLs and IT, but this would not be until at least September 2026. Parental consent will also be required before students can use AI themselves.
4. We do not endorse pupil use of AI for schoolwork, but we are aware that many pupils are using AI at home already and that we cannot prevent this, but we need to first ensure that staff understand and are competent in the use of AI. If pupils do use an AI tool to support the completion of any work produced at home, we require pupils to disclose for what purpose and to what extent AI has been used and to avoid any unauthorised or harmful use. Teachers

will be given guidance to adapt some homework and assessment tasks to prevent completion by AI. Pupils will be provided with e-safety lessons on the safe use of AI.

5. **Staff must not enter any personal (staff or pupil/student) data whatsoever into AI and must ensure that no data that can identify the school, pupils, students or staff is disclosed. This includes names, addresses, images or name of the school, e-mail addresses or financial information.**
6. Staff must never upload images of staff, pupils or students or of the school's interior or exterior into AI.
7. **Use of AI must not under any circumstances infringe legal responsibilities, including those related to data protection, safeguarding and intellectual property law** (the use of AI to copy and paste sections of text can, in some cases, infringe copyright which is unacceptable)
8. Use AI for teaching and learning in a creative way that supports research and enriches learning:
  - To create educational resources
  - For lesson and curriculum planning
  - For tailored feedback and revision activities
  - For administrative tasks
  - To support personalised learning
  - For report writing
9. Use of AI to create fake images, misleading information or harmful content is not acceptable
10. Staff must always verify AI outputs, check AI for accuracy and bias and evaluate AI outputs for pedagogical value.
11. Teachers need to continue taking reasonable steps where applicable, to prevent and report exam malpractice involving the use of generative AI.
12. Safety should not be compromised. Staff should also consider that there may be uses of generative AI by staff or pupils that have not been explicitly approved or adopted by the Trust and refrain from using them
13. Risk assessments should include plans to mitigate for cases of unauthorised use of AI. For example, students may use generative AI to create emails from the school to parents that seem realistic or for exam work and assignments.

NB: If and when the Trust decides to permit school or home-based use of AI, after first consulting with parents, the Trust would provide a list of guidelines for pupils and a protocol for staff including advice to teachers on feedback to pupils on how to use AI effectively.

## Roadmap

### Glenthorne High School

- The SL Computer Science will lead a working party over the Autumn Term 2025 to explore and pilot the most appropriate and effective use of AI as a tool for teaching.
- The timetabler will work with administrative staff over the Autumn Term 2025 to explore and pilot the most effective and appropriate use of AI for administration, including an AI agent for admissions communications with prospective parents and AI apps for minute-taking for meetings.
- Department will provide Technical Support for AI.
- Outcomes from the working parties and pilots will be reviewed at the end of the Autumn term 2025.

### Aragon Primary School

- Create a portfolio of best practice for AI and share best practice
- Explore the use of AI to reduce teacher workload
- Review e-safety lessons on the safe use of AI
- Investigate how to use AI for moderating writing in KS2
- Investigate coherent list of AI prompts to produce lessons using AI based on the Aragon Learning Journey.

### Abbey Primary School

- Investigate how AI can enhance the school's vision through personalised learning, teacher workload reduction and improve digital literacy.
- To explore the use of AI tools which are evidence-informed and safeguarded for pupil use.
- Use the DfE's digital standards self-assessment tool.
- Build staff confidence through CPD, then engage parents and Governors.
- To use AI tools to support with moderating writing and supporting reading.

**Further reading and CPD resources to support the development of a robust, ethically grounded AI strategy.**

### New Support Modules Released (10 June 2025)

- **Module 1 – Understanding AI in Education:** An introductory 41 MB presentation and video series explaining what AI is, how it works, and why it should be used alongside teacher expertise [assets.publishing.service.gov.uk+15gov.uk+15gov.uk+15](#).
- **Module 2 – Interacting with Generative AI:** Practical session on using generative AI tools effectively, with emphasis on verifying AI outputs [gov.uk+1gov.uk+1](#).
- **Module 3 – Safe Use of Generative AI:** Guidance on safeguarding, data privacy, ethics, and intellectual property when using AI in educational settings [gov.uk+15gov.uk+15gov.uk+15](#).
- **Module 4 – Use Cases of Generative AI:** Classroom examples, tool selection, prompt strategies, and action planning for safe and meaningful AI use [gov.uk](#).

### Reading

1. **Use Cases of Generative AI in Education: Module 4**  
Free support materials (published 10 June 2025) offering practical classroom scenarios for safe, effective GenAI use - suitable for staff CPD and in-school workshops. [gov.uk](#)
2. **Using AI in Education: Support for School and College Leaders**  
Also published 10 June 2025, this is a leadership-focused pack covering strategic rollout, governance, and human-oversight checklists to help senior teams evaluate and embed AI tools. [gov.uk](#)
3. **Understanding AI in Education: Module 1**  
The first in a four-part series (10 June 2025) that explains “what AI is,” “how it works,” and why it must complement—not replace—teacher expertise. Suitable for whole-staff introductions or INSET days. [gov.uk](#)
4. **Interacting with Generative AI: Module 2 & Safe Use of Generative AI: Module 3**  
Also from 10 June 2025, Modules 2 (practical prompt design) and 3 (risk-mitigation strategies) complete the staff training suite. [gov.ukgov.uk](#)
5. **Generative AI in Education: User Research & Technical Report**  
Published 28 August 2024 (last updated 17 Oct 2024), this delivers frontline insights from teachers, leaders, and pupils on GenAI's real-world applications and limitations. [gov.uk](#)

## 6. Research on Parent & Pupil Attitudes

A joint DfE–DSIT study (28 Aug 2024) exploring how end-users feel about AI in their schools—valuable context for stakeholder engagement. [gov.uk](#)

## 7. Generative AI: Product Safety Expectations

Guidance for ed-tech suppliers (published 22 Jan 2025) detailing the safety features that AI tools must meet before being adopted in schools. [gov.uk](#)

DfE-commissioned Ofsted report—entitled “AI in education: how schools and further education colleges are making it work” published at the end of June 2025:

[https://www.gov.uk/government/news/ai-in-education-how-schools-and-further-education-colleges-are-making-it-work?utm\\_source=chatgpt.com](https://www.gov.uk/government/news/ai-in-education-how-schools-and-further-education-colleges-are-making-it-work?utm_source=chatgpt.com)

Key takeaways include:

- **Early-Adopter Insights:** Ofsted interviewed 21 schools and colleges using AI for at least 12 months, uncovering practical lessons on embedding AI in teaching and admin processes. The main features mentioned were as follows:
  - **AI Champions:** Almost every provider appointed a teacher-tech lead to demystify AI, build staff confidence, and showcase practical uses [gov.uk](#).
  - **Workload Reduction:** Leaders reported using AI chiefly for lesson planning, resource creation, and administrative tasks—freeing up time for classroom engagement [gov.uk](#).
  - **Ethical & Safe Implementation:** Schools took care to research risks—bias, data protection, IP, safeguarding—and put controls in place before rolling out AI [gov.uk](#).
  - **Uneven Integration:** While some had systematic plans for embedding AI, others were still exploring where it best fits in teaching and curriculum.
  - **Limited Evidence of Impact:** Most AI use remains exploratory and short-term; robust data on outcomes is sparse, highlighting the need for further evaluation.

First review: by the end of February 2026