# St. Michael's Community Academy

## Executive Principal:

## Mr G. Barlow

## HofS: Mrs K. Shenton

# Ai School Policy

*If you would like this translated, please contact the school office*

**St. Michael's Community Academy Artificial Intelligence (AI) Policy**

**Date:** Sept 2025 **Review:** Sept 2026

**Agreed by Governors:** **Review Date:**

**1. What is AI?**

Artificial Intelligence (AI) is a powerful technology that is already transforming the way we work. Delivering efficiencies, improving effectiveness, and empowering decision-making. Its influence is anticipated to grow exponentially, impacting almost all industries and job sectors, including education. AI is an umbrella term for various model types, essentially algorithms that enable machines to gather data, learn, and improve the user experience [Appendix 15].

Key types of AI relevant to our school include:

- **Machine Learning**: A subset of AI where algorithms learn from data to improve their performance over time.
- **Natural Language Processing (NLP)**: Used in tools like Alexa or Siri, helping machines understand and generate human language.
- **Large Language Models (LLMs)**: Advanced AI systems, such as Microsoft Copilot and ChatGPT, trained on vast datasets to generate new content [54, Appendix 15].
- **Generative AI**: Refers to technology that can create new content—including writing, audio, codes, images, and video simulations—based on large volumes of data it has been trained on.

**2. Our Principles: Courage, Ambition, Respect, and Excellence**

The responsible and ethical use of AI at St. Michael's Community Academy will be guided by our core values of **Courage, Ambition, Respect, and Excellence**.

**Courage**

We will embrace AI technology with courage, taking responsibility for its use and outputs.

- Staff are accountable for the content, quality, and accuracy of any work produced or shared using AI. AI is a support tool, not a replacement for professional judgment, and cannot excuse mistakes, errors, or misconduct.
- We commit to transparency, clearly disclosing when AI has been used, along with its limitations, assumptions, and uncertainties.
- We will remain open to innovation, adapting our practice as technology develops, and fostering a culture of responsible AI use.

**Ambition**

We will use AI ambitiously, seeking opportunities to enhance learning and achievement across our school community.

- AI will be applied to enrich teaching and learning, close learning gaps, and provide personalised support to help every pupil reach their potential.
- We will explore creative and forward-thinking uses of AI to strengthen education, administration, and wellbeing within the academy.
- Our ambition is to use AI to extend opportunities, raise aspirations, and prepare pupils for a future where digital literacy and responsible AI use are essential.

**Respect**

We will demonstrate respect for privacy, intellectual property, human expertise, and the ethical and legal boundaries of AI.

- Staff will ensure AI complements, rather than replaces, their professional knowledge, skills, and judgment. The individual—not the AI—remains the author of any content created.
- All AI use must be legal, ethical, and consistent with our values.

- We will comply with laws and guidelines on intellectual property and copyright. Unauthorised use of copyrighted material or infringement of others' intellectual property is prohibited.
- Personal or sensitive data will not be entered into generative AI models without appropriate consent or the use of secure systems.

**Excellence**

We will strive for excellence in how we adopt, manage, and evaluate AI across the academy.

- AI systems will be used to promote fairness and inclusion, ensuring no individual or group is disadvantaged on the basis of age, gender, ethnicity, race, disability, or religion.
- Safeguarding pupils and protecting their online safety is paramount. AI must never knowingly put their safety or privacy at risk.
- We will regularly review and improve our AI practices to ensure they deliver the highest standards of quality, equity, and impact.

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**3. Aims of Using AI in Our School**

By embracing AI technology responsibly, St. Michael's Community Academy aims to achieve the following:

- **Enhance Teaching and Learning and Educational Experiences**: Utilise AI to improve teaching and learning, make assessment more robust, provide personalised support, and address learning gaps across the school.
- **Support Staff Workload**: Employ AI tools to manage workload more efficiently and effectively, automating routine processes and freeing up time for lesson preparation, direct pupil engagement and critical thinking.
- **Educate for the Future**: Prepare staff and pupils for a future where AI technology will be an integral part of society and the workforce by developing their AI literacy and skills.
- **Ensure Ethical and Legal Compliance**: Uphold privacy, fairness, and transparency by ensuring all users of AI comply with applicable laws, regulations, and ethical guidelines.
- **Improve School Operations**: Streamline administrative processes to maximise efficiency.
- **Protect Data and Privacy**: Safeguard the personal data and privacy of all members of the school community (staff, pupils, families, governors).
- **Transparency:** Maintain transparency with parents, pupils, and staff about how personal data may be processed by AI systems, referencing this policy and the school's Privacy Notices.

**4. Scope and Responsibilities**

**4.1. Scope** This policy applies to all staff, including temporary staff, consultants, governors, volunteers, and contractors, and anyone else working on behalf of St. Michael's Community Academy. It also applies to pupils, who will receive support and guidance from staff as part of their learning and AI education.

**4.2. Responsibilities**

- **All Staff**: All staff are responsible for reading, understanding, and adhering to this policy before using any AI technology. They are accountable for the content, quality, and accuracy of anything they produce or share using AI.
- **Leaders**: All leaders are responsible for ensuring that staff read and understands this policy before using AI technology and that they follow this policy, including reporting any suspected breaches of it.
- **Computing Lead**: Acts as the school lead for AI technology, monitors compliance with this policy, and works with other staff to communicate, promote, and regulate AI use, providing or arranging for professional development training to be given where necessary. Provides technical support and guidance on the operation of AI tools. Works with the Data Protection Officer (DPO) to ensure AI use complies with the school's Data Protection Policy and GDPR obligations.

- **Data Protection Officer (DPO):** Provides independent advice on AI-related data protection issues, including DPIAs, vendor assessments, and breach management. Reviews this policy annually to ensure ongoing compliance with UK GDPR and ICO guidance.
- **Headteacher and Curriculum Governor**: Responsible for the overall governance of AI within the school.
- **Pupil Voice**: St. Michael's Community Academy will consider pupil feedback regarding AI use.

This policy should be read in conjunction with other relevant school policies, including the Child Protection and Safeguarding Policy, Data Protection Policy, and IT Security and Acceptable Usage Policy.

**5. How AI will be used by Staff and the Training They will Receive**

Staff are encouraged to explore and utilise approved AI-based tools responsibly, ensuring they complement professional judgment and expertise without replacing them. Staff remain professionally responsible and accountable for the quality and content of any AI-generated output.

**5.1. Use in Administrative Tasks**

AI can help drive efficiencies by automating routine processes, reducing costs, and increasing productivity. Approved AI tools, such as Microsoft Copilot, ChatGPT, Notebook LM and GivEducation, can be used for:

- Web searches, drafting letters, reports, and other administrative tasks.
- Managing forms and automating tasks.
- Drafting emails, statements, and other official communications.
- Summarising online documents and school documents.
- Creating audio and video versions of policies and other documents.
- Generating wording for objectives, such as for Performance Management.
- Creating specific AI chatbots linked to school documents (e.g., planning, policies, school website).

**5.2. Use to Enhance Teaching and Learning**

AI can significantly enhance the educational offer by providing valuable support for teaching and learning. Staff may use AI tools for:

- Gathering and creating relevant educational resources.
- Creating whole group or personalised lesson plans, lessons presentation slides, generating extension tasks, or scaffolded work.
- Identifying potential misconceptions that may arise in lessons gaps and suggesting ways of preventing these.
- Suggesting analogies which support with pupil understanding of concepts.
- Identifying potential knowledge gaps and suggesting specific topics or learning activities.
- Utilising AI within approved platforms like Showbie and Socrative to create robust, curriculum-aligned, endof-unit multiple-choice assessments across the curriculum.
- Simplifying texts to support learners with specific needs (e.g children with SEND).
- Generate specific, measurable goals for pupils with SEND and/or IEP's.
- Using learners' sentences or writing to create images for them to evaluate their work.
- Utilising tools like Reading Progress/Reading Coach to provide individualised feedback, or for learners to create their own texts.
- Creating specific "What A Good One Looks Like" (WAGOLLs).
- Creating images or songs for lessons and performances, which can help avoid copyright issues.
- Generating a set of specific questions or word problems in subjects like maths and English.
- Create key vocabulary and definitions.
- Use the AI feedback feature in Showbie to enhance feedback that pupils receive.

**5.3. Use to Reduce Workload**

AI can help staff direct more resources to supporting pupils by freeing up time spent on tasks, such as administration tasks, lesson planning and feedback. This augmentation of staff roles provides more time for personalised instruction, pupil engagement and critical thinking.

- Automating the marking of multiple-choice assessments created in approved platforms like Showbie and Socrative, which also provide teachers with live, in-the-moment data and feedback on pupil performance.
- **Lesson Planning**: A wide range of lesson planning and Unit of Learning planning.
- **Assessment**: Automating certain aspects of marking, such as multiple-choice or fill-in-the-blank assessments, and speeding up marking of fact-based responses to objective questions.
- **Feedback**: Identifying areas for improvement in subjective written answers and supporting pupils to gain feedback on their work themselves, replicating peer assessment processes.
- **Reporting**: Assisting in writing pupil reports, ensuring accuracy and efficiency.
- **Progress Analysis**: Using AI as a starting point to gather information and identify patterns in pupil attainment.

**5.4. Designing Prompts and Evaluating Responses:**

**The FACTS Approach** Staff are trained to design effective prompts and critically evaluate AI outputs, guided by the **FACTS Framework**. This framework ensures that prompts are well-constructed from the outset and that AIgenerated content is thoroughly reviewed and refined.

Staff will apply the FACTS Framework as follows:

- **F**ocus Prompts: When designing prompts, staff will ensure they are clear, concise, and purposeful. This involves explicitly stating the objective, target audience, desired output, and any specific limitations or instructions to guide the AI effectively.
- **A**nalyse Outputs: After receiving an AI-generated response, staff will carefully analyse the output. This includes checking for "hallucinations" (plausible but incorrect information), factual errors, and potential biases in the content.
- **C**heck for Bias: Staff will actively identify and mitigate any inherent bias in the AI's output, ensuring that the generated content promotes equity and does not discriminate against any group.
- **T**ailor Suitability: Staff will assess whether the generated content is suitable for the specific context and requirements, making sure it aligns with educational goals and school values.
- **S**trengthen Prompts: Based on the analysis of the output, staff will refine and iterate on their initial instructions, or "strengthen prompts," for better, more accurate, and more suitable results in future iterations.

Staff must always evaluate the outputs to check if they meet the intended purpose/needs, verify facts, data, and quotes from reliable sources, and revise results to reflect their specific needs, style, and tone. AI is a starting point but should never be the final product, and staff are responsible for everything they create with AI. Staff will also be clear about where AI has been used and what additional professional review or revision has been carried out.

**5.5. Staff Training and Professional Development** Staff will receive appropriate training and support (both internally and from professionals, such as GivEducation, Good Future Foundation) to effectively integrate AI into their work. This includes professional development opportunities focused on AI tools and their effective integration into school administrative and teaching practices. Training and support will be planned as part of staff personal development reviews and appraisals or on an as-needed basis. Staff have a responsibility to identify any training and development needs to ensure they adhere to this policy and should discuss these with their line manager. Training will emphasise how AI can augment staff roles, providing them with more time and resources to focus on personalised instruction, pupil engagement, and critical thinking.

**6. How AI will be used by Pupils, including Our AI Curriculum**

**6.1. Safeguarding and Responsible Use** As part of our child protection and safeguarding policies, the school will ensure that pupils are protected from harmful content online, including that which may be produced by AI technology (e.g., deepfakes, impersonation materials). Any AI tools used with pupils will be assessed for appropriateness based on their age and educational needs. A culture of responsible AI use will be fostered by engaging pupils in conversations about data privacy, bias, safeguarding, and the social impact of AI applications. Pupils will be taught not to enter personal, sensitive, or confidential data (including their email addresses) into Generative AI tools.

**6.2. AI Curriculum for Years 3-6: Empowering Learners for the Age of AI** While direct pupil use of Generative AI systems is currently under review for implementation, our curriculum will incorporate AI education to provide pupils with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

This will be delivered through dedicated AI literacy education and integrated into teaching and learning activities across various subjects and year groups, providing pupils with opportunities to develop foundational AI literacy and skills.

Our AI curriculum for Years 3-6 will be based on the "Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education", focusing on key components of AI Literacy:

- **Ethics**: Understanding fairness, responsibility, and the benefits and risks of AI.
- **Computer Science**: Introducing basic concepts like abstraction, algorithmic thinking, and decomposition.
- **Media Literacy**: Developing critical thinking and evaluation skills for AI-generated content, information searching, and content creation.
- **Digital Literacy**: Covering intellectual property, civility, and safety and privacy in the context of AI.
- **Data Science**: Exploring concepts like data analysis, identifying bias in data, and making inferences.
- **Design Thinking**: Engaging in ideation, problem formulation, and iteration related to AI.

Specifically for Key Stage 2 (Years 3-6), pupils will learn essential AI tips including:

- AI simply copies patterns and mixes existing ideas, it doesn't create entirely new things.
- Being specific with prompts leads to better answers.
- Question what AI tells you, as it can make up facts; always double-check information.
- AI can show bias, reflecting stereotypes from its training data.
- AI uses significant amounts of energy.
- AI copyright is complicated; it learns from others' work without permission.
- Using AI for school work should be honest; it's for learning and brainstorming, not for doing your thinking.

**7. Potential Misuse of AI**

The misuse of AI can have damaging consequences if left unchecked or used inappropriately. Potential misuses include:

- **Academic Dishonesty and Plagiarism**: Relying solely on AI tools to complete school work, or homework, or presenting AI-generated content as one's own, constitutes plagiarism. Teaching staff will emphasise critical thinking, creativity, and originality, and communicate clear guidelines regarding the appropriate use of AI tools during assessments.
- **Over-reliance**: Over-reliance on AI can lead to a reduction in critical thinking and a lack of genuine understanding. Staff will employ various assessment methods (e.g., class discussions, oral presentations, practical demonstrations, written reflections) to verify pupils' comprehension beyond what AI tools can assess.
- **Copyright and Intellectual Property Infringement**: Unauthorised use of copyrighted material or allowing pupils' work to be used to train Generative AI models without appropriate consent or exemption is prohibited.
- **Generation of Harmful Content**: AI can be used to generate harmful content, including deepfakes and impersonation materials, which poses a safeguarding risk.

**8. Ethical Issues**

The use of AI systems, particularly Generative AI, will be carried out with caution and an awareness of their limitations. Staff and pupils will be mindful of, and instructed about, the following ethical considerations:

- **Bias**: AI-generated data and information may reflect inherent biases present in the training datasets. This could lead to content that is discriminatory based on factors such as race, gender, or socioeconomic background. We will actively promote equity and reduce any inherent bias in AI outputs.
- **Accuracy**: AI-generated information may be inaccurate and must always be fact-checked and verified against reliable sources.
- **Currency**: Some AI models are trained on data up to a certain date, meaning the content generated may not reflect the most recent information.
- **Environmental Impact**: AI tasks consume significant energy, increasing greenhouse gas emissions. Schools should be mindful of this impact and prioritise energy-efficient models, using AI systems only when necessary or when they are the best option.

- **Transparency and Accountability**: Humans are ultimately responsible for educational outcomes and must have appropriate oversight of how AI systems operate, with clear disclosure of AI use.
- **Autonomy**: AI systems should empower learners by increasing their control over their own learning and development.

Ethical design also includes full compliance with the UK GDPR, Data Protection Act 2018, and ICO's guidance on AI and data protection.

**9. Data Protection and Cyber Security**

**9.1. Data Protection**

The school will identify and document a lawful basis for any personal data processing linked to AI use, in accordance with Article 6 of the UK GDPR. Where special category data is processed, an additional condition under Article 9 will be identified and recorded.

Given that pupil data relates to children a high-risk category under the UK GDPR AI-related processing involving such data will be subject to enhanced scrutiny and strict data minimisation.

Only the minimum data necessary for the intended educational purpose will be entered into any AI system. Personal data must never be reused for incompatible purposes or retained longer than required under the school's Retention Policy.

The use of AI is subject to relevant data protection legislation. Staff and pupils must be aware that any information entered into a Generative AI model is no longer private or secure.

- **Prohibited Data**: Staff and pupils must not enter any personal information (personal data, intellectual property, or private/commercially sensitive information, including email addresses) into any Generative AI model without appropriate consent or secure systems.
- **Data Collection Awareness**: Staff will make themselves aware of and inform pupils about the data collection, storage, and usage practices associated with AI technologies, particularly Generative AI.
- **Approved Tools**: When using approved AI tools like Microsoft Copilot (within the school's Microsoft 365 infrastructure) or tools embedded in Arbor, first names may be used. However, staff must check and gain permission from the Digital Leadership Team before using any other Generative AI tools not referenced in this policy.
- **Processor Compliance (Article 28)**: All AI vendors and platforms used by the school must be able to demonstrate compliance through the use of contractual agreements under their T&Cs, Data Processing Agreement (DPA) or other appropriate form of contractual agreement. These agreements must specify data storage, retention, deletion, and international transfer safeguards. No data should be transferred outside the UK without adequate protection.

**Data Protection Impact Assessments (DPIAs)**: The Data Protection Officer (DPO) will be consulted on all AI-related data protection matters, including DPIAs, breach management, and oversight of vendor compliance. Any new use of AI tools must be assessed to determine if a DPIA is required, following the school's Data Protection Policy and Data Protection Impact Assessment Process. DPIAs will evaluate:

- The nature, scope, context, and purposes of personal data processing. ○ Potential individual and allocative harms (e.g., gender or racial bias in decision-making) and representational harms.
- The proportionality and fairness of AI use, weighing benefits against risks and identifying safeguards.
- Any bias or inaccuracy of algorithms and how it may detriment individuals. ○ How individuals will be informed about automated decisions and their right to challenge them. ○ Consideration of wider individual rights and freedoms, such as those under the Equality Act 2010.

The school will maintain an AI Register documenting all approved systems, their purposes, risk assessments, and DPIA outcomes. The register will be reviewed annually as part of the school's wider Information Governance audit cycle.

**9.2. Cyber Security**

St. Michael's Community Academy will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies:

- **Rigorous Cybersecurity Protocols**: Implementing measures such as access controls (LightSpeed Filtering and Monitoring)
- **Oversight and Incident Response**: Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity.
- **Reporting Incidents**: Any personal data breach involving AI systems will be managed under the school's Data Breach Procedure. The DPO will assess whether the incident meets the threshold for notification to the ICO within 72 hours and will ensure appropriate communication with affected individuals.
- **Tool Evaluation**: An evaluation of the security of any AI tool, including reviewing its security features, terms of service, and data protection policies, will be carried out before using it.
- **Vigilance Against Deepfakes**: Maintaining vigilance against deepfakes, which are synthetic media that can spread misinformation or be used for cyber fraud.
- **Training**: Training staff and pupils to be aware of the importance of cyber security and the potential involvement of AI in carrying out cyber-crime. Misuse of AI or data breaches can damage a school's reputation, and communication plans for such incidents are crucial.

**9.3 Automated Decision-Making and Profiling**

The school does not permit fully automated decision-making or profiling that produces legal or similarly significant effects on individuals, as defined in Article 22 UK GDPR. Any analytical or feedback-based AI use will include human review and oversight to ensure fairness, transparency, and accuracy.

| AI system | Approved Users | Approved Uses | Approved by |
|---|---|---|---|
| ChatGPT | Staff | Administration tasks<br>Enhancing Teaching and Learning (lesson ideas, scaffolds, model answers, retrieval questions). CPD support (summarising research, generating reflection questions) | |
| Co-Pilot | Staff | Administration tasks (emails) | |
| Showbie | Staff and pupils | Enhancing Feedback and Assessment. Providing feedback via annotations, voice notes, or transcripts. | |
| Socrative | Staff | Enhancing Assessment (Quick polls during lessons and end of unit assessment) | |
| Padlet | Staff and pupils | Generative AI image creation. Collaborative brainstorming boards. | |
| Quizziz | Staff | Enhancing Assessment, retrieval practice and low stakes quizzes. | |
| Canva | Staff and pupils | Magic Write, Magic Design, Magic Media, Image Generation. Creating posters, infographics, presentations. Staff resource design (newsletters, displays). | |
| Adobe | Staff and pupils | Image Generation. Creative multimedia projects (videos, podcasts, posters).Digital storytelling and presentations. | |
| Chalkie.ai | Staff | Create lesson presentations/slides | |
| Arbor | Staff | Managing attendance, behaviour, assessments, safeguarding logs. Communication with parents. Central hub for pupil records. | |
| Curipod | Staff | Create lesson presentations/slides | |

**Appendix 1**

The Ethical Framework for AI in Education' from The Institute for Ethical AI in Education.

1. Achieving Educational Goals.
AI should be used to achieve well-defined educational goals based on strong societal, educational or scientific evidence that this is for the benefit of learner.
2. Forms of Assessment.
AI should be used to assess and recognise a broader range of my learners' talents.
3. Administration and Workload.
AI should increase the capacity of organisations whilst respecting human relationships.
4. Equity.
AI systems should be used in ways that promote equity between different groups of learners and not in ways that discriminate against any group of learners 5.
Autonomy.
AI systems should be used to increase the level of control that learners have over their learning and development.
6. Privacy.
A balance should be struck between privacy and the legitimate use of data for achieving well-defined and desirable educational goals.
7. Transparency and Accountability.
Humans are ultimately responsible for educational outcomes and should therefore have an appropriate level of oversight of how AI systems operate.
8. Informed Participation.
Learners, educators and other relevant practitioners should have a reasonable understanding of artificial intelligence and its implications.
9. Ethical Design.
AI resources should be designed by people who understand the impacts these resources will have.

**Appendix 2a, 2b and 2c**

DfE Generative artificial intelligence (AI) in education
Generative artificial intelligence (AI) in education - GOV.UK DfE
Generative artificial intelligence Jan 25.docx
Using AI in education settings: support materials - GOV.UK

**Appendix 3a and 3b**

UK Government
AI Playbook: 10.2.2025
AI Opportunities Action Plan: 13.1.2025

**Appendix 4**

Ofsted
AI in schools and further education: findings from early adopters

**Appendix 5a and 5b**

AI In Education
AI in Education LinkedIn Post Library & Resources

**Appendix 6**

Chartered College of Teaching AI Impact journal
https://chartered.college/wp-content/uploads/2025/06/CCT-AI-Special-MAY25-FULL- DIGITAL-VERSION-1.pdf

**Appendix 7**
NSPCC: Viewing Generative AI and children's safety in the round https://learning.nspcc.org.uk/research-resources/2025/generative-ai-childrens-safety **Appendix 8**

Stringer E, Lewin C, and Coleman R (2021) Using Digital Technology to improve learning: 6. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1734869266

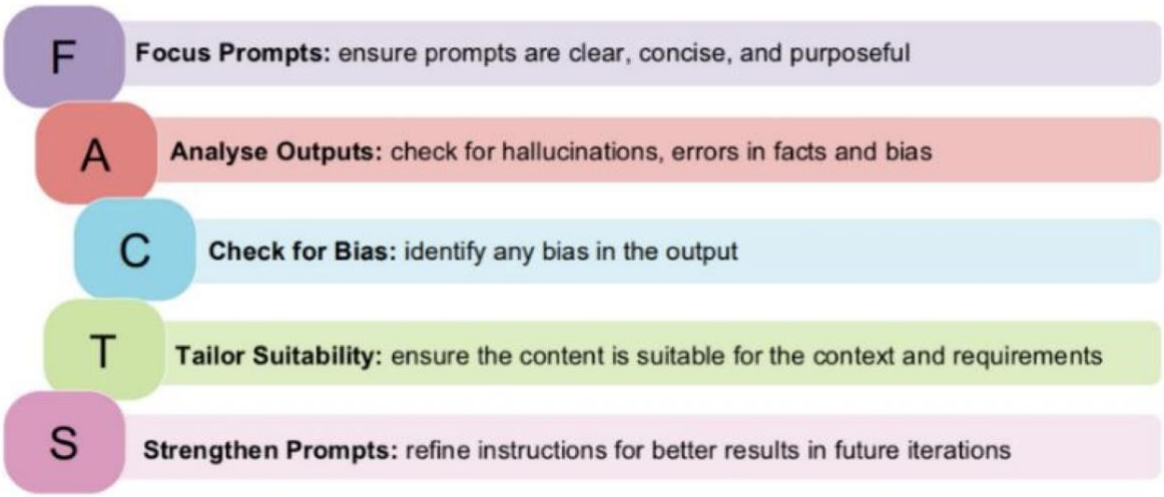
**Appendix 9a and 9b**

European Commission (2022) Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators. https://school-education.ec.europa.eu/system/files/2023-12/ethical_guidelines_on_the_use_of_artificial_intelligence-nc0722649enn_0.pdf

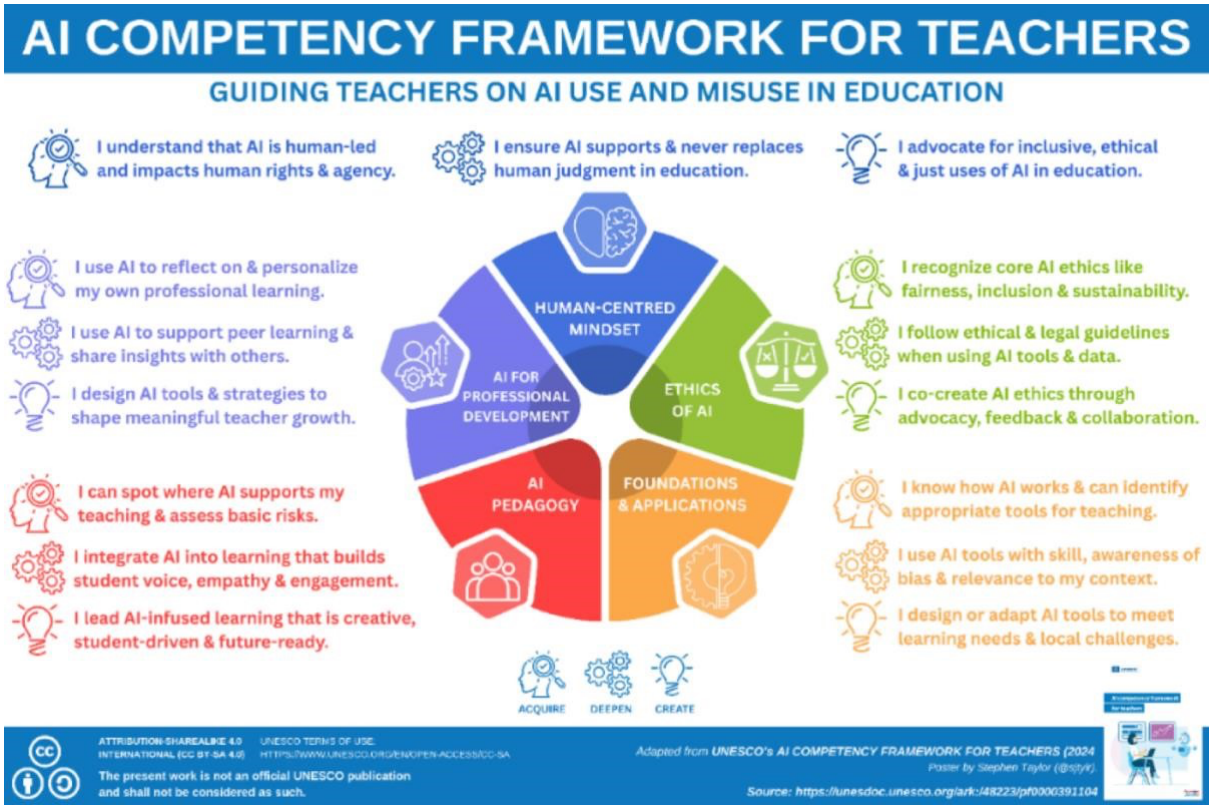
Empowering Learners for the Age of AI An AI Literacy Framework for Primary and Secondary Education (2025). AILitFramework_ReviewDraft-4.pdf

**Appendix 10**

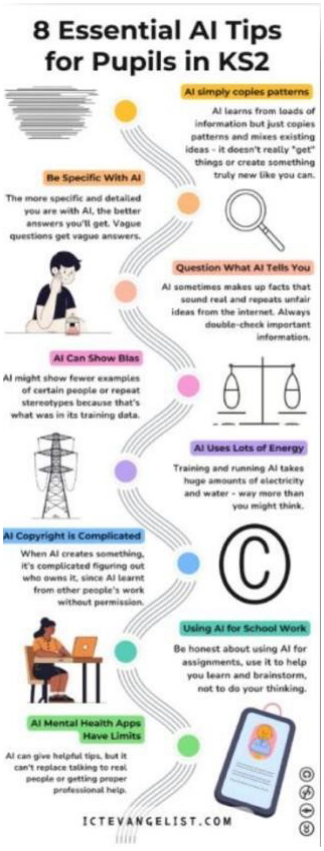
## FACTS Framework




**Appendix 11**




**Appendix 12**




## Risks and Opportunities

| | |
|---|---|
| **Workforce and workload** | AI can reduce administrative burdens, but staff need support to use tools effectively, to avoid over-reliance and be mindful of burnout if more work given due to time savings. |
| **Environmental footprint** | AI tasks increase energy consumption and greenhouse gas emissions. Schools should prioritise energy-efficient models and consider sustainability. |
| **Reputation and communications** | Misuse of AI or data breaches can damage a school's reputation. Boards should plan how to communicate successes and incidents. |
| **Procurement and contract risk** | Suppliers must comply with data protection and, if operating in the EU, the EU AI Act. The Act classifies AI systems into unacceptable, high-risk, limited and minimal risk categories and prohibits certain applications like cognitive behavioural manipulation and social scoring. Boards should ask whether vendors meet these requirements. |

ictevangelist.com

## Risks and Opportunities

| | |
|---|---|
| **Safeguarding** | AI can expose pupils to harmful content or deepfakes. Ofsted expects providers to respond appropriately when pupils use AI |
| **Academic integrity** | Generative AI can produce essays and code; misuse in coursework counts as malpractice. Leaders must redesign assessments to emphasise original thought and ensure declarations of authorship. |
| **Privacy and lawful processing** | AI tools process large amounts of personal data. Boards should ensure DPIAs are conducted, data minimisation principles are applied, and suppliers' data practices comply with UK GDPR. |
| **Equity and bias** | AI can reproduce and amplify biases. Schools should audit outputs for discrimination and ensure accessibility for all learners. |
| **Curriculum quality** | AI can generate content; leaders must ensure materials align with the curriculum and are accurate. |

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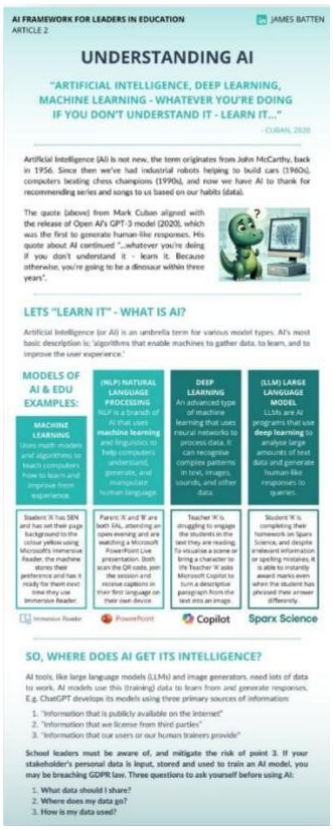
**Date:** Sept 2025 **Review:** Sept 2026

**Appendix13**


AI FRAMEWORK FOR LEADERS IN EDUCATION
ARTICLE 2
JAMES BATTEN
UNDERSTANDING AI
"ARTIFICIAL INTELLIGENCE, DEEP LEARNING, MACHINE LEARNING - WHATEVER YOU'RE DOING IF YOU DON'T UNDERSTAND IT - LEARN IT..."
- CUDAN, 2020
LETS "LEARN IT" - WHAT IS AI?
MODELS OF AI & EDU EXAMPLES:
MACHINE LEARNING
(NLP) NATURAL LANGUAGE PROCESSING
DEEP LEARNING
(LLM) LARGE LANGUAGE MODEL
Immersive Reader
PowerPoint
Copilot
Sparx Science
SO, WHERE DOES AI GET ITS INTELLIGENCE?

AI FRAMEWORK FOR LEADERS IN EDUCATION
ARTICLE 3
JAMES BATTEN
WHAT'S YOUR AI VISION?
"AI SHOULD BE EMPLOYED PURPOSEFULLY TO SUPPORT AND ENRICH THE LEARNING EXPERIENCE, PROMOTING STUDENT AND STAFF WELL-BEING, AND ENHANCING ADMINISTRATIVE FUNCTIONS."
- WORLD ECONOMIC FORUM, 2024
BALANCE
EFFICIENCY:
AUTO-MARK
AUTO-GRADE
PLAN LESSONS
CREATE RESOURCES
PROVIDE FEEDBACK
COMPROMISE:
QUALITY
EXPERTISE
WELLBEING
PERSONAL DATA
INDIVIDUAL NEEDS
"Lightning-Fast Feedback"
"Imagine having more 'me time'"
"Time-saving teaching resources"

AI FRAMEWORK FOR LEADERS IN EDUCATION
ARTICLE 6
JAMES BATTEN
ENABLING EFFECTIVE AI
"TECHNOLOGY IN THE CLASSROOM IS NOT THE END GOAL. ENABLING LEARNING EVERYWHERE IS THE GOAL"
- ANDREW BARRAS, 2021
LEADERS
CLARITY AROUND USE OF AI
AI EXPERTISE
CULTURE
POLICY
TIME TO EXPLORE AI & TECH
INFORM & TRAIN