



Use of AI (Artificial Intelligence) in School

SANDON PRIMARY ACADEMY

Mrs R Beckett (Principal)

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Objective

Sandon Primary Academy's AI policy is designed:

1. To promote an understanding and ethical use of AI among students and staff.
2. To protect the data privacy and rights of our school community in line with GDPR.
3. To enhance the educational experience through the integration of AI.
4. To support staff wellbeing through workload reduction using AI.

Introduction

Sandon Primary Academy's AI policy aims to harness the power of Generative Artificial Intelligence (AI) to enhance educational experiences, support staff wellbeing through workload reduction, and promote an understanding and ethical use of AI among students and staff. A key focus is on safeguarding data privacy in compliance with GDPR. Our policy outlines clear guidelines for approval and accountability, ensuring responsible and effective integration of AI technologies in our educational framework. Through this policy, we are committed to balancing innovation with ethical responsibility.

46% of primary aged children have used generative AI (DFE modules 2025). Therefore, as educators we have a responsibility to understand this digital landscape that children are experiencing.

Academy AI Vision

To integrate AI into our curriculum, to enhance pupil understanding, facilitate effective formative assessment and support independent, personalised learning journeys. Whilst implementing this tool, we aim to encourage and develop pupil's critical thinking and digital literacy skills to ensure they become responsible digital citizens.

Academy Approach to AI Implementation

- Lead by example- (Leaders share their responsible use of AI)
- Set boundaries for exploration- (Academy AI Policy)
- Provide CPD to staff
- Create a positive and safe AI culture

Understanding Generative AI

AI has various uses for educators such as generating lesson resources, supporting lesson planning and adapting text. AI is also used in everyday tools such as email spam filters and predictive text.

Generative AI creates new content such as text, images, audio, video and code. It uses machine learning. Machine learning involves training computer programs to make predictions based on data inputted. Large language models (LLMs) such as ChatGPT are trained on vast amounts of information, including text, images and videos. You input a prompt, and the LLM analyses it for context, predicts a response, and provides an output. You can then refine the output with more prompts.

Types of generative AI:

Open AI: Usually accessible by anybody, not paid for. They **store, share** and **learn from** information entered into them e.g. ChatGPT, Gemini, CoPilot.

Closed AI: Generally, increased data privacy and security, paid subscription. External parties cannot access the data that you input.

It is not always obvious if an AI tool is open or closed and so staff should **always** check with the school ICT Lead or Data Protection Officer.

Data Privacy

When considering use of AI staff must be aware of the Data Protection Act 2018, General Data Protection Regulations (GDPR) and Intellectual Property Guidance-watch- DFE Protecting Children's privacy when using AI- <https://www.youtube.com/watch?v=Hs6gmNoMhgM>

Staff must not input pupil's personal data or intellectual property into AI systems without **explicit permission** from the parent. Any input should remain anonymised.

Personal data includes: personal information, contact details, student records, assessment data, SEND information, photographs, identifiable information.

Intellectual property includes: pupil/ student work, copyrighted materials.

Staff should choose AI systems with built in data protection as a core feature. This includes robust encryption, secure data storage, and minimal data collection in line with GDPR requirements.

Staff should report any data breaches or GDPR non-compliance issues promptly and effectively to the Data Protection Officer (Kate Burrows).

Interacting with Generative AI

When staff are deciding whether to use AI within their teaching practise, they will first consider the flow chart below. Staff must always remember that AI should be used to support their work and not replace important thinking processes.



AI Models that may be used:

Open AI Models:

AILA- Oak Academy-focused on National Curriculum

GivEducation-focused on national curriculum, created by Keele University Team

Chat GPT

Co-pilot

Gemini

Closed AI Models:

Air Write
Timetables Rockstars
Doodle Maths
Canva
Teach Mate AI-if got paid subscription

When using any of the above AI systems staff must:

Use effective prompts. Avoid prompt bias which can lead AI to certain outputs- do this by avoiding assumptions and use open ended language-see appendix two for further guidance.

Adopt good data protection practices and avoid actions which infringe data protection when inputting prompts.

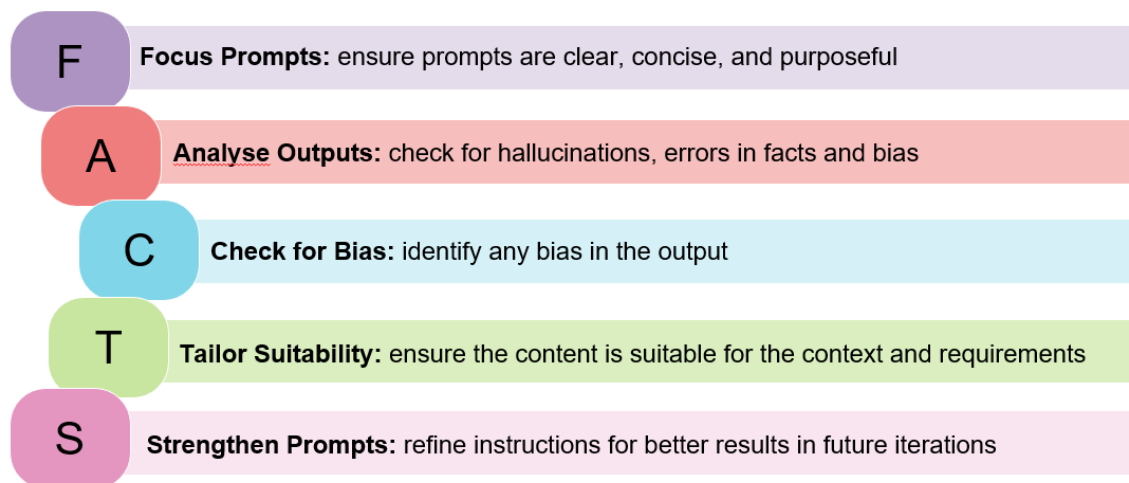
Critically evaluate outputs of AI to ensure it is accurate, free of biases and appropriate for the context.

Report issues/ concerns about AI to the ICT lead and safeguarding lead.

Stay up to date on best practise in use of AI in education.

Following the below framework can support the effective use of AI

FACTS Framework



Implementation of AI tools

The introduction of AI tools at Sandon Primary Academy follows a formalised approval process to ensure accountability and alignment with the school's educational objectives. A Data Protection Impact Assessment, focusing on educational outcomes, data privacy, and ethical considerations will be completed alongside/ or shared with the Data Protection Officer.

AI systems will only be approved if they:

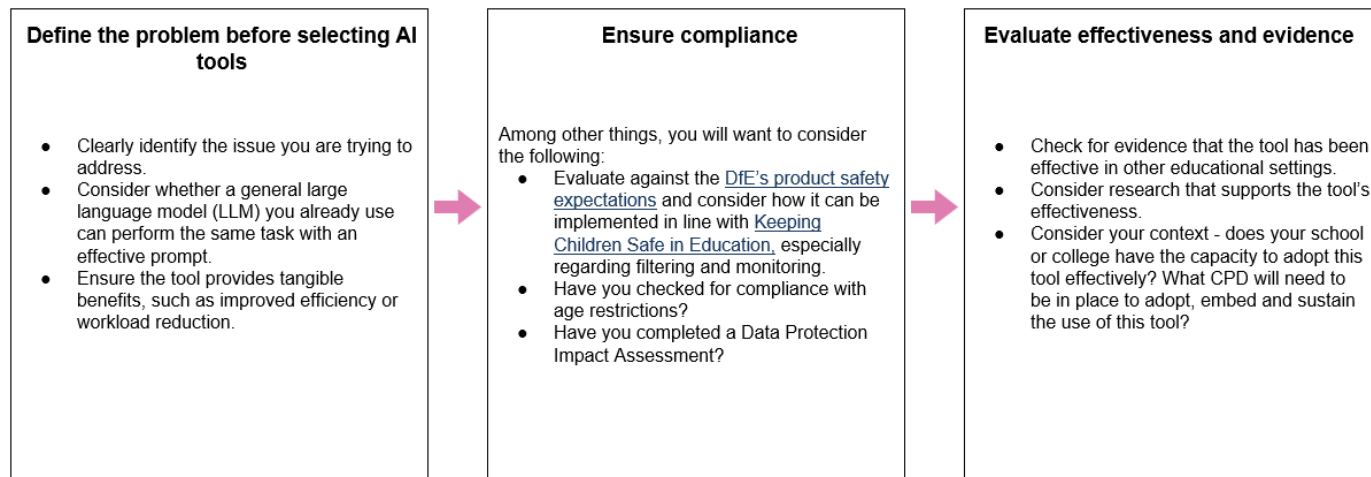
Meet the DFE product Safety Expectations -see appendix 3

<https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations>

Adhere to KCSIE guidance

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

When considering the implementation of a new AI system staff should use the flow chart below to assess its suitability for the setting.



The safe use of AI

AI has significant potential to enhance the practice of teachers as well as other stakeholders in a setting and support pupil experiences and outcomes. However, priority must be given to its safe use as well as its effective use. All AI usage must fall within the KCSIE guidance.

Identified risks:

AI is humanised. It sounds and in some cases looks like humans. Children develop incorrect mental models that the technology is a human and form attachments to it which can lead to manipulation. This is a particularly high risk for vulnerable students.

Deepfakes (manipulated videos, photographs or audio recordings where someone's likeness or voice is replaced with that of another person) are becoming a real concern. Predators are using AI to create child sexual abuse images which are disturbingly realistic.

As above AI is also been used to create deepfakes that support extremist content increasing risk of online radicalisation.

AI is being used by offenders to groom, blackmail and coerce children making detection more difficult and increasing online risks- in response the UK is introducing new laws that criminalise the possession, creation and distribution of AI tools designed to generate child sexual abuse materials.

Managing Risk:

Everybody in our setting is responsible for the safeguarding of pupils which includes safeguarding pupils online. All staff must report any safeguarding concerns following the usual safeguarding channels as outlined in the Child Protection Policy.

Staff are responsible for observing and modelling the responsible use of ICT within their classrooms and should follow the school behaviour policy to manage any unacceptable usage.

Staff are responsible for remaining vigilant surrounding cyber security; reporting any concerns e.g. phishing

emails to the ICT Manager and Safeguarding Lead.

The academy has a progressive computing curriculum embedded that supports children to develop their critical thinking skills and AI literacy skills.

The academy also has filtering and monitoring systems in place to help reduce online risk. These are regularly monitored and updated.

The academy works to educate parents in the effective and safe use of AI through weekly guidance sharing and the offer of online safety workshops.

Roles and Responsibilities

- **School Leadership:**

- Approve and oversee the deployment of AI tools.
- Ensure compliance with this policy and allocate resources for staff training and infrastructure.
- Complete Data Impact Assessments when new AI tools are first considered if they require use of sensitive data.
- Investigate any reported data breaches.

- **Teachers:**

- Use AI tools ethically and responsibly in classrooms ensuring fairness, transparency and inclusivity.
- Monitor students' use of AI and intervene where necessary to ensure positive outcomes.
- Provide feedback on AI systems to inform evaluations and updates.
- Engage in ongoing professional development to understand the capabilities and, importantly, the limitations of AI tools.
- Ensure AI tools comply with data privacy laws before using them in school.
- Share experiences, insights, and best practices with colleagues.
- Maintain traditional teaching methods, ensuring that AI does not replace core teaching methods, such as hands-on activities, collaborative group work, and teacher-led discussions.
- In the event of a data breach, notify the Data Protection Officer (Kate Burrows) to investigate the issue and implement corrective measures.

- **IT Team:**

- Vet and approve AI tools for safety, functionality, and compliance.
- Conduct regular system updates, security checks, and data audits.
- Offer technical support and resolve issues related to AI tools.

- **Computing Lead:**

- Develop Digital Citizenship ensuring the computing curriculum enables pupils to learn about the ethical use of AI, including understanding AI-generated content, biases, and potential misinformation through the computing curriculum.

- **Parents and Guardians:**
 - Provide consent for their children's data to be used in AI systems.
 - Engage with schools to understand the purpose and benefits of AI tools.
- **Students:**
 - Use AI tools responsibly and in accordance with school guidelines.
 - Report any issues or concerns with AI tools to teachers.

Enhancing educational experience through the integration of AI.

Student facing AI tools

The academy will use a range of programmes to support pupil learning that include within them an element of AI. During use of these models pupils will be closely supervised with filtering and monitoring features utilised.

Examples include:

- **Adaptive Learning Platforms:** Customise content and difficulty based on student performance
- **Intelligent Tutoring Systems:** Offer personalised guidance and feedback, simulating a one-on-one tutoring experience.
- **Interactive Educational Games:** Adapt challenges to match the student's learning curve.

Times Tables Rockstars; Doodle Maths

In Adopting Student-Facing AI Tools the academy will ensure that:

- **Understand the Tool:** Teachers and the leadership team familiarise themselves with AI tool capabilities and integration methods before implementation.
- **Data Privacy:** Ensure compliance with data privacy laws.
- **Supplement Teaching:** Use AI tools to enhance, not replace, traditional teaching.
- **Monitor and Evaluate:** Regularly assess the effectiveness of AI tools.
- **Encourage Critical Thinking:** Promote critical evaluation of information provided by AI.
- **Equity and Accessibility:** Ensure AI tools are accessible to all pupils, including those with SEND and are used to enhance inclusion.

Teaching and Learning AI applications

Teacher-facing AI tools aid educators in the creation, organisation, and optimisation of lesson plans and teaching resources.

Examples include:

- **AI-powered resource creation tools:** AI tools can be used to create lesson plans, or resources saving time and personalising resources to particular needs of pupils or groups of pupils.
- **AI-driven Curriculum Development:** AI tools can suggest updates and improvements to the curriculum based on emerging educational trends, student performance data, and global best practices.

- **Personalised Content Recommendations:** AI systems can recommend educational content and activities tailored to the class's/individuals learning level, interests, and past performance.

AILA, Teach Mate

In Adopting AI Tools to support teaching and learning the academy will ensure that:

- **Explore and Understand:** Teachers explore AI tools to understand their features and how they can best be integrated into their lesson planning. Staff should request additional/specific training if required to help develop their understanding.
- **Data-Informed Decisions:** Teachers use AI tools to make informed decisions about lesson content and structure, while maintaining pedagogical autonomy. ECTE staff will receive additional support.
- **Ethical Considerations:** The use of AI promotes equitable access to education.
- **Independent learners:** Pupil's do not become over reliant on the use of AI at the expense of de-skilling themselves.

Data analysis AI applications

AI tools can help teachers analyse various forms of educational data, including test scores and attendance/behaviour records enabling Teachers to gain deeper insights into student performance, learning trends, and areas needing attention.

Examples include

- **Performance Analytics:** AI tools can analyse test scores and other performance indicators to identify trends, strengths, and areas for improvement in student learning.
- **Predictive Analytics:** These systems use historical data to predict future performance, helping educators to proactively address potential learning gaps and challenges.
- **Customised Intervention Strategies:** Based on data analysis, AI can suggest targeted intervention strategies for individual students or groups, tailored to their specific needs.

Doodle Maths, Air Write, Teach Mate

In Adopting AI Tools to support data analysis the academy will ensure that:

- **Understanding Data:** Teachers develop a foundational understanding of data analysis principles to interpret AI-generated insights effectively.
- **Ethical Use of Data:** All data analysis adheres to ethical standards, respects student privacy and confidentiality and complies with relevant data regulations (GDPR).
- **Balancing AI and Human Judgment:** Teachers use AI as a tool to supplement, not replace, professional judgement in educational decision-making.
- **Collaborative Insights:** Teachers share and discuss AI-generated insights with colleagues to foster a collaborative approach to student development.

Supporting staff wellbeing through workload reduction using AI.

Sandon Primary Academy aims to use the power of AI to support staff wellbeing by reducing workload.

Examples of tools include:

- **Automating Administrative Tasks:** Using AI models to automate tasks. These include creating lesson plans, composing emails and letters and generating reports. This automation allows staff to

devote more time to direct student interaction, pedagogical planning and general strategic running of the academy.

- **Content Creation and Management:** AI models can assist in creating educational content-generating high-quality content that can be used in classroom instruction e.g. creating accessible reading texts, visual resource generation and audio texts.

Policy Review

- **Frequency:** This policy will be reviewed annually or sooner if significant changes occur in AI technologies, regulations, or school needs. Staff will also engage in additional CPD surrounding the use of generative AI in education as part of their annual CPD offer, in line with priorities on the school development plan and as developments in this field occur.

Appendix One-Definitions

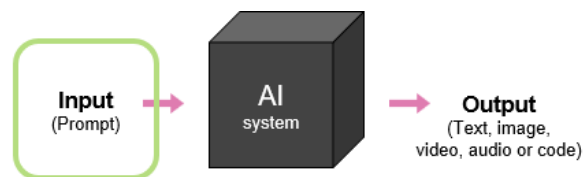
AI definitions

Prompt	A prompt is the instruction we give generative AI. This is often written text in a conversational style, but a prompt can also contain images or files.
Narrow AI	This type of AI is designed for specific tasks and can't be easily adapted to do other things. It works using carefully selected data to complete a particular job. Examples include facial recognition (used to unlock phones) and the AI in spellcheckers or adaptive learning tools.
General purpose AI (GPAI)	GPAI can perform many different tasks rather than being limited to one job. It is trained on large amounts of data and can be adapted for different uses. General-purpose AI (GPAI) is still being developed, but in future it could be one tool that helps with all daily tasks, like planning lessons, booking meetings, writing reports, and offering advice, without needing to switch between different apps.
Generative AI (Gen AI)	This is AI that creates new content, such as text, images, videos, or music, based on a user's input. Generative AI creates new content, such as writing lesson plans, making images, or generating quizzes, based on prompts you give it. Gemini, Co-pilot and ChatGPT are examples of Generative AI chatbots.
Large language models	Large language models (LLMs) are a type of general-purpose AI designed to understand and generate human-like text. These models are trained on vast amounts of text and can answer questions, summarise information, and even translate languages. Large language models (LLMs) are powerful AI systems trained on huge amounts of text so they can understand and generate human-like language. They are the basis for tools like Co-pilot, Gemini and ChatGPT.
Machine learning	This is a key subset of AI where computers learn from data instead of being directly programmed for each task. For example, machine learning (ML) is used in tools like email filters that learn to spot spam by looking at patterns in messages over time.
AI system learning	Supervised learning Where the AI system learns from examples with clear labels (such as teaching an AI system to recognise apples by showing it labelled images of apples and other fruits). Unsupervised learning Where the AI system finds patterns in data without being given labels, such as identifying emails as spam based on recognising suspicious patterns, without being explicitly shown labelled data.

Appendix Two-Inputs

High quality detailed input = high quality detailed output

Trying out prompting of generative AI



Specificity – be clear about what you want from the AI system. Vague prompts lead to vague answers. Instead of "Tell me about AI," try "Explain how generative AI can help teachers reduce workload, with examples."

Context and constraints – provide relevant background information and set boundaries. For example, "Summarise the risks of AI in education in under 100 words, using plain language."

Desired format – if you need a list, a paragraph, or a structured response, state it. For example, "List three advantages of AI in teaching, with a brief explanation for each."

Tone and style – specify the tone if needed. For example, "Explain AI bias in a way that a non-technical teacher would understand, using an informal and engaging tone."

Iteration and refinement – if the first response isn't quite right, refine your prompt. For instance, if an answer is too broad, you can adjust by adding "Focus on UK schools and recent policy discussions."

Appendix Three-Product Safety-DFE

Product safety expectations

The Department for Education has produced product safety expectations guidance for settings and there is a link to the guidance on the next slide. Some key points from the guidance are:

- Generative AI products used in education must prevent access to harmful or inappropriate content.
- If using AI with students or pupils, settings should maintain effective filtering throughout AI system interactions, adapting to risk levels, user age and special needs.
- Systems must log activity, alert supervisors about harmful content and provide real-time notifications when content is blocked.
- Data protection must comply with GDPR, ensuring clear privacy notices and lawful data collection, processing and storage.
- AI systems must not collect, store, or use intellectual property (such as student-created work) for commercial purposes without explicit consent.
- Children under 18 require parental or guardian consent to have their work shared in any AI systems which might retain and use that work for commercial purposes, while teachers' work is subject to employer policies.
- AI products should prioritise child safety and transparency.
- Compliance with data protection laws, safeguarding regulations and AI governance standards is essential.

Appendix Four-Use Cases of AI in Education

Teaching and learning

Generative AI tools may be able to support teaching and learning in many different ways. Here are just a few examples:

- Ideas for lesson content and lesson structure
- Long-term planning assistance
- Formative assessment, such as quiz generation from specific content, offering feedback on errors
- Support with data analysis of marking
- Generating text in a specific style, length or reading age
- Generating images to support understanding of a concept or as an exemplar
- Generating exam-style questions from set texts
- Visual resource generation, such as slide decks, knowledge organisers, infographics
- Audio resources from text, such as podcasts or verbal explanations

It is worth remembering that generative AI systems can generate content in the form of image, video, audio, music, code and other content types. Different approaches will be appropriate to the phase and subject you are teaching in your setting.

How can AI tools support with personalised learning?

- Breaking down tasks / chunking
- Summarising
- Exemplars
- Scaffolds, such as writing frames, knowledge organisers, sentence starters
- Translation – live or prepared
- Differentiation through reading age
- Dual coding through visual and audio materials
- Audio to text recording and summarising
- Audio descriptions of images



How can generative AI tools support with administrative processes?

- Composing emails and letters
- Policy writing
- Data analysis and modelling
- Long-term planning
- Timetabling
- Planning trips
- To support the continued professional development (CPD) of school and college staff



[Appendix Four-Key Training](#)

Safe and Effective Use of AI in Education

Module 1: Understanding AI in education

Module 2: Interacting with generative AI in education

Module 3: Developing the safe use of generative AI in education

Module 4: Use cases of generative AI in education

The Safe and Effective Use of AI in Education: Leadership Toolkit



<https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials>