



Weddington Primary School's Safe Use of Artificial Intelligence (AI) Policy

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Statement of intent

At Weddington Primary School, we recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to deliver excellent education that prepares our pupils to contribute to society and the future workplace.

For the purposes of this policy, the following terms are defined as:

- AI – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- Generative AI – A category of AI algorithms that generate new outputs based on the data they have been trained on.
- Misuse of AI – Any use of AI which means that pupils have not independently demonstrated their own attainment.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Generative artificial intelligence in education'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- JCQ (2023) 'Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications'
- JCQ (2023) 'Suspected Malpractice Policies and Procedures'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Cyber-security Policy
- Cyber Response and Recovery Plan
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Agreement



Roles and responsibilities

The governing board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on an [annual](#) basis.
- Ensuring their own knowledge of the use of AI tools in the school is up-to-date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.

The headteacher will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.
- Communicating with parents to ensure they are kept up-to-date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively.
- Working with the governing board to review and update this policy on an [annual](#) basis.
- Ensuring that AI practices are audited and evaluated on a regular basis.

The computing lead will be responsible for:

- Providing technical support in the development and implementation of the school's AI practices, policies and procedures.
- Implementing appropriate security measures.
- Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The Data Protection Officer (DPO) will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the school.
- Understanding and maintaining awareness of what the use of AI means for data protection in the school.
- Advising the school on how to integrate the use of AI while complying with data protection regulations.

The Designated Safeguarding Lead (DSL) will be responsible for:

- Taking the lead responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.
- Reporting to the governing board about the use of AI tools on a [termly](#) basis and how it links to safeguarding.



All staff members will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Taking responsibility for the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using AI tools.
- Reporting concerns in line with the school's reporting procedure.
- Familiarising themselves with any AI tools used by the school and the risks they pose.

2. Data protection and cyber-security

The school is aware of the data privacy and cyber-security implications that come with using generative AI tools, and will ensure that all AI tools are used in line with the school's Data Protection Policy and Cyber-security Policy. The school will follow the procedures in these policies to continue to protect pupils from harmful online content that could be produced by AI tools.

The school will not enter data that is classed as personal and sensitive into AI tools under any circumstances. Any data entered will not be identifiable, and will be considered released to the internet.

All staff will be made aware that generative AI tools are able to create believable content of all kinds, for example credible email scams requesting payment, and that the content AI produces may seem more authoritative and believable than usual scams. All staff will apply their best judgement and common sense to manage cyber-security risks effectively and ensure that the DfE's [cyber standards](#) are followed at all times.

The school will:

- Protect personal and special category data in accordance with data protection legislation.
- Not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.
- Review and strengthen cyber security by referring to the DfE's cyber standards.
- Be mindful that generative AI could increase the sophistication and credibility of cyber attacks.
- Ensure that pupils are not accessing or creating harmful or inappropriate content online, including through AI tools.
- Refer to the DfE's [Filtering and monitoring standards for schools and colleges](#) to ensure that the appropriate systems are in place.



- Be mindful of the data privacy implications when using AI tools and will take steps to ensure that personal and special category data is protected in accordance with data protection legislation.

If it is necessary to use personal and special category data in AI tools, the school will ensure that the tools comply with data protection legislation and existing privacy policies to protect the data.

The school will be open and transparent whilst ensuring that data subjects understand their personal or special category data is being processed using AI tools.

3. Using AI tools

The school promotes appropriate use of AI tools to achieve the following:

- To reduce workload
- To free up teachers' time
- To assist with the production of high-quality and compliant administrative plans, policies and documents
- To support the teaching of a knowledge-rich computing curriculum
- To enhance pupils' education
- To provide pupils with more personalised and adaptive learning experiences
- To teach pupils:
 - How to use emerging technologies safely and appropriately.
 - About the limitations, reliability and potential bias of AI tools.
 - How information on the internet is organised and ranked.
 - How online safety practices can protect against harmful and misleading content.
 - To identify and use appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.

Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:

- Inaccurate.
- Inappropriate.
- Biased.
- Taken out of context and without permission.
- Out of date or unreliable.

Where AI tools are used to produce administrative plans, policies and documents, all staff members will understand that the quality and content of the final document remains the professional responsibility of the staff member who produced it. Staff members using AI tools to create documents will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work. Pupils' references to AI sources will show the name of the AI source and the date that the content was generated.



When using AI tools, staff and pupils will ensure that any content produced is scrutinised and cross-checked for its appropriateness and accuracy.

Staff members will be aware that AI tools return results based on the dataset it has been trained on – it may not have been trained on the national curriculum, and may not provide results that are comparable with a human-designed resource developed in the context of the national curriculum. Staff members will be mindful of this in their teaching and marking of pupils' work.

Pupils and staff members will be reminded that using AI tools cannot replace the judgement and deep subject knowledge of a human expert. Staff members will stress the importance of pupils acquiring their own knowledge, expertise and intellectual capability rather than relying on AI tools in their work.

The school will not allow or cause pupils' original work to be used to train AI tools unless it has appropriate consent or exemption to copyright. Consent will be sought from students over 18; however, for pupils under 18, consent will be sought via their parents.

4. Using AI to plan lessons

All subject leaders and teachers have the option to formulate lesson plans through the use of approved AI tools. Where AI tools are used in lesson planning, the quality and content of the final plan will be staff members' professional responsibility, and will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school.

All staff using AI tools for lesson planning will understand that plans created by AI tools should act as a starting point or guide rather than the finalised document. Staff will modify and enhance lesson plans in line with their pupils' specific needs, learning styles and the desired content for the lesson. All AI-generated lesson plans will be critically evaluated by the relevant teachers to ensure that they will be age-appropriate and beneficial to pupils' education.

Staff will ensure that, as a minimum, all lesson plans assisted by AI tools cover the following:

- Lesson objectives
- Materials required
- Lesson duration
- Introduction to the lesson and/or subject
- Guided practice
- Independent practice
- Conclusion
- Differentiation

When using AI tools to produce a lesson plan, staff will ensure that they enter prompts that align with the curriculum.

The school will offer regular training sessions and workshops on effectively integrating AI tools into lesson planning.

Teachers will be encouraged to share feedback on the AI tools they use, helping the school continuously refine its approach.



The effectiveness of AI tools in lesson planning will be reviewed regularly to ensure their alignment with the school's educational objectives.

5. Using AI tools during lessons with pupils

The school will use AI tools to deliver balanced, high-quality lessons to all pupils. The AI resources used will be:

- Approved by the headteacher and computing lead.
- Accessible to all staff and pupils.
- Appropriate for the activities pupils undertake.
- Appropriate for pupils' age, developmental stage and learning abilities.

AI tools will be used in school for educational purposes only, and teachers will collaborate with each other to share good practice for using approved AI tools.

Equality of access

The school recognises that not all pupils will be able to use or access AI tools in the same way. Teachers will ensure that pupils and parents are aware that the use of AI tools is not mandatory or necessary for pupils have a successful education at the school.

The school will recognise that technology can sometimes pose accessibility challenges, and will be committed to ensuring that all AI tools adopted are compliant with accessibility standards. The school will take all reasonable endeavours to ensure that pupils with disabilities can interact with them without hindrance.

The school will choose AI tools that have the capability to support multiple languages or dialects to reflect the linguistic diversity of the school community. This will ensure that pupils with EAL are not disadvantaged.

Personalised learning

Teachers may aim to provide more personalised learning to pupils through the use of AI tools during lessons. The school will prioritise the use of AI tools that are capable of adapting lesson content and activities based on individual pupils' abilities and learning styles, to ensure that each pupil is receiving tailored instructions and support.

Teachers can also use AI tools to generate adaptive assessments, which are able to adjust the difficulty of questions and tasks based on the pupil's performance. This will allow teachers to gain more accurate insights into each pupil's strengths and areas for improvement.

Interactive learning

Teachers may use AI tools to facilitate interactive learning during lessons, where this will benefit pupils' learning. Teachers will prioritise using AI tools that are designed to be engaging and child-friendly, e.g. AI tools that include colourful visuals, animations, and characters, to encourage pupils to interact more with the subject content.

Language and literacy development

The school recognises that, as a primary setting that caters to KS1 and KS2 pupils, the development of pupils' language and vocabulary is of the utmost importance. Teachers will, therefore, use AI systems to enhance and assist with pupils' language learning in the classroom, particularly during English lessons and reading time. AI



tools will be used to create helpful resources and materials that teachers can use with a whole class or on a one-to-one basis, such as sentence stems or word banks, to provide age-appropriate definitions of unfamiliar words.

AI tools may also be used throughout the school to help pupils with phonics, spelling, reading, and writing at various developmental stages. Teachers will use with AI tools to provide pupils with support such as pronunciation feedback, spelling lists and tasks focussed on specific phonetic patterns, and, in some cases, multisensory learning to aid memory retention.

At all times, teaching staff will ensure that the language any AI system uses with younger pupils is age appropriate. Teaching staff will receive training on how to prompt AI systems so that resources and interactions are simple to understand and do not prove a barrier to learning. They will also be aware of AI systems' occasional tendency towards bias and inaccuracy, and safeguard children accordingly.

6. Misusing AI tools

Preventing misuse

The school acknowledges that misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will consider taking the following actions to prevent the misuse of AI tools:

- Introducing classroom activities that use the level of knowledge and understanding achieved during lessons to ensure the teacher is confident that pupils understand the material
- Engaging pupils in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work
- Refusing to accept work that is suspected to have been generated through misuse of AI tools without further investigation
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models
- Investing in educating and training staff, pupils and parents on the use of AI tools and raising awareness of the risks and issues that come with its use

Identifying misuse

Staff members will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own when attempting to identify a misuse of AI tools.

When reviewing pupils' work to ensure its authenticity, staff members will compare it against other work created by the pupil. Where the work is made up by writing, the staff members will make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.
- General understanding and working level.
- The mode of production, i.e. whether the work was handwritten or word-processed.



Staff members will be aware of and look out for potential indicators of AI use, which include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not appropriate to the working or qualification level.
- A lack of direct quotations and/or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an AI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where AI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a pupil has taken specific portions of text from an AI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by AI tools to highlight the limits of its ability or the hypothetical nature of its output.
- The submission of pupil work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.

Staff members will remain aware that AI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references.

Where necessary, the school will make use of the following programmes and services that are able to analyse content and determine the likelihood that it was produced by AI:

- [OpenAI Classifier](#)
- [GPTZero](#)
- [The Giant Language Model Test Room \(GLTR\)](#)

7. Conduct

Staff conduct

All members of staff with access to approved AI tools will act in line with the relevant policies and procedures regarding online safety, child protection and safeguarding, data protection and AI use. Staff using AI tools will receive training on how to use the software appropriately, including how to keep their pupils safe while using AI tools during lessons.

Staff members found to be using unapproved AI tools, or using approved AI tools in way that is deemed inappropriate or unsafe, will be disciplined in line with the school's Disciplinary Policy and Procedure.

Staff members will not access AI tools for personal use during school hours, or with school login details, under any circumstances.



Pupil conduct

All pupils with access to approved AI tools will act in line with the relevant policies and procedures regarding behaviour and AI use. Pupils using AI tools will be taught how to use the software appropriately, including how to stay safe online and how to raise concerns.

Pupils will understand that the ability to use AI in lessons is a privilege that can be taken away if they conduct themselves poorly. Pupils found to be using unapproved AI tools, or misusing approved AI tools, will be sanctioned in line with the school's Behaviour Policy, and teachers will consider revoking their access to AI tools either temporarily or permanently.

Pupils will only use AI tools during the relevant lessons, under supervision of the classroom teacher. Pupils will not access AI tools for personal use during school hours, or with school login details.

Parents will be made aware of the AI tools their children are using in school, including potential risks and benefits. Parents will be given guidelines on how to discuss appropriate online behaviour related to AI tool usage with their children.

8. Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the procedures set out in the Child Protection and Safeguarding Policy and the Online Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

The school will engage with parents to inform them of the safeguarding risks that come with using AI tools, and how the school is protecting pupils online. The school will ensure that parents are aware of who to speak to about any concerns or issues regarding the use of AI.

The school will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's [filtering and monitoring standards](#).

All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated.

9. Teaching pupils about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

The school will:

- Prepare pupils for changing workplaces.
- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.



- Help pupils to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Teach about the impact of technology, including disruptive and enabling technologies.
- Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.

Pupils will be supported to identify and use appropriate resources to support their ongoing education through the use of age-appropriate resources, which may include AI tools, whilst preventing over-reliance on a limited number of tools or resources.

10. Monitoring and review

The governing board and headteacher will review this policy in full on an [annual](#) basis, and following any incidents that occur due to the use of AI tools, e.g. data protection or cyber-security.

