Willoughton Primary School

The Cliff Federation

Artificial Intelligence (AI) Policy

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Purpose

The purpose of this policy is to outline the guidelines and procedures for the ethical and effective use of Artificial Intelligence (AI) tools within *the Cliff Federation*

This policy aims to ensure that AI is utilised to enhance teaching and learning outcomes and reduce workload while prioritising data privacy, security, and inclusivity.

Scope

This policy applies to all staff, pupils, governors, volunteers, and visitors who use AI tools provided or approved by the Cliff Federation both on and off the premises. It covers all forms of AI technology that support learning, teaching, assessment, pupil wellbeing and administration.

Users should adhere to this policy whenever they engage with the AI tools provided or approved by the school.

Legal framework

This policy will have consideration for, and be compliant with, the following:

- All relevant UK government legislation, including the Data Protection Act 2018 and the General Data Protection Regulation (GDPR)
- Department for Education (DfE) guidance on the use of technology in education.
- DfE policy on generative AI in education
- New and evolving guidance around the use of AI tools in education

Definitions

4.1 Artificial intelligence (AI): An umbrella term for a range of technologies and approaches that often attempt to mimic human thought to solve complex tasks.

4.2 Generative AI: AI that can create original content – such as text, images, video, audio – in response to a user's prompt or request. ChatGPT and Google Gemini are examples of generative AI chatbots.

Roles and responsibilities

Team/individual	Responsibilities:	Named individuals:
Leadership team	• Oversee the implementation of AI tools and ensure alignment with the school's educational objectives. • Ensure that staff are appropriately trained in the use of AI tools. • Ensure that pupils are safeguarded adequately, including ensuring that they are protected from potentially harmful and inappropriate online material. • Identify and report risks associated with the planned use of AI tools.	*Federation DPO/EHT*
The Governing Board	• Ensure that the policy reflects the values and ethos of the school, is easy to understand and takes into account stakeholder feedback. • Monitor policy implementation, ensuring staff and pupils understand what is expected of them and how to stay safe. • Ensure risks associated with the implementation of this policy are documented (via the risk register) and controlled appropriately.	
Teachers	• Integrate AI tools into teaching practice to enhance learning experiences. • Regularly assess the effectiveness of AI tools in supporting pupil progress.	

External parties (suppliers etc)	• Manage the technical aspects of AI implementation, including data security and system maintenance. • Provide independent expert advice on AI systems. • Provide evidence and assurance that third party systems are safe, compliant and effective. • Alert the Cliff Federation to any changes to their own policies that relate to use of AI.	
Data protection officer (DPO)	• Ensure that the development and use of AI tools complies with regulations and existing policies. • Monitor usage to ensure compliance.	

Appropriate use of AI in school

All users should be transparent about when and how they use AI. For example, labelling any work that has been wholly or partially created by AI or 'AI supported'.

Any data entered into an AI tool should not be identifiable (personal), sensitive or of a confidential nature.

Users should not enter any original work into AI tools without the creator's consent. Pupils' work should not be used to train AI tools.

How teachers might use AI:

Example use by teacher	Considerations
Drafting lesson plans	The output may be factually incorrect or lack sound pedagogical foundations. Nonetheless, it may be a useful starting point.
Help with design of quiz questions or other exercises	AI can quickly generate multiple choice quizzes and assessment ideas, but they should be reviewed carefully as it can produce plausible but incorrect information.
Providing feedback to pupils	Generative AI should not be used to mark pupil work.
Customising materials (simplifying language, adjusting to different reading levels, creating tailored activities for different interests)	Generally, when asked to customise material, generative AI won't introduce new concepts, and so is less likely to introduce factually incorrect information.

How pupils might use AI:

Example use by pupil	Considerations
As a research tool	A good understanding of the tool and its limitations is crucial here, particularly the tendency for generative AI to give misinformation.
Generating images to include in assignments/topic work	Image generation tools may come at a cost and pupils need to be aware of copyright concerns.

How leaders, the governing board and governance professionals might use AI:

Example use	Considerations
Formulating policies and procedures	The quality and content of the final document remains the professional responsibility of the person who produced it and the organisation they belong to.
Drafting communications to staff, parents and other stakeholders	AI tools can help to plan and structure communications and apply a consistent style and format. However, users should be aware of limitations around inclusive language and ensure content is accessible and suitable for all stakeholders.
Drafting meeting minutes	AI tools can use verbatim transcripts or notes as a source to help produce meeting minutes efficiently. Be aware of the need to maintain confidentiality and discuss the format of minutes with the board.

AI misuse

- Pupils must not submit work that is not their own. Pupils must identify where AI has been used to support their work.
- Where a teacher suspects that a pupil's work is not their own, they will investigate and take appropriate action.
- Pupils may be subject to sanctions where AI tools are not used in accordance with this policy, particularly where work is submitted for external assessment.
- Any instances of AI misuse or misconduct that involves AI tools should be reported *to the* Federation DPO

Implementation

In order to implement this policy, the federation will:

- Conduct a thorough assessment of the school's needs and objectives to determine the most suitable AI tools for implementation.
- Provide training and professional development opportunities for staff to enhance their understanding and utilisation of AI tools.
- Establish clear guidelines for the ethical use of AI to support pupils and staff, including data privacy and security protocols.

- Review and strengthen cyber security measures, particularly as generative AI could increase the sophistication and credibility of attacks.

Review mechanisms

This policy will be reviewed annually or as often as needed in response to statutory or significant technological changes. The scope of any review will include:

- Evaluating the impact of AI tools on teaching and learning outcomes.
- Collecting feedback from staff, pupils, and parents regarding their experiences with AI tools.

Updating the AI policy in accordance with any changes in legislation or advancements in AI technology.