

Itchen Abbas Primary School

Artificial Intelligence (AI) Policy



Statement of Principles

At Itchen Abbas Primary School, we integrate our core values into the use of AI systems:

Reflective: Staff reflect on their use of AI to ensure it enhances learning and respects individuals.

Respectful: AI is used in a manner that respects privacy and promotes fairness.

Resourceful: AI tools are leveraged to create innovative and effective teaching resources.

Resilient: Staff are encouraged to persevere in integrating AI into their teaching practices.

Independent: AI is used to foster independence in both staff and learners.

Self-Compassionate: Staff use AI to manage workloads effectively, promoting well-being.

Creativity: AI is employed creatively to enhance the educational experience.

- Staff should ensure their use of AI systems treat all people fairly
- Staff should ensure their use of AI systems is reliable and safe
- Staff should ensure their use of AI systems is secure and respects privacy
- Staff both individually and collectively should ensure their use of AI systems should empower everyone and engage people
- Staff should ensure their use of AI systems should be transparent and understandable
- Staff must be accountable for their use of AI systems
- Staff must take responsibility for any content generated by AI: while AI may do 80% of the drafting the staff member must ensure they check the accuracy, reliability and fairness of the final content they are responsible for.

Aims

- To enhance teaching and learning across the school and lead to improved outcomes.
- To support and reduce staff workload.
- To protect the privacy and data of the school community (staff, pupils, families, governors)

Generative AI Systems

- Preferred Tools: Microsoft Co-pilot and AI tools within the school's Arbor system for tasks involving specific information/data about the school community.
- Since September 2025, we are trialling [Robyn Robot](#), with Year 5/6, a virtual teaching assistant to support and enhance feedback and learning in the classroom.
- Other Tools: Use other AI tools (e.g., ChatGPT, Suno, Magic School AI, TeachMate AI) only after consulting the School Leadership Team. Staff should use their school's Microsoft 365 account/email for these tools.
- Teaching AI: Currently, learners are not taught to use AI systems, but they are educated on how AI works.

Enhancing Teaching and Learning

Staff at Itchen Abbas may use AI systems for the following tasks:

- Simplifying texts to support lower attainers or children with SEND.
- Creating images from children's writing for evaluation.
- Using Reading Progress/Coach for individualised feedback.
- Generating specific questions or word problems in subjects like Maths and Science.

Supporting and Reducing Workload

Staff may use AI systems for:

- A wide range of lesson planning / Unit of Learning planning
- Generating dictated paragraphs
- Generating a set of assessment / test questions
- Using learners' sentences / writing to create images for them to evaluate their writing
- Generating questions and learning activities.
- Drafting emails, letters, and report statements.
- Summarising documents and creating action plans.
- Generating wording for objectives (e.g. for Performance Management)
- End of year report statements
- Summarising online documents
- Creating summaries and summary questions from texts
- Creating specific WAGOLLS
- Creating images for lessons and performances, as this avoids copyright issues
- Generating a set of specific questions or word problems in subjects such as maths, science...

Designing Prompts

Consider the following aspects:

- Persona: Ask AI to take on a role.
- Objective: Specify what you want the AI to do.
- Audience: Define who the content is for.
- Specificity: Be precise with your language.
- Activity: Explain in detail.
- Boundary: Set limitations and direction.
- Iterate: Be prepared to adapt and re-prompt

Responsible Use

EVERY time...

- Evaluate outputs to ensure they meet intended purposes.
- Verify facts, data, and quotes from reliable sources.
- Edit prompts and ask follow-up questions to improve AI output.
- Revise results to reflect specific needs, style, and tone. AI is a starting point but should never be the final product.
- Staff are responsible for all content created with AI.

Date ratified by Governors: April 2025
This policy will be reviewed annually

Date for review: April 2026

Appendix 1

[The Ethical Framework for AI in Education' from The Institute for Ethical AI in Education.](#)

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 children.

Forms of Assessment

AI should be used to assess and recognise a broader range of children's talents.

Administration and Workload

AI should increase the capacity of organisations whilst respecting human relationships.

Equity

AI systems should be used in ways that promote equity between different groups of children and not in ways that discriminate against any group of learners.

Autonomy

AI systems should be used to increase the level of control that learners have over their learning and development.

Privacy

A balance should be struck between privacy and the legitimate use of data for achieving well-defined and desirable educational goals.

Transparency and Accountability

Humans are ultimately responsible for educational outcomes and should therefore have an appropriate level of oversight of how AI systems operate.

Informed Participation

Learners, educators and other relevant practitioners should have a reasonable understanding of artificial intelligence and its implications.

Ethical Design

AI resources should be designed by people who understand the impacts these resources will have.

Appendix 2

DfE Generative artificial intelligence (AI) in education

[Generative artificial intelligence \(AI\) in education - GOV.UK](#)

[DfE Generative artificial intelligence Jan 25.docx](#) (school staff summary)

Appendix 3

UK Government

[AI Opportunities Action Plan: 13.1.2025](#)

Appendix 4

[AI In Education](#)

[AI in Education LinkedIn Post Library & Resources](#)

Appendix 5

NSPCC: Viewing Generative AI and children's safety in the round

<https://learning.nspcc.org.uk/research-resources/2025/generative-ai-childrens-safety>

Appendix 6

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](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1734869266)

Appendix 7

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

Appendix 8

Elements of a good prompt

I am a fifth grade teacher in the region of Castilla y León and I need your help designing a lesson on the water cycle for my 10-year-old students, to help with the preparations for the final exam of this unit. The lesson lasts 50 minutes and we do not have digital tools such as computers or digital screens.

Person What role will AI play?	Aim What do you want AI to do?	Audience Who is it for?	Context In what context does it take place?	Boundaries What limitations do we put?
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Elements of a good prompt for images

An enchanted forest scene in the style of an impressionist painter with tall, leafy trees, a light mist and a crystal-clear fountain. The main focus is on the centre of the image, with the trees in the background and the fountain in the foreground. Soft, diffuse lighting gives a magical touch to the scene. Predominant green and blue tones, with touches of gold to highlight the sun's rays.

Concept What do I want in my image?	Style What style do I want?	Details What details do I want?	Composition What kind of composition do I want?	Lighting and colors What do I want?
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