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 Juniper system for tasks involving specific information/data about the school community.
- Since September 2025, we have been using Robyn Robot, with our children in KS2, which is a virtual teaching assistant to support and enhance feedback and learning in the classroom.
- Other Tools: Use other AI tools (e.g., ChatGPT, Co-Pilot, Suno, Magic School AI, TeachMate AI & Chalkie AI) only after consulting the School Leadership Team. Staff should use their school's Microsoft 365 account/email for these tools.
- Teaching AI: Currently, children are taught about how AI works and its impact on society. Direct pupil use of AI systems is not currently part of the curriculum unless specifically approved and supervised by school staff.

Pupil Use of AI

Pupils may learn about artificial intelligence and its role in modern society through the curriculum.

Any direct use of AI by pupils must:

- Be age appropriate.
- Be supervised by school staff.
- Support learning objectives.
- Comply with safeguarding requirements.

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 may reduce reliance on copyrighted materials. Staff must still ensure generated content does not infringe copyright, trademark or intellectual property rights.
- AI-generated content should be clearly identified when necessary and staff should be transparent about the use of AI.
- 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.

Safeguarding and Online Safety

The school recognises that artificial intelligence presents both opportunities and safeguarding risks.

Staff should remain vigilant to the potential misuse of AI technologies including:

- AI-generated images, audio and video.
- Deepfake content.
- AI-generated misinformation.
- Cyberbullying facilitated by AI tools.
- The creation or sharing of inappropriate content.
- Attempts to impersonate staff, pupils or parents.

Any safeguarding concerns arising from the use of AI must be reported immediately in line with the school's Child Protection and Safeguarding Policy.

AI-related online activity undertaken through school systems remains subject to the school's filtering and monitoring arrangements.

The Designated Safeguarding Lead (DSL) will consider whether AI-related incidents require referral to external agencies, including Children's Services, the Police or the LADO where appropriate.

Data Protection

Staff must not enter into public AI tools:

- Personal data relating to pupils.
- Special category data.
- Child protection information.
- Behaviour records.
- Medical information.
- Personnel information.
- Confidential governor information.

Where AI systems process school information, approved systems such as Microsoft Copilot (operating within the school's Microsoft 365 environment) or other school-approved platforms should be used in line with GDPR and the school Data Protection Policy.

Staff Training

All staff will receive appropriate guidance on:

- Safe and effective use of AI.
- Data protection considerations.
- Safeguarding risks.
- Verification of AI outputs.
- Recognising AI-generated content.

New staff will be made aware of this policy as part of the induction process.

Governance

The Governing Body will:

- Monitor implementation of this policy.
- Ensure appropriate safeguards are in place.
- Review risks associated with AI technologies.
- Ensure AI use supports educational outcomes and pupil welfare.

Date ratified by Governors: October 2026
This policy will be reviewed annually

Date for review: October 2027

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

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



