AI (Artificial Intelligence) Policy

St Marks CofE Primary School

Statement of principles

At St Mark's, we embrace the positive opportunities that technology can bring, whilst being aware of the challenges that exist, too. Once the thought of science fiction, Artificial Intelligence is finding it's way into everyday life, and we want to harness the good that it can bring.

As a school, we will use our learning behaviours of responsibility, respect, risking taking, and creativity when using tools that implement AI. Specifically,

1. Staff will ensure their use of AI systems treat all people fairly, avoiding bias and discrimination.
2. Staff will ensure their use of AI systems should be transparent and understandable.
3. Staff will ensure their use of AI systems is reliable and safe.
4. Staff will ensure their use of AI systems is secure and respects privacy and GDPR regulations.
5. Staff are accountable for their use of AI systems.
6. 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

By using AI systems, we aim to:

- enhance the teaching and learning in classes across the school and improve outcomes
- support and reduce workload for staff across the school
- ensure ethical and legal compliance by all users of AI systems
- protect the privacy and data of all members of the St Mark's Community (*staff, pupils, families, governors*)

Definitions

AI (Artificial Intelligence) includes

- Machine Learning: a subset of AI where algorithms learn from data to improve their performance over time
- NLP: Natural Language Processing in tools such as Alexa or Siri
- LLM: Large Language Models are advanced AI systems trained on vast data sets such as Microsoft Copilot and ChatGPT which can be used to generate new content

Generative AI systems

Staff at St Mark's are encouraged to use **Microsoft Copilot** or **Google's Gemini** as there is an increased level or privacy and security when using it signed in within the school's Microsoft 365 or Google infrastructure. Therefore, they must link this use to their school's Microsoft 365 / Google account.

Staff can also make use of the AI tools embedded within the school's Arbor system.

Staff must not use any identifiable information / data about people from within the St Mark's community that is not stored securely within the schools' Microsoft 365 infrastructure or the school's Arbor system into any Generative AI systems. For example, staff should not use school details within ChatGPT if those details can identify a particular individual; they can however use ChatGPT if a person cannot be identified through the data used.

First names can be used within Microsoft Copilot when signed into the school's Microsoft 365 infrastructure. Names and email addresses can be used within Arbor, but with the least amount of identifiable information / data required, when signed into the school's Arbor system.

There may be other Generative AI tools (ChatGPT, Suno, Copilot Studio, Magic School AI, TeachMate AI, Gemini, Notebook LM, Gamma, Sketch Metademolab) that may be better suited for other tasks but must also not use any identifiable information / data about people from within the St Mark's community.

Staff must check and gain permission from a member of the Senior Leadership Team before using any other Generative AI tools not referenced in this policy, and if they require a login / account, staff should use their school's Microsoft 365 account / email or Google account / email.

Currently we do not teach pupils to use AI systems. However, in KS2 learners are taught how AI systems work.

Examples of using AI to enhance teaching and learning:

- Simplify texts to support Lower Attainers or children with SEND, which may include combining it with using Widgit
- Using learners' sentences / writing to create images for them to evaluate their writing
- Using Reading Progress / Reading Coach to provide individualised feedback, or for learners to create their own individual 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...

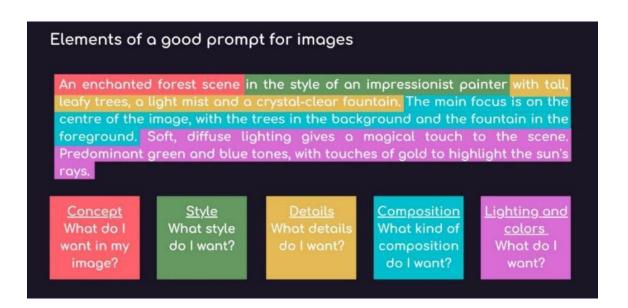**Examples of using AI to support and reduce workload:**

- A wide range of lesson planning / Unit of Learning planning
- Generating dictated paragraphs for weekly spelling tests
- Generating a set of assessment / test questions
- Creating Home Learning activities / questions
- Generating sentences / variety of word classes for a specific unit
- Creating overviews of lesson plans and Units of Learning as a starting point for planning
- Generating wording for objectives (e.g. for Performance Management)
- End of year report statements
- Drafting emails and letters
- Summarising online documents
- Creating audio and video versions of policies and other documents
- Creating summaries and summary questions from texts
- Generating objectives and success criteria for Action plans and reports
- Creating specific AI chatbots linked to school documents, e.g. planning, policies or school website

If staff are unsure on the suitability of using AI for a purpose, they should consult a member of SLT first. Staff should remember that they are ultimately responsible for their use of AI and any consequences.

Designing prompts

When using AI tools, creating the prompt (or request) is crucial, and requires careful thought. The example below gives a helpful example when considering the different aspects of a prompt fed into a system such as ChatGPT.

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	Aim	Audience	Context	Boundaries
What role will AI play?	What do you want AI to do?	Who is it for?	In what context does it take place?	What limitations do we put?

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

Each time AI is used, staff must check it carefully. This will include the need to:

- Evaluate the outputs to check it they meet your intended purpose / needs
- Verify facts, data and quotes from reliable sources
- Edit your prompt / ask follow up questions to improve AI output
- Revise results to reflect your specific needs, style and tone. AI is a starting point but should never be the final product
- You are responsible for everything you create with AI

Useful resources and references can be found in the following appendices.

Appendix 1

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

1. **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 learner.

2. **Forms of Assessment.**
   AI should be used to assess and recognise a broader range of learners' talents.

3. **Administration and Workload.**
   AI should increase the capacity of organisations whilst respecting human relationships.

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

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

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

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

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

9. **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
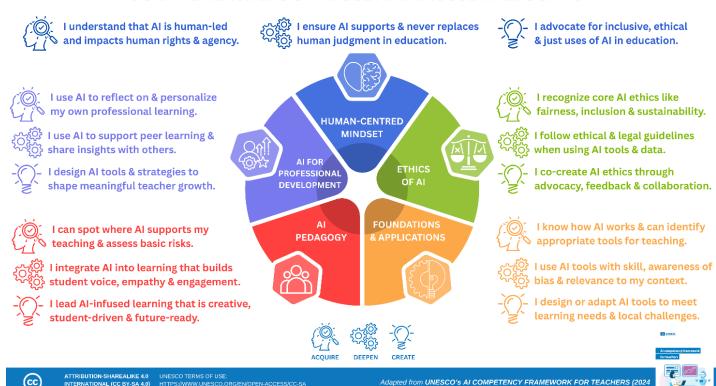

Appendix 7

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

AI COMPETENCY FRAMEWORK FOR TEACHERS

GUIDING TEACHERS ON AI USE AND MISUSE IN EDUCATION

I understand that AI is human-led and impacts human rights & agency.

I ensure AI supports & never replaces human judgment in education.

I advocate for inclusive, ethical & just uses of AI in education.

I use AI to reflect on & personalize my own professional learning.

I use AI to support peer learning & share insights with others.

I design AI tools & strategies to shape meaningful teacher growth.

I recognize core AI ethics like fairness, inclusion & sustainability.

I follow ethical & legal guidelines when using AI tools & data.

I co-create AI ethics through advocacy, feedback & collaboration.

I can spot where AI supports my teaching & assess basic risks.

I integrate AI into learning that builds student voice, empathy & engagement.

I lead AI-infused learning that is creative, student-driven & future-ready.

I know how AI works & can identify appropriate tools for teaching.

I use AI tools with skill, awareness of bias & relevance to my context.

I design or adapt AI tools to meet learning needs & local challenges.

HUMAN-CENTRED MINDSET

AI FOR PROFESSIONAL DEVELOPMENT

ETHICS OF AI

AI PEDAGOGY

FOUNDATIONS & APPLICATIONS

ACQUIRE   DEEPEN   CREATE

Policy created: Summer 2025
Next review: Summer 2026