



Hampshire
County Council

Improvement and
Advisory Service

SERVICES FOR SCHOOLS

Artificial Intelligence use in schools

AI policy

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1. Vision Statement

St Mark's is committed to harnessing AI to support teaching excellence, operational efficiency, and future-readiness. This policy ensures the responsible, secure, and equitable use of AI across our school.

2. What is AI?

As part of our commitment to using AI effectively in everyday tasks, all staff are encouraged to develop a clear understanding of what AI can and cannot do.

Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence. All current AIs are examples of Narrow AI, meaning they are trained to perform one specific function, such as generating text, analysing data, or recognising patterns.

These systems learn by processing large amounts of training data, which influences how they respond. Generative AI creates new content, such as text, images, or code, by drawing on patterns learned during training. Because AI models are often trained on human-created data, they can reflect the biases, assumptions, and gaps found in the data they were trained on.

AIs are prone to hallucination¹. Large language models (LLMs), such as ChatGPT, Copilot, or Gemini, can hallucinate, producing incorrect answers. Typically, they do this when they are unable to predict the next word with a high level of certainty.

Current AI systems are not sentient. They do not have thoughts, feelings, self-awareness or understanding. Any appearance of intelligence or emotion is a reflection of the data and algorithms and is not genuine awareness or intent.

3. AI principles list

¹ Large language models most often hallucinate by inventing facts, sources, or references that do not exist, or by misattributing real information to the wrong person or event. They can also produce logical errors, make factual or mathematical mistakes, or fill in missing details with information that sounds convincing but are false.



Overarching principles for AI use in our school

1. **Ethical and safe use:** AI technologies will be used in ways that prioritise pupil safety, uphold data protection regulations including UK General Data Protection Regulation (UK GDPR), and respect individual rights and dignity.
2. **Human oversight and accountability:** all AI-assisted decisions will be subject to human judgment. Staff remain responsible for all educational and administrative outcomes.
3. **Educational value first:** AI will only be used where it enhances learning, improves inclusion, or supports high-quality teaching and administrative efficiency.
4. **Transparency and fairness:** the purpose, function, and limits of AI tools must be communicated clearly to all staff, pupils, and stakeholders. Bias and inequality will be actively monitored.
5. **Review and adaptation:** AI use will be reviewed annually, with mechanisms in place for staff, parents, and pupils to raise concerns, suggest improvements, or propose new uses.

4. Task lists

St Mark's has agreed to the following tasks that AI can be used for:

- lesson planning
- generating dictated paragraphs for spelling tests
- generating assessment/test questions
- creating homework activities/questions
- generating sentence examples in literacy
- creating overviews of lesson plans and units of learning as a starting point for planning
- generating wording for objectives
- end-of-year report statements
- draft emails and letters
- summarising online documents
- creating draft policies and other documents
- creating summaries
- support worship and assembly preparation
- safe image generation
- document preparation and improvement
- data analysis
- generating objectives and success criteria for action plans and reports.

All staff members are encouraged to suggest updates or new uses for AI. requests should be submitted to the leadership team.

5. Avoiding bias

At St Mark's, we recognise that generative AI systems are trained on a broad range of human-created materials. While these sources may contain valuable information, they can also reflect outdated and harmful biases, including sexism or racism, which we do not wish to reproduce in our school community. Our staff are committed to carefully reviewing AI-generated content to identify and address any such bias. Evidence from research shows that AI can also display more subtle biases, for example, producing different responses for pupils whose names are perceived as non-European. To reduce this risk, staff remove names before using AI systems to ensure fairness and equality.



6. All stakeholders yearly reviews

At St Mark's, we embrace the possibilities that technology brings, while thoughtfully considering its effects. We value a balanced approach to AI use and are dedicated to reviewing its impact each year. To ensure our decisions are well-informed and inclusive, we encourage everyone in our school community to share their perspectives on both the benefits and potential drawbacks they observe.

7. Staff responsibilities

All staff share responsibility for ensuring that AI is used safely, ethically and effectively in the school. Staff must:

- seek advice from the AI lead, data protection officer or IT technician when unsure or needing guidance
- confirm that any AI tool is on the school's approved list before uploading school data
- refrain from entering identifiable or sensitive information into unapproved AI tools
- acknowledge the use of generative AI in any outward-facing materials, where relevant
- check all AI-generated outputs for accuracy and suitability before use.
- Verify facts, data and quotes from reliable sources
- Edit prompt / 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 everything created with AI

8. Agreed AI tools

AI tools

When working with school data, only the approved list of tools below may be used.

- Microsoft Copilot
- Google Gemini

Staff may use other AI tools for tasks that do not involve school data, as long as no information is uploaded that could identify pupils, staff, or the school.

9. AI Usage Rules for Pupils (in Year 6 only)

All pupils at St Mark's must follow these rules to ensure that artificial intelligence (AI) is used safely, fairly, and responsibly, whether in school or at home for schoolwork.

Allowed uses

- Only pupils in Year 6 should be using AI. Those in Year 5 and below should not be using AI.



- Only use AI tools through your school-approved logon e.g., a teacher made Google Notebook accessed via Google Classroom
- Follow your teacher's instructions when using AI in a lesson, if you have a question or concern ask.

Not allowed

- Pupils who are not in Year 6 should not be using AI in school.
- Do not use AI tools unless explicitly told to by a teacher in a lesson.
- Never enter personal or identifying information about yourself or others into an AI tool unless a teacher has told you it is safe to do so.
- Do not pretend that work generated by an AI tool is your own independent creation.
- Do not use AI to create harmful, inappropriate, or misleading content.

Think before you use

- AI can help you learn, but it cannot learn for you – it is only a tool.
- Always double-check information from AI, as it can make mistakes - hallucinate.
- If something feels wrong, confusing, or unfair about what AI gives you, ask a teacher

Review and feedback

- You can suggest new ways to use AI by speaking to your teacher.
- School staff will regularly review which AI tools are approved based on safety and usefulness.

10. Guidance for writing an effective prompt

To get the most accurate and useful results from AI tools, prompts should include:

- persona – ask the AI to act in a specific role, for example, a teacher, scientist, or historian
- objective – tell the AI exactly what you need it to achieve
- audience – make clear who the work is for, such as pupils, staff, or parents
- specificity – use exact wording and avoid vague terms
- activity – describe the task fully so the AI understands your expectations
- boundaries – state any rules, limits, or areas to avoid
- iteration – be ready to refine your prompt if the first result is not suitable.

11. Glossary

Term	Definition
Artificial Intelligence (AI)	A field of computer science where systems are designed to perform tasks that typically require human intelligence, such as understanding language, recognising images, making decisions, or generating content.
Generative AI	AI tools that can create new content - text, images, audio, video, code - in response to a prompt or question. Examples include ChatGPT, DALL·E, Gemini and Copilot.
Prompt	The instructions or questions given to an AI tool to guide its response. The quality and clarity of a prompt affect the output produced.



Machine learning	A type of AI where a system learns patterns from data to make predictions or decisions without being directly programmed for every task.
Training data	The information used to 'teach' an AI system. This data can include text, images, audio, or other types of information from many sources.
Bias	When AI outputs show unfair preference or prejudice due to patterns in the training data. This can lead to discrimination or inaccurate results.
Data protection	Measures taken to ensure that personal information is collected, stored, and used lawfully and securely, in line with GDPR and school policies.
Personal data	Information that can identify an individual, such as their name, address, or date of birth.
Sensitive data	A special category of personal data, such as medical information, racial or ethnic origin, or religious beliefs, which requires extra protection.
General data protection regulation (GDPR)	United Kingdom and European Union laws that sets rules for how personal data must be handled to protect people's privacy and rights.
Open AI tool	An AI service available to the public through the internet. May store prompts and data entered into it.
Closed AI tool	An AI system restricted to authorised users, often running in a secure school environment, with stricter data controls.
Human oversight	The process of checking and verifying AI outputs to ensure accuracy, fairness, and appropriateness before use.
Plagiarism	Presenting someone else's work, ideas, or words as your own without proper credit. AI-generated work can still be plagiarism if copied from other sources.
Academic integrity	The principle of being honest and responsible in academic work, avoiding cheating, plagiarism, or unfair assistance.
Hallucination - AI	When an AI tool produces false, misleading, or made-up information as if it were fact.
AI lead/leader	The designated member of staff responsible for overseeing safe, ethical, and effective AI use within the school.
AI tool approval	The process by which the school reviews and authorises AI systems for use, ensuring they meet safety, privacy, and educational standards.
Ethical use of AI	Using AI in ways that are fair, transparent, and aligned with the school's values and safeguarding responsibilities.
Safeguarding	Protecting children from harm, including from risks posed by online tools and AI-generated content.
Digital footprint	The information about a person that exists online because of their activities which can be affected by how they use AI tools.

