Artificial Intelligence (AI) Policy

Person responsible: Computing Leader

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1. Purpose

1.1 The purpose of this policy is to outline the guidelines and procedures for the ethical and effective use of Artificial Intelligence (AI) tools within Alban City School.

1.2 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.

1.3 By embracing AI technology we aim to:

- Enhance academic outcomes and educational experiences for pupils
- Support teachers in managing their workload more efficiently and effectively
- Educate staff and pupils about safe, responsible and ethical AI use
- Incorporate AI as a teaching and learning tool to develop staff and pupils' AI literacy and skills
- Prepare staff and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Improve and streamline school operations to minimise cost and maximise efficiency.

Scope

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

1.5 Users should adhere to this policy whenever they engage with AI tools.

Legal framework

1.6 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.

4.3 **Large Language Model (LLM):** Large language models such as ChatGPT/Google Gemini/Bard/Claude which have Generative capabilities.

4.4 **Natural Language Processing (NLP):** Natural language processing such as Alexa / Siri - differs from a LLM and has fewer opportunities for bias and hallucination.

4.5 **Image generation from LLM:** images can be created via text prompts which can be inappropriate or subject to bias.

Roles and responsibilities

Team/individual	Responsibilities:
Senior Leadership Team and Digital Learning/ Technology Lead	● 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.
The governing body	● 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 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.

	• Adhering to the Acceptable Use Agreement and other relevant policies.
	• Taking responsibility for the security of the AI tools and data they use or have access to.
	• Modelling good online behaviours when using AI tools.
	• Having an awareness of the risks that using AI tools in school poses.
	• Reporting concerns in line with the school's reporting procedure.
	• Familiarising themselves with any AI tools used by the school and the risks they pose.
Technician	• Manage the technical aspects of AI implementation, including data security and system maintenance.
Data protection officer (DPO)	• Ensure that the development and use of AI tools complies with regulations and existing policies.
	• Monitor usage to ensure compliance.
Designated Safeguarding Lead (DSL)	• Taking the lead responsibility for online safety in school.
	• Undertaking training so they understand the risks associated with using AI tools in school.
	• Liaising with relevant members of staff on online safety matters.
	• Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.

Appropriate use of AI in school

1.7 All users should be transparent about when and how they use AI.

1.8 All users will be responsible for the accuracy, reliability and fairness of AI generated content.

1.9 All users should be aware that any information entered into a Generative AI model is no longer private.

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

1.11 How teachers might use AI:

Example uses 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	AI tools can be utilised to automate certain aspects of marking of pupil work, such as multiple-choice or filling-the-blank assessments. Teaching staff can use AI-powered marking software to speed up scoring fact based responses to objective questions, providing more time to support pupils individually.
Creating materials (example texts, word banks, generating of questions)	AI can quickly generate materials and content but they should be reviewed carefully as it can produce plausible but incorrect information.
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.
Creating report comments	Parents should be made aware that AI has been used to generate comments. There may be data protection considerations if uploading personal information into an AI tool.
Professional Development	The output may be factually incorrect.

1.12   How pupils might use AI:

Example uses by pupil	Considerations
To formulate ideas	Generative AI tools are generally effective in producing outlines as a starting point for an assignment.

To provide feedback on writing	Generative AI will proofread and correct text for pupils, in a similar way to grammar tools. It will also provide feedback on style and content. Pupils will need clear advice on when this should be declared.
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. A culture of responsible AI use will be fostered through engaging pupils in conversations about data privacy, bias, safeguarding, and the social impact of AI applications.
Generating images to include in assignments	Image generation tools may come at a cost and pupils need to be aware of copyright concerns.
To develop computing skills	Pupils may be permitted to explore and experiment with age-appropriate AI-based projects, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.

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

Example uses	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 will receive education on responsible and ethical AI use, including the potential risks and consequences of relying solely on AI tools to complete classwork or homework.

- Pupils will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.

- Where a teacher suspects that a pupil's work is not their own, they will investigate and take appropriate action/re-education.

- Any instances of AI misuse or misconduct that involves AI tools should be reported to the Headteacher.

Implementation

1.14   In order to implement this policy, Alban City School will:

- Conduct a thorough assessment of the school's needs and objectives to determine the most suitable AI tools for implementation at the beginning of each academic year, or sooner if required.

- 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

1.15   This policy will be reviewed annually or more frequently if 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.

- The school will regularly assess the ethical implications of AI technologies and be prepared to make adjustments or discontinue the use of certain technologies if ethical concerns arise.

Privacy

1.16   When utilizing Artificial Intelligence (AI) tools, understanding the implications for **data privacy** is crucial. AI models, by their nature, are designed to learn and evolve. A key distinction lies in how these models use the data they process. For instance, publicly accessible versions of large language models, such as certain iterations of **ChatGPT**, may use user interactions and responses to further **retrain and improve their underlying models**. This means that data submitted during these interactions contributes to the broader development of the AI, rendering such exchanges **non-private** and potentially accessible for future model enhancements.

1.17   In contrast, our educational use of **Gemini** operates under a distinct privacy framework. As an educational user, our agreement stipulates that data generated through student and staff interactions with Gemini will **not be used for model retraining**. This ensures that all conversations and information shared within this educational context remain **private and confidential**, dedicated solely to the immediate learning objective. This fundamental difference highlights the distinction between private data handling, where information is protected and not used for external development, and non-private data handling, where interactions contribute to the AI's general improvement.

1.18   Children's names or any other personal information should not be entered into an AI tool.