Use of Artificial Intelligence Policy

Introduction

Delph Side AI policy aims to harness the power of Artificial Intelligence (AI) to enhance educational experiences, support staff wellbeing through workload reduction, and promote an understanding and ethical use of AI among students and staff. A key focus is on safeguarding data privacy in compliance with GDPR. Our policy outlines clear guidelines for approval and accountability, ensuring responsible and effective integration of AI technologies in our educational framework. Through this policy, we are committed to balancing innovation with ethical responsibility, fostering an inclusive and advanced learning environment.

The Department of Education is committed to supporting the AI Opportunities Plan as generative artificial intelligence (AI) presents exciting opportunities to improve people's lives and has the power to transform education by helping teachers focus on what they do best: teaching. This policy is written taking into account the Policy Paper, Generative artificial intelligence (Ai) in education – August 2025)

Objectives

Delph Side AI policy is designed:

1. To enhance the educational experience through the integration of AI.
2. To support staff wellbeing through workload reduction using AI.
3. To promote an understanding and ethical use of AI among students and staff.
4. To protect the data privacy and rights of our school community in line with GDPR.

Enhancing educational experience through the integration of AI.

1 Student facing AI teaching applications

These are AI-powered tools that directly interact with students, offering personalised learning experiences. They include adaptive learning platforms, intelligent tutoring systems, language learning applications, and interactive educational games.

Examples include:

- **Adaptive Learning Platforms:** Customise content and difficulty based on student performance.
- **Intelligent Tutoring Systems:** Offer personalised guidance and feedback, simulating a one-on-one tutoring experience.

- **Interactive Educational Games:** Adapt challenges to match the student's learning curve.

Teachers should follow best practices when adopting AI tools for student facing AI tools. See Appendix 1 – Guidance for AI Tool Adoption

Times Tables Rockstars	Year 2 - Year 6
Reading Plus	Year 3 and 4 and selected children in Year 5
Doodle Learning	Year 2, 3, 4 and targeted children in Year 5 and 6
Accelerated Reader	Year 5 and 6

In our Computing curriculum, children are introduced in Year 6 with a unit of work on Machine Learning and Artificial Intelligence, where children get to explore some student facing AI applications, including

- Quick Draw Quick, Draw!
- Magic Sketchpad Magic Sketchpad
- Semantris Semantris
- AI Duet A.I. DUET
- Google Semi-Conductor Semi-Conductor by Google Creative Lab - Experiments with Google

Planning and preparation AI applications

Teacher-facing AI tools are designed to aid educators in the creation, organisation, and optimisation of lesson plans and teaching resources. These tools leverage AI to analyse educational content, student data, and learning outcomes to suggest or generate tailored teaching strategies and materials.

Examples include:

- **AI-powered resource creation tools:** AI tools can be used to create lesson plans, or resources saving time and personalising resources to particular needs of pupils or groups of pupils.
- **AI-driven Curriculum Development:** AI tools can suggest updates and improvements to the curriculum based on emerging educational trends, student performance data, and global best practices.
- **Personalised Content Recommendations:** AI systems can recommend educational content and activities tailored to the class's learning level, interests, and past performance.

The use of generative AI tools (e.g. Microsoft Copilot, ChatGPT, image generators, voice synthesis tools) must be approved by the school and monitored for safeguarding risks. All outputs are reviewed for accuracy, appropriateness, and alignment with school values.

Staff may use these tools for lesson planning, resource creation, and professional development, provided no personal or pupil-identifiable data is entered.

Microsoft Copilot is the preferred AI tool at Delph Side Primary, as it is securely linked to school accounts and complies with data protection standards. The school also holds a subscription to **Teach Mate AI**, which may be used for curriculum support and resource creation in line with school policies.

Staff may use **ChatGPT** for lesson planning, resource creation, and professional development, provided no personal or pupil-identifiable data is entered. ChatGPT must not be used to generate or store pupil-specific content, assessments, or communications. If users are not logged into a managed or enterprise account, their inputs may be used to improve the model unless data sharing is disabled.

Staff must ensure that **data sharing is disabled** when using ChatGPT, especially if logged into a personal account. Where possible, use enterprise or managed accounts to prevent inputs being used to train the model. ChatGPT should only be used for general resource creation, idea generation, and professional development.
All AI-generated content must be **reviewed by the teacher** before use to ensure it is accurate, appropriate, and aligned with school values. Staff must not enter any pupil-identifiable data, including names, initials, or assessment details.

All AI use must comply with the school's Online Safety Policy and national guidance, including Keeping Children Safe in Education (KCSIE) 2025.

Teachers should follow best practices when adopting AI tools for teaching, planning, and data analysis. See Appendix 1 – Guidance for Teachers.

Data analysis AI applications

These AI tools are designed to help teachers analyse various forms of educational data, including test scores, attendance records, and engagement metrics. By leveraging AI, educators can gain deeper insights into student performance, learning trends, and areas needing attention. Sonar tracker is used for entering all pupil attainment data.

Examples include

- **Performance Analytics:** AI tools can analyse test scores and other performance indicators to identify trends, strengths, and areas for improvement in student learning.
- **Predictive Analytics**: These systems use historical data to predict future performance, helping educators to proactively address potential learning gaps and challenges.
- **Engagement Tracking:** AI can assess student engagement levels through analysis of class participation, assignment completion rates, and online learning interactions.
- **Customised Intervention Strategies:** Based on data analysis, AI can suggest targeted intervention strategies for individual students or groups, tailored to their specific needs.
- **Data compliance:** Ensure AI tools comply with relevant data regulations (See below)

Teachers should follow best practices when adopting AI tools for teaching, planning, and data analysis. See Appendix 1 – Guidance for Teachers.

<u>Supporting staff wellbeing through workload reduction using AI.</u>

Delph Side aims to leverage the power of AI to support teacher wellbeing by reducing workload. Teachers have access to **Microsoft Co Pilot** and **TeachMateAI,** an AI-powered digital assistant for teachers, which offers a range of tools designed to significantly reduce the workload of teachers, thereby enhancing the efficiency and effectiveness of their teaching practices.

TeachMate AI meets all the product safety expectations from Generative AI: product safety expectations.

Examples of TeachMateAI's tools include:

- **Automating Administrative Tasks:** TeachMateAI specialises in automating tasks. These include creating bespoke lesson plans, instant teacher presentations, and generating personalised student reports. This automation allows teachers to devote more time to direct student interaction and pedagogical planning.
- **Content Creation and Management:** Teachers often spend a significant amount of time creating educational content like model texts and comprehension texts. TeachMateAI assists in this process, generating high-quality content that can be used in classroom instruction.

- **Streamlining Lesson Planning:** The AI tool aids in lesson planning by providing templates and suggestions based on curriculum requirements and student data. This feature enables teachers to develop comprehensive lesson plans more quickly and efficiently.

Professional responsibility

In integrating AI tools to support teaching and reduce workload, it is essential to emphasise the professional responsibility and oversight of teachers at Delph Side in managing and utilising these tools.

While AI offers significant benefits in terms of efficiency and personalisation, the ultimate responsibility for the educational process remains with the teacher. Teachers must critically evaluate all AI-generated content to ensure it aligns with curriculum standards, safeguarding requirements, and school values. AI cannot replace professional judgement or the teacher–pupil relationship. The final responsibility for any content lies with the teacher and the school.

Safeguarding and Reporting Concerns

Staff must report any safeguarding concerns arising from AI use to a Designated Safeguarding Lead. This includes inappropriate content generated by AI, pupil disclosures during AI-assisted activities, or signs of distress linked to digital interactions. All concerns must be logged on CPOMS. AI tools must never be used to generate or store pupil-identifiable data. Risk assessments should include plans to mitigate unauthorised use, such as pupils generating fake emails or impersonating staff.

Collaboration and Communication

Staff should work collaboratively when using AI tools, sharing experiences and best practices. Delph Side promotes an understanding of AI and its ethical use among staff, pupils, and stakeholders.

Transparency with pupils, parents, and governors is essential. We will clearly communicate where, how, and why AI is used. Pupils should understand how AI impacts their learning, parents should know how it enhances education and safeguards privacy, and governors will receive updates on AI strategies, educational impacts, and ethical compliance.

Staff training

Delph Side recognises that staff training is essential for effective AI integration. Training ensures educators understand AI tools, enhance teaching and learning, and uphold ethical and data privacy standards.

Jonathan Fyne, the school's AI Lead, will support staff in using AI tools appropriately across the curriculum. AI use is included in annual safeguarding and online safety training, with updates on AI-related risks and best practices. Additional training will be provided as new tools are adopted, and staff are encouraged to request support when needed.

AI use is also covered in the annual Whole School Safeguarding training, delivered by Phil Threfall, and in Online Safety training conducted during the year by Knowsley CLC, which includes updates on AI-related risks and best practices.

Pupil Use of AI

Pupils may only use generative AI tools under close supervision and with appropriate safeguards in place. Tools must include filtering and monitoring features and comply with age restrictions. AI use should be limited to specific subjects or year groups where the educational benefit clearly outweighs any risk.

Teachers must ensure pupils understand the limitations of AI, including bias, misinformation, and hallucinations. At Delph Side, Year 6 pupils are introduced to AI through a dedicated Computing module, which includes hands-on exploration of student-facing AI applications.

Homework and Independent Study

Delph Side will review homework and independent study policies to reflect the availability of generative AI. Guidance will be provided to staff and pupils on when and how AI tools may be used appropriately outside school, with an emphasis on maintaining academic integrity and critical thinking.

Pupils may use AI tools for idea generation, research, and planning, but must not use them to complete tasks on their behalf. Teachers will provide clear instructions on permitted AI use and how to reference AI-assisted work.

Staff should encourage pupils to reflect on how AI supported their learning and identify any inaccuracies or limitations in AI-generated content. Any suspected misuse of AI in

homework (e.g., copying or misrepresentation) should be addressed in line with the school's academic honesty and behaviour policies.

Ensuring AI tools are appropriately data compliant

Delph Side must ensure all AI tools comply with GDPR to protect the privacy and personal data of students and staff. Filtering and monitoring systems are regularly reviewed to cover generative AI tools, block unauthorised access, and monitor pupil use. These checks are carried out by our ICT Technician to ensure alignment with safeguarding and data protection protocols.

If a data breach or safeguarding concern occurs:

- Notify Jonathan Fyne (Online Safety Lead) and Jo Whitfield (Data Protection Officer) immediately.
- Log all incidents on CPOMS, including any safeguarding concerns or breaches related to AI use.
- Review and assess the impact, and take appropriate action to prevent recurrence.

Our school name, Delph Side Primary School, should not be typed into any AI tools, other than Microsoft Co Pilot and children's full names can also not be used.

Approval and Accountability

Jonathan Fyne, AI Lead at Delph Side Primary School, coordinates the strategic integration of AI technologies across the school. He ensures compliance with national guidance and GDPR, supports staff through training and resource development, and acts as the key point of contact for AI-related queries and policy implementation.

The AI Lead is responsible for guiding and supervising all aspects of AI adoption, including evaluating the educational value of proposed tools, ensuring legal and ethical compliance, and aligning initiatives with the school's strategic goals.

Ongoing professional development will ensure the school remains up to date with the latest advancements and best practices in educational technology.

Appendices

Appendix 1 – Guidance for adopting AI tools

Guidance at Delph Side in Adopting Student-Facing AI Tools

- **Understand the Tool:** Teachers and leadership should familiarise themselves with AI tool capabilities and integration methods.
- **Data Privacy:** Ensure compliance with data privacy laws (see below).
- **Supplement Teaching:** Use AI tools to enhance, not replace, traditional teaching.
- **Monitor and Evaluate:** Regularly assess the effectiveness of AI tools.
- **Professional Development:** Receive training in using AI tools effectively (see below)
- **Encourage Critical Thinking:** Promote critical evaluation of information provided by AI.
- **Equity and Accessibility:** Ensure AI tools are accessible to all students, including those with SEND and are used to enhance inclusion.

Guidance at Delph Side in Adopting AI Tools for Planning

- **Explore and Understand:** Teachers should explore various AI tools to understand their features and how they can best be integrated into their lesson planning. They should request training if required to help develop their understanding.
- **Data-Informed Decisions:** Teachers should use AI tools to make informed decisions about lesson content and structure, while maintaining pedagogical autonomy.
- **Collaborative Planning:** AI tools can be used to facilitate collaboration among teachers, enabling the sharing of resources and best practices.
- **Continuous Learning:** Engage in ongoing professional development to stay updated with the latest AI tools and methodologies in education
- **Feedback and Adaptation:** Regularly gather feedback on the effectiveness of AI-aided lesson plans and adapt strategies accordingly.
- **Ethical Considerations:** Ensure that the use of AI respects student privacy and promotes equitable access to education.
- **Data compliance:** Ensure AI tools comply with relevant data regulations (See below)

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Guidance at Delph Side in Adopting AI Tools for Data Analysis

- **Understanding Data:** Teachers should develop a foundational understanding of data analysis principles to interpret AI-generated insights effectively.
- **Ethical Use of Data:** Ensure that all data analysis adheres to ethical standards and respects student privacy and confidentiality.
- **Balancing AI and Human Judgment:** Use AI as a tool to supplement, not replace, professional judgement in educational decision-making.
- **Professional Development:** Engage in training to enhance skills in data analysis and the use of AI tools.
- **Collaborative Insights:** Share and discuss AI-generated insights with colleagues to foster a collaborative approach to student development.
- **Feedback Loop:** Establish a feedback loop to continuously refine and improve the use of AI tools based on real-world classroom experiences and outcomes.

Appendix 2 GDPR and Data Compliance Guidance

The following points outline key considerations in ensuring that AI tools are GDPR compliant:

- **Data Protection by Design:** Choose AI tools that are built with data protection as a core feature. This includes robust encryption, secure data storage, and minimal data collection in line with GDPR requirements.
- **Consent and Transparency:** Ensure that clear consent is obtained from students and staff for the collection and use of their data. Provide transparent information about what data is being collected, how it will be used, and who will have access to it.
- **Data Minimization:** Adopt AI tools that only collect and process the data necessary for the intended educational purpose. Unnecessary data collection should be avoided to minimise privacy risks.
- **Data Subject Rights:** The AI tools should facilitate the rights of data subjects, including the right to access, rectify, and erase their personal data, as well as the right to object to data processing and the right to data portability.
- **Data Processing Agreements:** Ensure that agreements with AI tool providers include clauses that require them to comply with GDPR. This includes provisions for data protection, processing limitations, and obligations in case of data breaches.
- **Regular Audits and Assessments:** Conduct regular audits of AI tools to ensure ongoing compliance with GDPR. This includes assessing the data protection impact, particularly when introducing new tools or making significant changes to existing ones.
- **Training and Awareness:** Provide training for staff and students (if appropriate) on GDPR compliance, focusing on their roles and responsibilities in protecting personal data when using AI tools.
- **Incident Response Plan:** Develop and maintain an incident response plan to address any data breaches or GDPR non-compliance issues promptly and effectively.

Appendix 3 Guidance on professional responsibility, ethical use, and oversight.

Understanding and Expertise

- **Continuous Learning:** Teachers should engage in ongoing professional development to understand the capabilities and limitations of AI tools. This knowledge enables effective integration of AI outputs into teaching strategies
- **Critical Evaluation:** Educators must interpret and assess AI-generated suggestions using professional judgement to make final decisions.

Ethical Use and Data Privacy

- **Adherence to Ethical Standards:** AI use must align with educational ethics, ensuring fairness, transparency, and inclusivity.
- **Data Privacy Compliance:** Teachers are responsible for safeguarding student data and ensuring AI tools comply with data protection laws and school policies.

Oversight and Feedback

- **Monitoring AI Tools:** Regular monitoring of the AI tools is essential to ensure they function as intended and contribute positively to the learning process.
- **Feedback Loop:** Establish a system for providing feedback on the AI tools' performance, contributing to their continuous improvement.

Appendix 4 Glossary of Key Terms

Artificial Intelligence	Technology that enables machines to perform tasks that typically require human intelligence, such as learning, reasoning, and problem-solving.
Generative AI	A type of AI that can create new content (e.g., text, images, music) based on patterns learned from data. Examples include ChatGPT and Copilot.
Machine Learning	A subset of AI where systems learn from data to improve performance over time without being explicitly programmed.
Adaptive Learning Platform	Software that adjusts content and difficulty based on a student's performance to personalise learning.
Hallucination (AI)	When an AI generates false or misleading information that appears plausible but is not factually accurate.
Bias (AI)	Systematic errors in AI outputs caused by imbalanced or incomplete training data, which can lead to unfair or inaccurate results.

Appendix 5 – Pupil Friendly AI Policy (KS2)

This appendix provides a simplified version of the AI Policy for Key Stage 2 pupils. It is designed to help children understand how AI is used in school and how to stay safe when using AI tools.

🧠 Using AI Safely and Smartly at Delph Side

👋 *What is AI?*

AI stands for Artificial Intelligence. It's a type of computer program that can help us learn, create, and solve problems. Some AI tools can write stories, draw pictures, or even help with maths and reading!

🎓 How We Use AI in School

We use AI tools like Times Tables Rockstars, Reading Plus, and Doodle Learning to help you practise and improve.
In Year 6, you'll learn about AI in Computing and try fun tools like Quick Draw and AI Duet.

🌓 Staying Safe with AI

You'll only use AI tools with a teacher and when it's safe.
AI can sometimes make mistakes or say things that aren't true. That's why we always check and think carefully.
You should never type your full name or school name into an AI tool.

💡 What You Can Do

Ask questions and explore—but always with an adult's help.
Think critically: Is what the AI says true? Does it make sense?
Be kind and respectful when using AI tools.

🧑‍🏫 Who to Talk To

If you're ever unsure or something doesn't feel right when using AI, talk to your teacher or a trusted adult. Mr. Fyne is our AI Lead—he helps make sure everything is safe and useful.

Appendix 6 – Useful Links

Useful Links

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

[Generative AI: product safety expectations - GOV.UK]