

MOORFIELD PRIMARY SCHOOL



AI SAFETY AND AI IN THE CLASSROOM POLICY

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Inspiring Creative Learners for Exciting Futures

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Statement of intent

At Moorfield we recognise that the use of artificial intelligence (AI) can assist and enhance learning experiences for our pupils, positively affect teacher workload and prepare pupils for emerging technologies. While there are many benefits to using AI tools in the classroom, such as providing more personalised and adaptive tutoring, we must ensure that the content produced is accurate, safe and appropriate for our pupils.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely, and appropriately to enhance our pupils' education.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI models that generate new outputs based on the data they have been trained on and the user's prompt. Google Gemini is the model chosen by Moorfield in line with Stockport LA and our IT Provider AVA's recommendation.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2025) 'Generative artificial intelligence in education'
- DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- Ofsted (2024) 'Ofsted's approach to artificial intelligence (AI)'
- DfE (2025) 'Using technology in education'
- NCSC (2024) 'AI and cyber security: what you need to know'
- NCSC (2024) 'Machine learning principles'

This policy operates in conjunction with the following school policies:

- E-safety policy and Acceptable Use Agreement
- Data Protection Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Behaviours for Learning Policy
- Curriculum Policy
- Disciplinary Policy and Procedure
- Staff Code of Conduct

Understanding and Accessing AI

The school will ensure that leaders and teachers are equipped with the knowledge and skills to use AI effectively in the classroom. Any barriers that are identified in teachers' understanding of AI will be addressed through training to ensure that all teachers fully understand the most effective applicable use of AI in the classroom.

The school will ensure that sufficient digital infrastructure is provided for all teachers to utilise AI. Any implementation of AI technology will be done with the assurance that the school's pre-existing digital systems are compatible with the AI platforms themselves to ensure accessibility and ease of use.

When implementing an effective infrastructure, the school will agree on the upfront costs to pay for AI providers that charge for the full access and use of their platforms.

Using AI to plan lessons

The school will ensure that AI tools are only used in lesson planning to achieve the following aims:

- To reduce workload
- To free up teachers' time
- To enhance pupils' education
- To provide pupils with more personalised and adaptive learning experiences

All subject leaders and teachers have the option to formulate lesson plans through the use of approved AI tools. Where AI tools are used in lesson planning, the quality and content of the final plan will be staff members' professional responsibility.

Staff will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school and will ensure that any classroom materials created via the assistance of AI tools are fact checked and undergo robust quality assurance.

All staff using AI tools for lesson planning will understand that plans created by AI tools should act as a starting point or guide rather than the finalised document. Staff will modify and enhance lesson plans in line with their pupils' specific needs, learning styles and the desired content for the lesson. All AI-generated lesson plans will be critically evaluated by the relevant teachers to ensure that they will be age-appropriate and beneficial to pupils' education.

Staff will ensure that, as a minimum, all lesson plans assisted by AI tools cover the following:

- Lesson objectives
- Materials required
- Lesson duration
- Introduction to the lesson and/or subject
- Guided practice
- Independent practice
- Conclusion
- Differentiation

Staff will also be required to ensure that they understand intellectual property implications when using generative AI tools to plan lessons. Staff members will only use materials protected by copyright to train AI if there is permission from the copyright holder or if a statutory exception applies.

When using AI tools to produce a lesson plan, staff will ensure that they enter prompts that align with the curriculum.

The school will offer regular CPD on effectively integrating AI tools into lesson planning.

Teachers will be encouraged to share feedback on the AI tools they use, helping the school continuously refine its approach.

The effectiveness of AI tools in lesson planning will be reviewed regularly to ensure their alignment with the school's educational objectives.

Using AI tools during lessons with pupils

The school will use AI tools to deliver balanced, high-quality lessons to all pupils. The AI resources used will be:

- Approved by the headteacher
- Accessible to all staff and pupils.
- Appropriate for the activities pupils undertake.
- Appropriate for pupils' age, developmental stage and learning abilities.

AI tools will be used in school for educational purposes only, and teachers will collaborate with each other to share good practice for using approved AI tools.

Staff members will not allow or cause pupils' original work to be used to train generative AI models unless they have permission or if an exception to copyright applies.

Equality of access

The school recognises that not all pupils will be able to use or access AI tools in the same way. Teachers will ensure that pupils and parents are aware that the use of AI tools is not mandatory or necessary for pupils have a successful education at the school.

Teachers will be encouraged to select AI tools that are accessible for all pupils, taking into account any barriers to AI use such as SEND. Where this is not possible, teachers will work with pupils, parents and relevant staff members to ensure that those unable to use the approved AI tools are given alternative methods of learning and are able to keep up with the curriculum.

The school will ensure that pupils' learning does not rely or depend on the use of AI tools. Where AI tools are used, teachers will prepare alternative methods of learning for those who cannot, or do not want to, use educational AI. Where AI is being used for learning or homework, teachers will ensure that pupils are provided with alternative materials, such as physical copies of tasks to enable pupils without access to AI tools outside of school to access the same level of education and attainment.

The school will ensure that pupils' learning is not disadvantaged by the inability to use AI tools or access them outside of school.

The school will recognise that technology can sometimes pose accessibility challenges, and will be committed to ensuring that all AI tools adopted are compliant with accessibility standards. The school will

take all reasonable endeavours to ensure that pupils with disabilities can interact with them without hindrance.

In addition to SEND considerations, the school will consider socio-economic factors. The school will be aware that not every pupil may have access to high-speed internet or advanced devices at home, and will ensure that offline modes and alternative resources are made available to ensure no pupil is disadvantaged.

The school will choose AI tools that have the capability to support multiple languages or dialects to reflect the linguistic diversity of the school community. This will ensure that pupils with EAL are not disadvantaged.

Parents will be provided with guidelines and resources to help them support their children's use of AI tools at home, ensuring that the learning ecosystem remains consistent both inside and outside of school.

Personalised learning

Teachers aim to provide more personalised learning to pupils through the use of AI tools during lessons.

The school will prioritise the use of AI tools that are capable of adapting lesson content and activities based on individual pupils' abilities and learning styles, to ensure that each pupil is receiving tailored instructions and support.

Teachers will also use AI tools to generate adaptive assessments, which are able to adjust the difficulty of questions and tasks based on the pupil's performance. This will allow teachers to gain more accurate insights into each pupil's strengths and areas for improvement.

Interactive learning

Teachers will use AI tools to facilitate interactive learning during lessons, where this will benefit pupils' learning. Teachers will prioritise using AI tools that are designed to be engaging and child-friendly, e.g. AI tools that include colourful visuals, animations, and characters, to encourage pupils to interact more with the subject content.

Teachers will be encouraged to use AI tools that incorporate gamification elements, such as virtual rewards, earning points, and educational quizzes and games, that pupils can interact with.

The school will use AI tools to support collaborative learning. These tools will be integrated into lessons to promote group-based activities and discussions. The school aims to enhance pupils' teamwork skills and deepen understanding through collaboration. Teachers will ensure that these tools align with the curriculum and facilitate effective group interactions.

Language and literacy development

The school recognises that, as a primary setting that caters to KS1 and KS2 pupils, the development of pupils' language and vocabulary is of the utmost importance. Teachers will, therefore, use AI systems to enhance and assist with pupils' language learning in the classroom, particularly during English lessons and reading time. AI tools will be used to create helpful resources and materials that teachers can use with a whole class or on a one-to-one basis, such as sentence stems or word banks, to provide age-appropriate definitions of unfamiliar words.

AI tools will also be used throughout the school to help pupils with phonics, spelling, reading, and writing at various developmental stages. Teachers will use with AI tools to provide pupils with support such as pronunciation feedback, spelling lists and tasks focussed on specific phonetic patterns, and, in some cases, multisensory learning to aid memory retention.

At all times, teaching staff will ensure that the language any AI system uses with younger pupils is age appropriate. They will also be aware of AI systems' occasional tendency towards bias and inaccuracy, and safeguard children accordingly.

Feedback, marking and homework

Any AI tools used will have the ability to provide pupils with instant feedback on their work, with the aim of reducing workload for teachers, freeing up time and enabling pupils to progress at their own pace.

Teachers will ensure that, while using technologies that can assist in marking pupils' work and giving feedback, this is not the only way that pupils' work is being monitored. Teachers will be expected to find a balance between technology and human interaction in order to ensure learning is effective.

Homework developed using or in relation to AI platforms will be in line with the school's Homework Policy.

Misuse of AI Tools

The school acknowledges that the misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will identify and manage any potential misuse.

Staff members found to be deliberately and/or repeatedly misusing AI tools will be disciplined in line with the school's Disciplinary Policy and Procedures. Pupils found to be deliberately and/or repeatedly misusing AI tools will be sanctioned in line with the school's Behaviours for Learning Policy.

Where staff or pupils are found to be misusing AI tools, the headteacher will review the circumstances and consider revoking access to the AI tools for the concerned individuals.

CPD will be organised for staff and pupils, focussing on the ethical use of AI tools.

The school will maintain an understanding and awareness that data used to train generative AI models is susceptible to malicious actions, which in turn has a negative impact on pupils using compromised AI systems. The school will therefore be aware of two prominent types of data corruption:

- Prompt injection attacks: these are when attackers input data into the AI model to make it behave in unintended ways, including generating offensive content or sensitive information
- Data poisoning attacks: these are when attackers tamper with data that an AI model has already been trained on to produce similarly undesirable or hateful outcomes.

The school will establish a feedback mechanism allowing staff and pupils to report any instances where AI tools might encourage misuse or where they feel uncertain about the ethical boundaries of using such tools. In cases of AI misuse, the school will maintain a transparent process, detailing how the misuse was identified and the steps taken in response.

The school will recognise that AI tools have limitations and will encourage a healthy scepticism and critical thinking when using or analysing outputs from AI tools.

Selection of AI Tools

Teachers and leaders will be responsible for researching and identifying the most appropriate and accessible AI tools for their lessons, taking into account:

- The needs and abilities of their pupils.
- Compatibility with the school's ICT systems.
- Online safety and safeguarding concerns.
- The subject the AI tool is being used to teach.
- The security of pupil and teacher data when using these systems.

Before fully integrating an AI tool into lessons, the school will consider introducing a trial or evaluation period. During this time, a small group of pupils and teachers can use the tool, providing feedback on its effectiveness, ease of use, and any potential concerns.

Any AI tools intended to be used by the school will not be used until the headteacher and ICT technicians (AVA) have reviewed the systems and given their approval.

Teachers will thoroughly research potential AI tools, ensuring that the tools are as reliable and safe as possible. Where there are concerns over the accuracy, reliability or appropriateness of an AI tool, teachers will not submit these tools to the headteacher for approval.

The school also understands that many generative AI tools have recommended age restrictions. Whilst some tools may be useful for teachers, the school will take steps to ensure that any AI tool used in class is appropriate for the age group who are using it.

The school will follow the e-safety policy and Child Protection and Safeguarding Policy at all times when considering which AI tools to incorporate into classroom learning.

The school will keep a record of:

- The AI tools that have been approved for use.
- The AI tools that have not been approved for use, including which teacher submitted the tool for approval and the reason that approval was denied.
- The teachers that are choosing to use AI tools in their lessons.
- The subjects that AI tools are being used to teach.
- The year groups that are using AI, and which AI tools each year group has access to.
- The date that specific AI tools were given approval.
- The date that specific AI tools were implemented in lessons.

- Any concerns raised by parents, pupils or staff regarding the use of AI tools.
- Relevant login details for each approved AI platform.

In addition, the school will:

- Encourage teachers to gather feedback from pupils about the AI tools being used to help understand the tool's impact on learning and identify any areas of improvement or potential pitfalls.
- Ensure that the benefits of any AI tool justify its cost and always explore if there are free or lower-cost alternatives that provide similar benefits.
- Ensure that any AI tool being considered complies with data protection regulations and has clear policies on how they store, process, and delete user data.
- Ensure that the AI tools should be vetted to ensure they do not contain culturally insensitive or ethically questionable content.
- Organise CPD sessions for teachers to enhance their understanding and effective use of AI tools.
- Instruct pupils on how to use the tool effectively and ethically before it is introduced.
- Ensure that the AI tools being considered can scale as the number of users increase and that they continue to receive updates to stay relevant. Some newer AI tools may not have a long shelf-life: the school will focus its attention on the better known and more robust tools.

Conduct

Staff conduct

All members of staff with access to approved AI tools will act in line with the relevant policies and procedures regarding online safety, child protection and safeguarding, data protection and AI use. Staff using AI tools will receive training on how to use the software appropriately, including how to keep their pupils safe while using AI tools during lessons.

Staff members found to be using unapproved AI tools or using approved AI tools in way that is deemed inappropriate or unsafe, will be disciplined in line with the school's Disciplinary Policy and Procedure.

Staff members will not access AI tools for personal use during school hours, or with school login details, under any circumstances.

Pupil conduct

All pupils with access to approved AI tools will act in line with the relevant policies and procedures regarding behaviour and AI use. Pupils using AI tools will be taught how to use the software appropriately, including how to stay safe online and how to raise concerns.

Pupils will understand that the ability to use AI in lessons is a privilege that can be taken away if they conduct themselves poorly. Pupils found to be using unapproved AI tools, or misusing approved AI tools, will be sanctioned in line with the school's Behaviour for Learning Policy, and teachers will consider revoking their access to AI tools either temporarily or permanently.

Pupils will only use AI tools during the relevant lessons, under supervision of the classroom teacher. Pupils will not access AI tools for personal use during school hours, or with school login details.

Parents will be made aware of the AI tools their children are using in school, including potential risks and benefits. Parents will be given guidelines on how to discuss appropriate online behaviour related to AI tool usage with their children.

Security and Data Protection

The school will ensure that personal data is protected in line with data protection legislation and its own data protection policies and procedures. The school will research and be aware of the privacy implications and notices of any AI tools that it selects for classroom use.

When selecting generative AI models for classroom use, the school will ensure that any chosen models comply with data protection legislation.

Staff members will understand that copyright law is distinct from data protection law and that any consents or data processing agreements for personal data are separate from issues of compliance with copyright law.

The school will review and strengthen its cyber-security measures in line with the DfE's 'Meeting digital technology standards in schools and colleges' guidance. This will include conducting a cyber security risk assessment that considers any AI tools used by the school and generative AI's evolving sophistication.

The school's procedures for reporting a cyber-attack will be communicated and understood by all.

Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the e-safety Policy and Child Protection and Safeguarding Policy when utilising AI platforms, to ensure that pupils are not able to access or be exposed to harmful content.

The school will take any reported concerns or incidents regarding the use of AI tools seriously and follow the relevant procedures to ensure the wellbeing of its pupils. Where there is a safeguarding concern that requires an investigation, the school will pause its use of the AI tools in question until they can be reviewed, and the investigation is concluded. Any AI platforms found to hold safeguarding risks will be removed from the school's list of approved tools immediately.

The school will also ensure its commitment to safeguarding children against misuse of AI as defined in KCSIE, which states that schools have a responsibility to protect children from maltreatment that occurs on or off of school grounds and online.

The school will encourage pupils to speak up about any concerns they have about the AI tools being used. The school also recognises the potential mental health impacts of AI tools, such as the pressure to conform to AI-generated ideals or information overload. Procedures will be put in place to monitor and support pupils' mental wellbeing in relation to AI tool use.

Staff training will be regularly updated to ensure that teachers and support staff are equipped to handle the evolving challenges posed by AI tools in the context of safeguarding.

Parental Consent

The school will obtain parental consent before pupils are allowed to participate in AI learning, to allow parents to make informed decisions about their child's education and to ensure the school remains compliant with data protection legislation.

Monitoring and Review

The governing board and headteacher will review this policy in full on an annual basis and following any incidents that occur due to the use of AI tools.