

**The Charter Schools Educational Trust**

**Use of AI Policy**

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| --- | --- |
| Functional area | Teaching and Learning/IT/Data Protection |
| Scope | Trust wide |
| Approver (s) | TBC |
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# Aims and principals

# The purpose of this policy is to outline the guidelines and procedures for the ethical and effective use of Artificial Intelligence (AI) tools within The Charter Schools Educational Trust (the ‘Trust’) and its schools and associated organisations. Staff and pupils already have access to a wide range of AI tools and this policy aims to ensure that any that are used to support either group are safe, reliable and appropriately risk assessed before used.

# 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.

When considering and implementing the use of AI in our schools we will:

1. Develop clear AI strategies aligned with our educational vision, addressing governance, safeguarding, and ethical considerations.
2. Have in place staff training, curriculum content and regular communication to raise AI awareness and literacy for all stakeholders, including students, staff, and families
3. Ensure that the integration of AI includes a review of curriculum content and assessment methods, with a focus on developing critical thinking and AI literacy skills.
4. Ensure that the use of AI considers any potential digital divides and aim to ensure equitable access to AI technologies across all schools and student populations.
5. Provide ongoing professional development to equip teachers and support staff with the skills to effectively address the opportunities and risks associated with AI.
6. Implement robust frameworks to address data privacy, bias in AI systems, and the ethical use of AI in education.
7. conduct and participate in ongoing research to evaluate the impact of AI on learning outcomes and teaching practices.
8. Collaborate with other educational bodies, and technology providers as required to share best practices and develop standardised approaches to AI implementation.

Examples of AI tools already available in our schools include [The Key GPT](https://help.thekeysupport.com/hc/en-us/articles/18622285801756-What-is-KeyGPT) as part of our subscription to The Key and Microsoft Co-Pilot as part of our Microsoft 365 subscription.

# Scope

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

Users should adhere to this policy whenever they engage with the AI tools provided or approved by the school.

# Legal framework

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](https://www.gov.uk/government/collections/using-technology-in-education).
* DfE policy on [generative AI in education](https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education)
* New and evolving guidance around the use of AI tools in education

This policy should be read in conjunction with the following policies:

* Acceptable Use of Technology
* Data Protection
* Online Safety
* Child Protection and Safeguarding

# Definitions

* **Artificial intelligence (AI):** An umbrella term for a range of technologies and approaches that often attempt to mimic human thought to solve complex tasks.
* **Generative AI:** AI that can create original content – such as text, images, video, audio – in response to a user’s prompt or request. ChatGPT, Microsoft Co-pilot, and Google Gemini are examples of generative AI chatbots.

# Roles and responsibilities

| Team/individual | Responsibilities: |
| --- | --- |
| Trust and school Leadership teams | * Ensure the development of an overall AI strategy and oversee the implementation of AI tools and ensure alignment with the Trust and its individual schools 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.
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| The Trust Board | * Ensure that the policy reflects the values and ethos of the Trust, 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 (via the risk register) and controlled appropriately.
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| Teaching staff | * Integrate approved AI tools into teaching practice to enhance learning experiences and reduce workload in key areas
* Regularly assess the effectiveness of AI tools in supporting pupil progress, safeguarding and achievement
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| Admin Support staff | * Integrate approved AI tools into key operational activities and reduce workload
* Regularly assess the effectiveness of AI tools in supporting administrative tasks including in finance, HR, Estates, governance and data management
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| IT service providers | * Manage the technical aspects of AI implementation, including data security and system maintenance.
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| External parties (suppliers etc) | * Provide independent expert advice on AI systems.
* Provide evidence and assurance that third party systems are safe, compliant and effective.
* Alert the Trust and/or any of its schools to any changes to their own policies that relate to use of AI.
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| Head of Governance and Data protection officer (DPO) | * Ensure that the development and use of AI tools complies with regulations and existing policies.
* Monitor usage to ensure compliance.
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# Appropriate use of AI in school

All users should be transparent about when and how they use AI. For example, labelling any work that has been wholly or partially created by AI or ‘AI supported’.

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

Users should not enter any original work into AI tools without the creator’s consent. Pupils’ work should not be used to train AI tools.

* 1. **How teachers might use AI:**

| **Example use 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 | ~~Generative AI should not be used to mark pupil work.~~AI tools can be used for simple marking processes where they have been tested to carry out such tasks but will still need close human supervision to ensure there are no misleading or biased results. |
| 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. |

* 1. **How pupils might use AI:**

| **Example use by pupil** | **Considerations** |
| --- | --- |
| To formulate ideas, for example creating essay structures | 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. |
| Generating images to include in assignments | Image generation tools may come at a cost and pupils need to be aware of copyright concerns. |

* 1. **How leaders, the Trust board, LGBs and governance professionals might use AI:**

| **Example use** | **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. |
| Project management | Using AI tools to draft project plans for more complex projects |
| Resource planning | Planning timetables or room allocation for example to maximise operational efficiencies |
| Human Resources | Drafting standardized job descriptions and interview questions for common roles across the Trust |
| Guidance and Training  | Using AI tools to find guidance and links to training on various educational topics – The Key GPT is already available to all Trust staff and governors is a good example of this in action - instead of searching the entire www it searches an already curated library of resources. |
| Data Analysis | With careful consideration of data privacy, teacher training, and ethical guidelines to ensure it benefits both teachers and students effectively AI can help to reduce the time and workload spent in data analysis |
| 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 must not submit work that is not their own. Pupils must identify where AI has been used to support their work.
* Where a teacher suspects that a pupil’s work is not their own, they will investigate and take appropriate action.
* Pupils may be subject to sanctions where AI tools are not used in accordance with this policy, particularly where work is submitted for external assessment.
* Any instances of AI misuse or misconduct that involves AI tools should be reported <Insert reporting procedure as appropriate>
* Staff may not use unauthorised AI on school systems ; for example AI note takers in meetings

# Implementation

In order to implement this policy, each school in the Trust will:

* Conduct a thorough assessment of the school's needs and objectives to determine the most suitable AI tools for implementation.
* 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

This policy will be reviewed annually or as often as 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.