Charter.ai

Headteacher Briefing March 2026

Today's objectives

- ➔ Changing context
- ➔ Reminder of our principles and strategy
- ➔ Some examples in our trust
- ➔ Policy implementation
- ➔ Guidance to parents and students
- ➔ Safeguarding
- ➔ Curriculum
- ➔ Actions

"AI is now in our schools whether we have planned for it or not. Teachers are using it. Students are using it. Leaders are making decisions about it, often without the understanding or support they need. The question is no longer whether AI will shape education, but whether education will shape how AI is used. That is a profoundly different question, and it is one that demands action from all of us."

Professor Rose Luckin, *Educate Ventures Research and UCL*

Shape the Future Coalition Mission Jan 2026:

- **AI & Digital Pedagogy** will examine how AI tools might transform teaching practices, instructional design and classroom interaction patterns. This might include investigating the potential integration of AI-powered learning tools, their possible impact on pedagogical approaches, and the development of new teaching strategies that could effectively leverage AI capabilities.

- **Leveraging Data and Generating Insights** will explore how schools might effectively utilise the vast data generated through AI systems to inform teaching and learning decisions. This might include investigating potential approaches to data analysis, visualisation and interpretation that could be accessible to educators, as well as examining how data-driven insights might be meaningfully integrated into pedagogical decision-making.

- **Business, Operations Systems and AI** will explore the strategic integration of AI-enhanced solutions across school, college and trust environments. This will include evaluating how artificial intelligence can streamline administrative workflows, optimise communication networks and facilitate data-driven leadership decisions whilst strengthening operational efficiency.

- **Addressing Inequity and the Digital Divide** (sponsored by Good Future Foundation) will examine how AI implementation might interact with existing patterns of educational inequality and explore potential strategies to ensure equitable access and outcomes. This might include investigating issues of technological access, digital literacy development, algorithmic bias, and approaches to using AI to potentially reduce rather than reinforce educational disparities.

- **Implementing Innovative AI** will explore potential approaches to designing, developing and implementing novel AI applications tailored to specific educational needs. This might include investigating processes for identifying opportunities for innovation, co-designing AI tools with educators and learners, and establishing potential frameworks for effectively integrating new AI solutions into existing educational ecosystems.

- **Special Educational Needs and Disability and Personalised Learning** will investigate how AI technologies might support individualised learning experiences for students with diverse needs and abilities. This might include examining how AI tools could potentially assist in identifying learning differences, adapting content and assessments to individual requirements, facilitating more accessible learning environments, and empowering educators to deliver more responsive and tailored instruction whilst maintaining high expectations for all learners.

- **Early Years** will investigate how AI technologies might enhance developmental learning experiences for children in pre-school and reception settings. This might include examining how age-appropriate AI tools could support play-based learning, language acquisition and early numeracy skills, exploring potential frameworks for introducing digital literacy foundations whilst maintaining priority on physical and social development, and investigating how AI might assist educators in observing, documenting and responding to individual developmental trajectories.

Are teachers using AI?

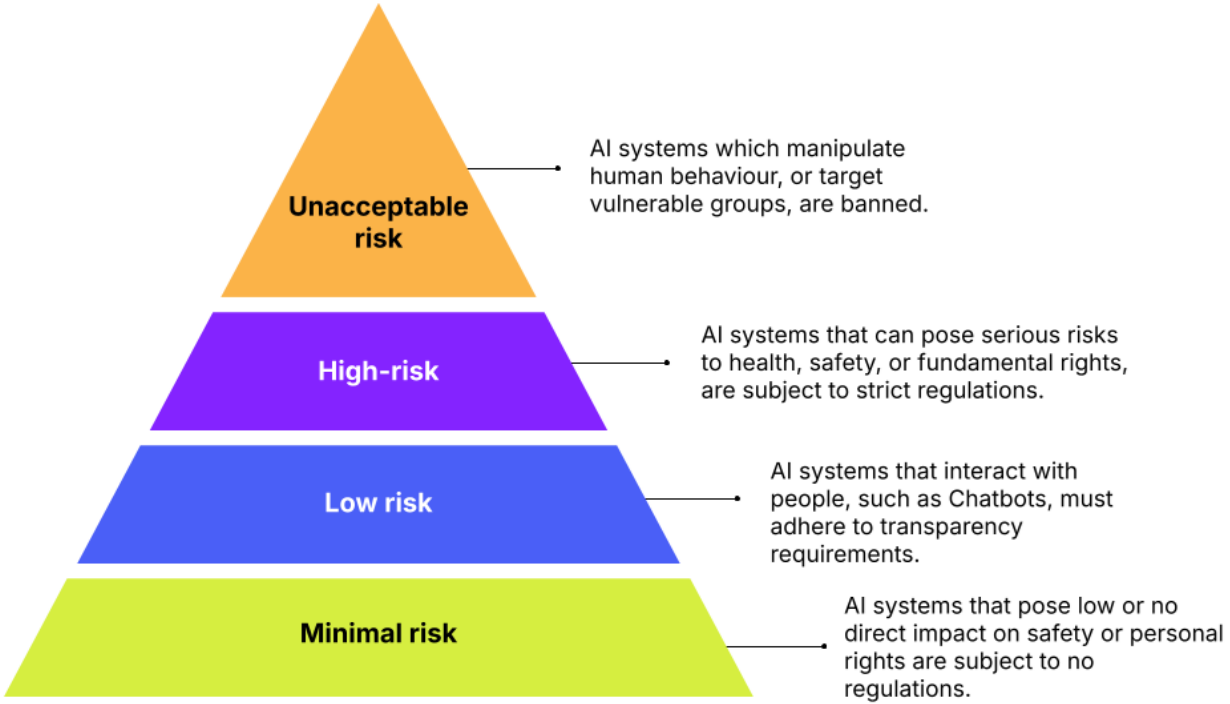
DfE research on technology in schools (2025) reports that 44% of teachers used generative AI for school activities, most commonly for lesson planning and much less for live teaching or marking.

In October 2025, the number of teachers who say they used AI for their work was the 'majority', with 58% reporting they used an AI tool. (Teacher Tapp Data - October 2025)

Those teachers who have NEVER used AI for their work are becoming a smaller group. Last year, it made up 31% of the teachers; this year, that figure has MORE THAN HALVED at just 11%.

The EU AI Act

The EU AI Act builds upon the regulations outline in GDPR.



National context

National policy has also moved from "should we?" to "how do we do this safely?", with DfE guidance setting expectations around professional judgement and safe use, and updated product safety standards emphasising reliability, security, and robustness for tools used in educational settings.

DFE Generative AI Product Safety (2026)

The DfE standards place strong weight on filtering harmful or inappropriate outputs, particularly where content is delivered directly to pupils.

If you're approving an AI tool to use with pupils, you might ask:

- What content does it filter?
- How are sensitive topics handled?
- Are there safeguards in place, or does the tool simply display whatever the AI model produces?

AI in education is moving fast - and standards around safety are evolving with it. The DfE's shift from expectations to standards shows that safe, responsible AI is becoming embedded practice across the sector.

National Updates

New DfE Safety Standards: Stringent controls launched for school AI tools to safeguard pupil mental health and cognitive development.

DFE AI tutoring & edtech pilots expand.. DfE set out a trial of "safe AI-powered tutoring tools" targeted at disadvantaged pupils, alongside a £23m expansion of AI/edtech pilots to >1,000 schools and colleges from September. Full school availability expected by the end of 2027.

AI Skills Hub: Launch of dedicated resource for AI literacy.

Assessment & Regulation (Ofqual):

- AI approved by Ofqual for quality assurance and detecting marking patterns.
- **Ban on "Sole Marking":** Human oversight remains mandatory due to "black box" transparency risks.
- Ongoing investigation at Ofqual into AI risks regarding coursework integrity, part in English and History A level..
- LLM handwriting recognition capabilities improving, smartphone bans in schools, exam boards very keen on moving to computer assessments, Ofqual less so.

Operational Efficiency: DfE transitioning to use AI for up to 80% of external correspondence.

Charter guiding principles

Personalised learning

AI can enhance learning through targeted tasks and feedback

Reduce workload

AI can reduce workload in aspects such as admin, lesson preparation and marking.

AI won't replace everything

AI should not replace everything such as writing and hands on learning.

Growth mindset

AI can help teachers, leaders, pupils to innovate and improve current performance.

AI should support, not replace teachers. It will always take a human connection to teach. The role of AI is to enhance and support.

Our AI strategy (March 2026)

2025	2026	2028	20XX
AI Working Party	**AI Foundations**	**Rapid development**	**AI enabled education**
Policy	Staff CPD - some apprenticeships on AI	AI curriculum in schools	Joined up data
Baseline survey data	Develop AI curriculum for pupils	Impact of AI apprenticeships	Evolution of workforce
Brief guidance documents	AI test and trial	Implement and embed AI into operations and strategy	Engage with sector and DFE led rules and regulations

Charter AI updates

- ➔ CPD - London South, Central team, Loughborough, Streatham Wells, Charter Bermondsey, Trustees, Headteachers, Belham, anything else?
- ➔ Some AI marking trials
- ➔ AI lesson for Sixth Formers about AI **misuse** - sent to ND and ED

Examples from our Trust

Simplifying complicated slides

Creation of simple worksheets for nurture groups

Notebook LM revision resources

Creating model answers

Fill in the gap exercises

Age appropriate text resources, including course notes at A level

Maths feedback lessons, including creating similar questions, with different numbers so that pupils can apply new learning.

Email templates for parents

Examples from our Trust

KS5 planning - Kate Dougall - text analysis
Placed unseen extracts into AI with the prompt "Can you identify patterns of language in this piece?" it has generated content which helps me to build questions based on the outcomes we want students to get from a piece. E.g. AI spotted a pattern of abstract nouns, so I planned an activity recapping on abstract and concrete nouns, then sent students hunting for them in the extract.

Data analysis - Will Stainsby- Year 8 mid year data analysis - using Copilot
Uploaded Y8 assessment data (% and EIL in subjects) into Copilot and asked it to help me analysis the data with the aim of identifying students that needed most support. I asked it to pay attention to variation within subjects, particular variation for DA students and asked it to compare this Y8 mid year data to students End of Year 7 data.

It identified students that were furthest away from targets and could also cross reference against students with worst attendance.

Challenge: designing the prompts to interrogate the data - this involved numerous tweaks (e.g. include another 2 students), asking Copilot to check its answers..

Future: Need behaviour data in the mix too - however this is a wider challenge as are multiple system (Bromcom, class charts, excel) don't actually talk to each other.

Examples

CNAT marking - Matt Flowers

Set up a project in Chatgpt to mark his CNAT. He has 'trained it' on the resources he has uploaded. And reads every pupil's anonymised work, but the system makes the judgement and gives the feedback.

AI Personal Assistant - Andre Spooner

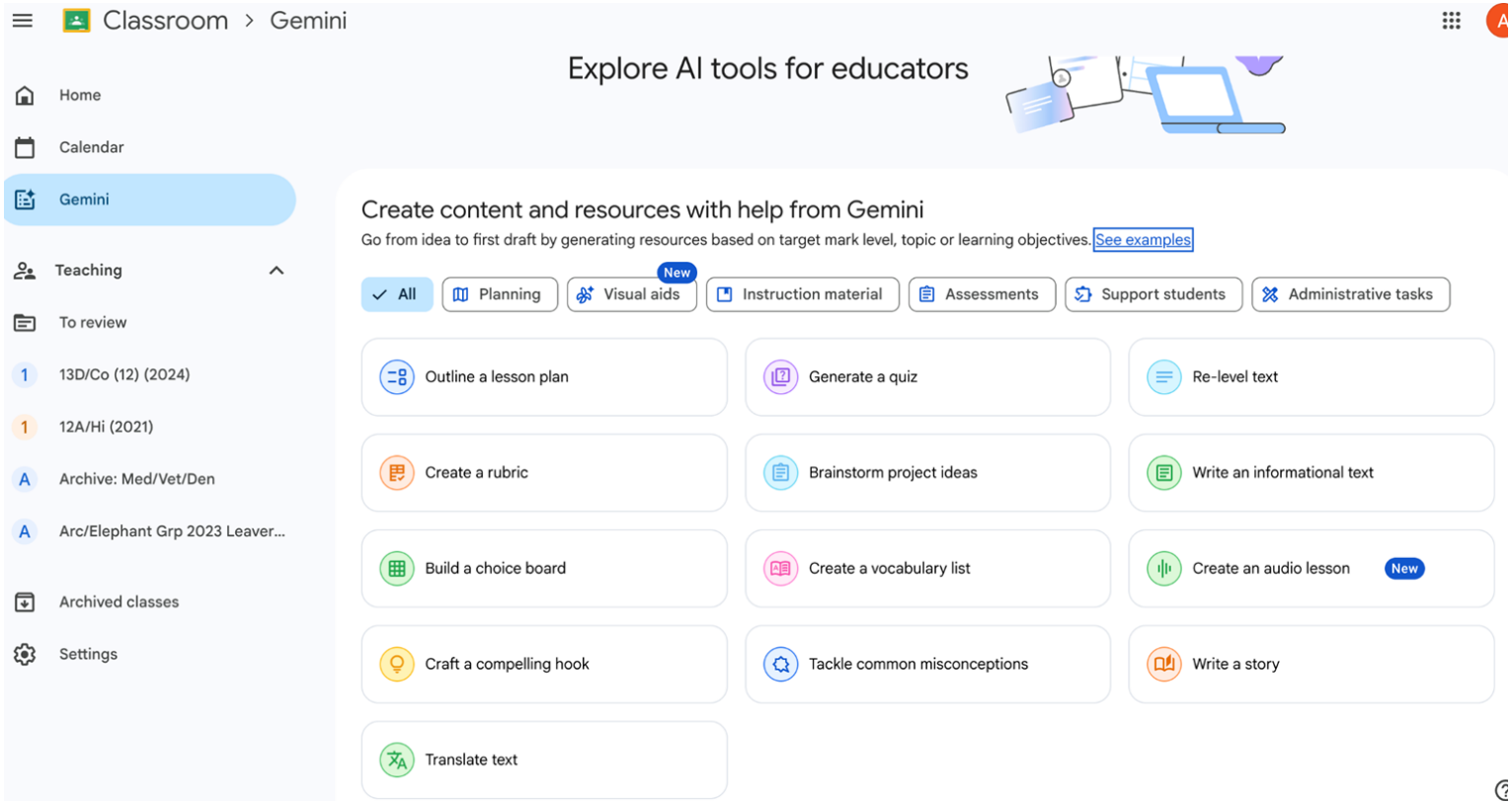
We've been using AI in Computing since September to support pupils. In my lessons we call it the student's Personal Assistant. It helps them break down coding tasks and work more independently.

It's been especially helpful when either myself or Sir Fall are supporting our more vulnerable learners and can't be with the whole class at once. Since we haven't had LSAs for a while, we had to think creatively and put something in place that still supports everyone. It's works well, so it's not unusual for the Computing team at all.

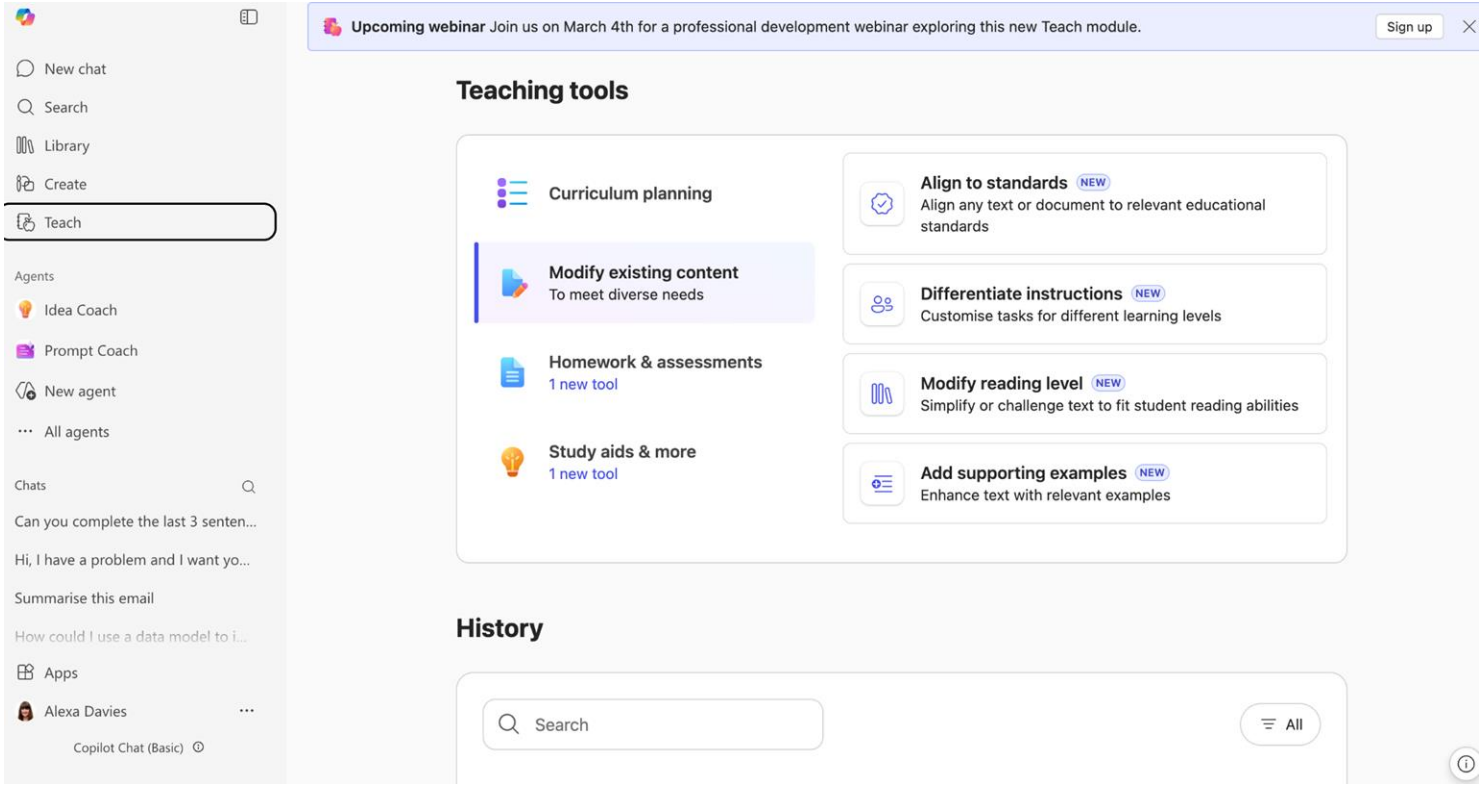
Domain specific guidance for pupils on how to learn with AI - Yoan Graignic

Yoan has designed MFL specific guides on how to use AI to help learn. Especially speaking and pronunciation.

Gemini - integrated in Google classroom.



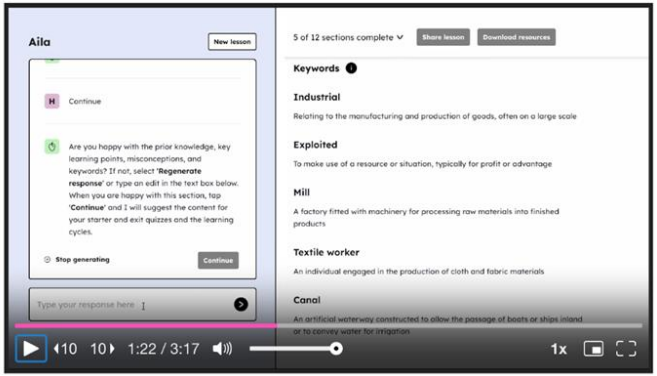
Copilot Teach



Oak National Academy - Aila

- What to expect
- Sample lessons
- Creating a lesson
- Creating teaching materials
- What makes Aila different
- How our AI works
- Give feedback

What to expect



Aila, your AI-powered lesson assistant, can help you create high-quality lessons and teaching materials in minutes. When you're ready, you can download everything in several editable formats to adapt as you like.

Lessons created with Aila include:

- 1 lesson plan
- 1 slide deck

Goals 2025-26

- ➔ AI policy in use in schools including DPIA - implemented by Headteachers
- ➔ Staff CPD training -ongoing - including beyond our Trust
- ➔ Explore AI Curriculum for pupils - pupil guidance in the meantime.
- ➔ AI pilots - many staff are using AI regularly, but not all

Safeguarding

As of 2026, the rapid adoption of AI in schools has introduced several critical safeguarding risks.

Guidance like the UK's **Keeping Children Safe in Education (KCSIE) 2025** and **UNICEF's 2025 Global Guidance** now explicitly categorize AI as a major area of concern for school leaders and Designated Safeguarding Leads (DSLs).

- **Generation of harmful & illegal content** e.g. deepfakes and the ability to bypass filters
- **Data Privacy & "The Black Box"**
    - Free AI tools often use user inputs to train their models. If a teacher enters a student's name, SEN (Special Educational Needs) status, or behavioral notes into a chatbot for a report, that sensitive data may be stored externally and potentially leaked.
    - Many AI systems are "black boxes," making it difficult for schools to know exactly how a student's data is being processed or who has access to it, complicating GDPR compliance
- **Psychological & emotional risks** Students may confide sensitive or suicidal thoughts to chatbots instead of human staff. It may provide non-validating or even dangerous advice.
- **Hallucinations & disinformation:** AI can confidently present false information as fact. If students rely on AI for research without critical thinking, they are more susceptible to misinformation and conspiracy theories

Deepfakes

Different types, including face swapping, voice cloning, lip syncing, and fully synthetic media.

Spotting deepfakes is harder than ever,

Real-world threats include:

- **Political Disinformation**
- **Financial Scams** deepfakes supercharge common scams — including emergency family scams, investment fraud, and romance scams..
- **Non-Consensual Intimate Image (NCII) Abuse** deepfakes aggravate NCII abuse,.
- **Harassment & Reputational Harm**

What can schools do to safeguard?

Risk Category	Safeguarding Action
Content Safety	Implementing AI-specific filtering and monitoring that scans for intent, not just keywords.
Data Privacy	Mandating **Data Protection Impact Assessments (DPIAs)** before any AI tool is adopted.
Peer Abuse	Updating "Acceptable Use Policies" to include specific bans on AI-generated "deepfakes."
Staff Training	Providing DSLs with "Top-Up Certificates" in AI Safeguarding to recognize new digital red flags.
Curriculum	The introduction of Media and Artificial Intelligence Literacy within the PISA assessment from 2029 highlights the global importance being placed on this area.

Another risk - Erosion of critical thinking

A landmark longitudinal study from the **MIT Media Lab** (July 2025) provides the most sobering evidence to date regarding long-term AI use.

- **Neural & Linguistic Decline:** Participants who exclusively used LLMs to draft essays over a four-month period showed **weaker brain connectivity** and lower memory retention compared to those who worked manually or used search engines.
- **The Persistence Effect:** Most notably, the study found that "sluggish" brain activity persisted even **after participants stopped using AI**, suggesting that outsourcing thought can have a lasting impact on cognitive habits (MIT Media Lab, 2025).
- **Knowledge Ownership:** 83% of students in the AI-reliant group could not recall key points of their own essays, demonstrating a significant decrease in the "sense of ownership" over their intellectual work.

59% of students are worried AI could reduce their critical thinking, and 49% are worried about becoming over-reliant on AI tools (**Turnitin 2025**)

What should we be teaching pupils? Curriculum implications

Big Education AI Project Report

Safety and ethics?

PSHE?

Careers?

Metacognition?

What could be the impact on our school curriculums and staff CPD?

Actions

- ➔ Join Shape the Future Coalition
- ➔ Read The Big AI report
- ➔ Implement **AI policy**
- ➔ Provide staff **CPD** on policy, importantly 'closed AI'. Also Turniton have CPD available for teachers or non teaching staff. It can be bespoke. Please let me know.
- ➔ Share pupil and parent guidance documents in newsletters / at SL meetings
- ➔ Encourage staff to join **AI Working Party**. Need help with **curriculum** development.
- ➔ Encourage **AI pilots** which will help both staff and pupils.