



Newchurch St Nicholas CE Primary School

Whole School Policy Use of AI in schools	
Written By	G Callaghan
Date	September 2025
Approved by FGB	
Date of Review	September 2026

Start children off on the way they should go, and even when they are old they will not turn from it.
Proverbs 22:6

Vision:

Newchurch St Nicholas is a school which supports all its community to thrive and flourish now and in the future. Everyone in the community is empowered to hold a strong sense of **personal identity, an unshakable notion of their **self-worth**, recognise their God-given **potential** and the impact of **God's love** on them.**

Introduction

Artificial Intelligence (AI) isn't new technology but is being increasingly used on various digital platforms to enhance posts, inform social media/tech and many other areas of digital media. This policy outlines the principles and guidelines for the responsible and effective use of Artificial Intelligence (AI) tools and technologies within Newchurch St Nicholas CE Primary School. It aims to harness the potential benefits of AI to enhance teaching, learning, and school operations while mitigating potential risks and ensuring ethical considerations are at the forefront. This policy aligns with our school vision to provide bespoke and innovative teaching, empowering children to flourish with the knowledge and skills for life. It also supports our school improvement priorities, particularly in developing the quality of written work and oracy.

The growing number of new applications in recent years is becoming an increasing challenge for schools and the wider society. For this reason, Newchurch St Nicholas CE have now arrived at a position on the use of AI as part of our education offer to make clear how we can utilise AI in a way that enhances the learning experience for young people. As part of an

equitable and accessible curriculum, AI could enhance the learner experience for students such as those classified as EAL, as just one example.

Newchurch St Nicholas CE acknowledges the profound impact these innovations have on education, research, and society. The school is committed to embracing the opportunities AI tools offer, focusing on their integration into the curriculum and the development of essential skills for our students. Generative AI for example takes a written prompt and runs it through an algorithm to generate a new 'natural' seeming content. Such tools include:

- Chatbots such as ChatGPT, M365 Copilot and SLTai.

We emphasise the importance of recognising both the capabilities and limitations of AI, reinforcing the principle that technology should enhance, not replace, the core values of hard work, mastery, and understanding. There is a clear opportunity here to embrace this technology to further add quality to application of knowledge or skills, from a student perspective and not replace.

Teachers are pivotal in guiding students in the safe and beneficial use of AI tools, fostering the value of insight, imagination, and creativity in an increasingly AI-driven world. Generative AI tools are designed to provide human-like responses by simulating human intelligence or behaviour. We live in a digital age; we are preparing young people to go onto employment where AI tools will be commonplace so cannot move away from having a firm policy/stance on the use of AI as part of an education offer.

Scope

This policy applies to all members of the school community, including:

- All staff (teaching and non-teaching)
- Children
- Parents/Carers
- Governors
- Volunteers
- External partners and visitors using school resources

This policy covers all AI-powered tools and applications used within the school environment, including but not limited to:

- Educational software and platforms using AI algorithms
- AI-powered assessment and feedback tools
- AI-driven assistive technologies for children with SEND
- AI applications for administrative tasks (e.g., scheduling, data analysis)
- AI tools used in computing lessons (e.g., for coding, robotics)

Legal and Ethical Framework

This policy is informed by and adheres to the following legal and ethical frameworks:

- **UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018:** Ensuring the privacy and security of personal data processed by AI systems.

- **Children Act 2004:** Safeguarding and promoting the welfare of children.
- **Equality Act 2010:** Promoting equality and preventing discrimination in the use of AI.
- **Copyright, Designs and Patents Act 1988:** Respecting intellectual property rights when using AI-generated content.
- **NSPCC Guidelines on Online Safety:** Ensuring children are safe online when using AI tools.
- **DfE Guidance on the Use of Technology in Education:** Following best practises for integrating technology into teaching and learning.
- **UNESCO's Recommendation on the Ethics of Artificial Intelligence:** Promoting ethical principles in the development and use of AI.

Principles of AI Use at Newchurch St Nicholas CE

The use of AI at Newchurch St Nicholas CE will be guided by the following principles:

- **Child-Centred:** AI should be used to enhance the learning experience and promote the well-being of all children.
- **Equity and Inclusion:** AI should be used in a way that promotes equity and inclusion, ensuring that all children have access to the benefits of AI, regardless of their background or ability. This is particularly important given our 55% PP and commitment to supporting children with SEND.
- **Transparency and Explainability:** The use of AI should be transparent, and the reasoning behind AI-driven decisions should be explainable.
- **Data Privacy and Security:** The privacy and security of children's data must be protected at all times.
- **Human Oversight:** AI should be used to augment, not replace, human teachers and staff. Teachers retain ultimate responsibility for children's learning and well-being.
- **Professional Development:** Staff will receive appropriate training and support to effectively use AI tools and understand their implications.
- **Critical Thinking and Digital Literacy:** Children will be taught to critically evaluate information generated by AI and to develop strong digital literacy skills.
- **Safeguarding:** All AI tools will be assessed for safeguarding risks before implementation.

Roles and Responsibilities

- **Headteacher:** Overall responsibility for the implementation and monitoring of this policy.
- **Computing Lead:** Responsible for researching, evaluating, and recommending AI tools for use in the school. Also responsible for providing training and support to staff on the use of AI.
- **SENCO:** Responsible for ensuring that AI tools used to support children with SEND are appropriate and effective.
- **Teachers:** Responsible for using AI tools effectively and ethically in their teaching practice and for monitoring the impact of AI on children's learning.
- **Parents/Carers:** Responsible for supporting their children's learning with AI tools at home and for raising any concerns they may have with the school.
- **Governors:** Responsible for overseeing the implementation of this policy and for ensuring that the school is using AI in a responsible and ethical manner.

- **Data Protection Officer (DPO):** Responsible for advising the school on data protection matters related to the use of AI. [If the school has a designated DPO - if not, this responsibility falls to the Headteacher.

Implementation Strategies

- **Needs Assessment:** Conduct a thorough needs assessment to identify areas where AI can be used to enhance teaching, learning, and school operations.
- **Pilot Projects:** Implement AI tools in pilot projects to evaluate their effectiveness and identify any potential challenges.
- **Staff Training:** Provide comprehensive training to staff on the use of AI tools, including ethical considerations and data privacy.
- **Curriculum Integration:** Integrate AI into the curriculum in a way that supports children's learning and develops their digital literacy skills.
- **Parent Engagement:** Engage parents in discussions about the use of AI in the school and provide them with resources to support their children's learning at home.
- **Safeguarding Assessments:** Conduct thorough safeguarding assessments of all AI tools before implementation.
- **Data Protection Impact Assessments (DPIAs):** Conduct DPIAs for any AI tools that process personal data.
- **Acceptable Use Agreements:** Develop acceptable use agreements for staff and children outlining the responsible use of AI tools.

Assessment and Feedback

AI-powered assessment tools may be used to provide personalised feedback to children and to identify areas where they need additional support. Teachers will carefully review and validate the feedback provided by AI tools to ensure its accuracy and relevance. Children will be taught to critically evaluate the feedback provided by AI tools and to use it to improve their learning. The school will monitor the impact of AI-powered assessment tools on children's learning and well-being.

Specific Considerations for Children with SEND

AI-powered assistive technologies may be used to support children with SEND, such as text-to-speech software, speech recognition software, and personalised learning platforms. The SENCO will work with teachers and parents to identify the most appropriate AI tools for each child's individual needs. The school will ensure that children with SEND have access to the necessary training and support to use AI tools effectively. The impact of AI tools on children with SEND will be carefully monitored.

Monitoring and Review

This policy will be reviewed annually by the Headteacher, Computing Lead, SENCO, and a Governor representative. The review will consider the effectiveness of the policy, any changes in legislation or guidance, and any feedback from staff, children, and parents. The policy will be updated as necessary to ensure that it remains relevant and effective. The

school will monitor the use of AI tools and their impact on children's learning, well-being, and development. The school will report on the use of AI in the school to the Governing Body.