Use of AI in Schools - POLICY

Approved by	**RET Board**	Approved on	**May 2025**
SLT contact	**Headteacher**	Revision due	**Every 2 years**

RUSSELL EDUCATION TRUST

1. **Introduction**
   a. This 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.

2. **Objectives**
   a. This 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 staff.
      4. To promote an understanding and ethical use of AI among students
      5. To protect the data privacy and rights of our school community in line with GDPR.

3. **Enhancing educational experience through the integration of AI.**
   a. **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.
   b. Examples include:
      1. Adaptive Learning Platforms: Customise content and difficulty based on student performance.
      2. Intelligent Tutoring Systems: Offer personalised guidance and feedback, simulating a one-on-one tutoring experience.
      3. Interactive Educational Games: Adapt challenges to match the student's learning curve.
   c. Guidance at RET in Adopting Student-Facing AI Tools
      1. Understand the Tool: Teachers and leadership should familiarise themselves with AI tool capabilities and integration methods.
      2. Data Privacy: Ensure compliance with data privacy laws (see below).
      3. Supplement Teaching: Use AI tools to enhance, not replace, traditional teaching.
      4. Monitor and Evaluate: Regularly assess the effectiveness of AI tools.
      5. Professional Development: Receive training in using AI tools effectively (see below)
      6. Encourage Critical Thinking: Promote critical evaluation of information provided by AI.
      7. Equity and Accessibility: Ensure AI tools are accessible to all students, including those with SEND and are used to enhance inclusion.

4. **Planning and preparation AI applications**
   a. 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.
   b. Examples include:
      1. AI-powered resource creation tools: AI tools can be used to create lesson plans, or resources saving time (see more below) and personalising resources to particular needs of pupils or groups of pupils.
      2. 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.
      3. Personalised Content Recommendations: AI systems can recommend educational content and activities tailored to the class's learning level, interests, and past performance.
   c. Guidance at RET in Adopting AI Tools for Planning

1. 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 (see below) to help develop their understanding.
2. Data-Informed Decisions: Teachers should use AI tools to make informed decisions about lesson content and structure, while maintaining pedagogical autonomy.
3. Collaborative Planning: AI tools can be used to facilitate collaboration among teachers, enabling the sharing of resources and best practices.
4. Continuous Learning: Engage in ongoing professional development to stay updated with the latest AI tools and methodologies in education (see below)
5. Feedback and Adaptation: Regularly gather feedback on the effectiveness of AI-aided lesson plans and adapt strategies accordingly.
6. Ethical Considerations: Ensure that the use of AI respects student privacy and promotes equitable access to education.
7. Data compliance: Ensure AI tools comply with relevant data regulations (See below)

5. Data analysis AI applications

a. 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.

b. Examples include

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

c. Guidance for RET Schools in Adopting AI Tools for Data Analysis

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

6. Supporting staff wellbeing through workload reduction using AI.

a. RET aims to leverage the power of AI to support teacher wellbeing by reducing workload. AI-powered tools can achieve this. AI-powered tools are designed to significantly reduce the workload of teachers, thereby enhancing the efficiency and effectiveness of their teaching practices.

b. Examples of the ways AI can be used for workload reduction:

1. Grading Automation
2. Personalised Learning Plans
3. Administrative Tasks

4. Lesson Planning
5. Student Engagement
6. Language Translation
7. Behaviour Monitoring
8. Professional Development
9. Parent Communication
10. Resource Management

7. AI and Marking

a. RET recognise the demands on staff workload in regard to marking. Staff will always get the best from students with a clear understanding of the students' strengths and weaknesses. AI can be used to mark student work as it can give incredibly detailed feedback. However, this must always be balanced with the teacher having a solid knowledge of the students' abilities from their own assessment of student work.

8. AI and Report Writing

a. Giving parents feedback on students' progress is a vital part of building positive relationships with families. Statement banks and Bromcom report builder continue to be used to reduce workload and ensure precision in report writing. If AI is used to support report generation (CoPilot only) the following should apply.
   - Full student names should not be entered into AI
   - Subject reports should generally be no more than three or four sentences in length. AI will typically produce longer reports
   - Prompts should be used to avoid overly expressive language
   - Using your own bot to learn your style of report writing or using add-ons such as 'clone my tone' are useful
   - Output MUST be checked and personalised

9. Professional responsibility

a. In the integration of AI tools to support teaching and reduce workload, it is crucial to emphasise the professional responsibility and oversight of teachers at RET retain in managing and utilising these tools. While AI offers substantial benefits in terms of efficiency and personalisation, the ultimate responsibility for the educational process remains with the teachers. This section outlines key aspects of maintaining professional responsibility and oversight when using AI tools in education.

10. Understanding and Expertise

a. Continuous Learning: Teachers should engage in ongoing professional development to understand the capabilities and, importantly, the limitations of AI tools. This knowledge enables them to effectively integrate AI outputs into their teaching strategies.
b. Critical Evaluation: Educators must critically evaluate and interpret the data and suggestions provided by AI tools, using their professional judgement to make final decisions.
c. Ethical Use and Data Privacy
d. Adherence to Ethical Standards: Teachers must ensure that the use of AI tools aligns with ethical standards in education, particularly regarding fairness, transparency, and inclusivity.
e. Data Privacy Compliance: Educators are responsible for safeguarding student data. It's imperative to ensure that AI tools comply with data privacy laws and school policies (see below).
f. Monitoring AI Tools: Regular monitoring of the AI tools is essential to ensure they function as intended and contribute positively to the learning process.
g. Feedback Loop: Establish a system for providing feedback on the AI tools' performance, contributing to their continuous improvement.

11. Collaboration and Communication

a. Collaborative Approach: Encourage collaboration among educators in using AI tools, promoting the sharing of experiences, insights, and best practices.

b. Communicating with Stakeholders: Maintain open communication with students, parents, and administrators about the role and impact of AI tools in education, ensuring transparency and building trust - see below.

12. Promoting an understanding and ethical use of AI among students, staff and wider stakeholders.

a. **Staff training**

At RET we believe comprehensive staff training is essential for the effective integration of AI in education. It equips educators with a thorough understanding of AI tools, allowing them to enhance teaching and learning experiences. Training also ensures adherence to ethical standards and data privacy, important when handling sensitive student information. An appropriate series of professional training will accompany the adoption of AI applications. Different training levels should be based on staff roles (e.g., basic AI literacy for all, advanced analytics for data-focused roles).

b. **Transparency with stakeholders: pupils, parents, governors**

In implementing AI in education, transparency with stakeholders - pupils, parents, and governors - is crucial. RET will communicate with our community where, how and why we are using AI. Pupils should understand how AI impacts their learning, while parents need to know how it enhances education and safeguards privacy. Governors require detailed updates on AI strategies, educational impacts, and ethical compliance.
Share updates with parents and governors about AI's role in the school, including successes and challenges.

c. **Student Feedback:** Create formal avenues for students to share their experiences with AI tools.

13. To promote an understanding and ethical use of AI among students

a. **Curriculum**

The curriculum in RET schools should ensure the following are covered in ether computing or in PSHCE.

1. What is AI and how does it work?
2. What are the benefits of AI?
3. What are the risks with AI: Safeguarding
4. What are the risks with AI: Plagiarism
5. AI and my Future Career

b. Students and staff should all adopt the fivevisual guides as shown in the appendices 1-5

14. Examinations and Coursework

a. AI should not be used to complete coursework or be used to cheat in examinations. Students work should be their own. For further guidance please see the policy document entitled 'AI Malpractice Procedure'

15. Coursework Procedure

a. At the start of a course students should be briefed on the JCQ guidelines and should read the 'AI and Malpractice Procedure'

b. At the start of an assessed piece of work or NEA students should be reminded of the expectations and visibly shown a working example of a plagiarism and AI checker such as 'Turnitin'

c. Mandatory checks with Turnitin for coursework submissions can be beneficial to avoid unexpected results and moderations after submissions.

16. General Student Use

a. Staff should ensure that students using the traffic light system when completing any classwork or homework.

b. Staff should ensure that students are aware of the traffic light system

1. Red – AI should not be used at all. This is the default setting when completing work
2. Amber – AI can be used to help support learning, giving ideas, structuring answers, sentences starters etc.

3. Green – AI can be used in whatever capacity it is required so long as safeguarding and GDPR issues are considered .

17. Safeguarding

The DSL should ensure that safeguarding aspects of AI are fully explored, understood and shared with curriculum leaders. Deep fake, AI Chatbots, Fake news and algorithms for example need fully be explained to students.

18. Ensuring AI tools are appropriately data compliant

a. In adopting AI tools in RET schools it is imperative we ensure compliance with the General Data Protection Regulation (GDPR). GDPR compliance is crucial for protecting the privacy and personal data of students and staff, and for maintaining the integrity and trustworthiness of the educational institution. The following points outline key considerations in ensuring that AI tools are GDPR compliant:
   1. Copilot is the default AI tool with built in GDPR compliance.
   2. 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. Regardless of encryption, storage, data collection (AI tools apart from Copilot):
      - Staff should not input student names
      - Staff should not input the school name or trust
      - Staff should not input staff names
   3. 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. Where required parental consent will be requested when using AI tools that process student data.'
   4. Data Minimisation: 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.
   5. 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.
   6. 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.
   7. 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.
   8. 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.
   9. Incident Response Plan: Develop and maintain an incident response plan to address any data breaches or GDPR non-compliance issues promptly and effectively.

19. Approval and Accountability

a. Designated school leaders overseeing AI implementation.
   To ensure a structured and responsible approach to AI implementation in the school, designated school leaders should be assigned to oversee this integration. These leaders are responsible for guiding and supervising all aspects of AI adoption. Their roles include evaluating the educational value of proposed AI tools, ensuring compliance with legal and ethical standards, and aligning AI initiatives with the school's educational goals and policies.

b. These leaders should also facilitate cross-departmental collaboration (where appropriate in secondary settings), ensuring that the voices of educators, IT staff, and other stakeholders are considered in the decision-making process. Regular training and professional development should be provided to these leaders to keep them updated on the latest AI advancements and best practices in educational technology.

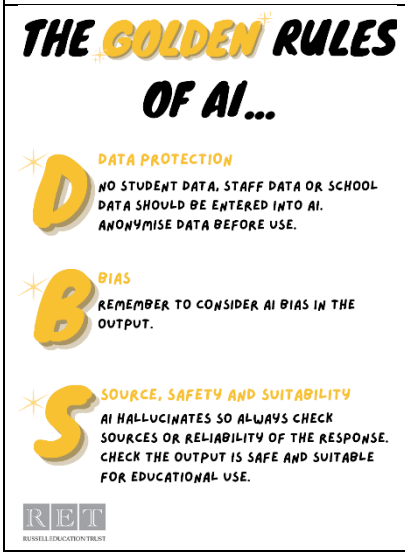
c. Require a trial period for new AI tools before full-scale implementation, with feedback from staff and students.

20. Processes for sign off on the introduction of AI tools

a. The introduction of AI tools at RET follows a formalised approval process to ensure accountability and alignment with the school's educational objectives. This process includes: a detailed proposal, including the purpose, benefits, costs, and potential risks associated with the AI tool. An impact assessment, focusing on educational outcomes, data privacy, and ethical considerations.

b. The CEO and RET Operations Manager are the designated leaders overseeing AI implementation in RET schools and they will approve or decline proposals in consultation with Headteachers and Advisers.

Appendix 1



Appendix 2

Appendix 3

Appendix 4

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. **You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.**
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. **You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.**
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. **You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.**

Appendix 5