



Coton-in-the-Elms Primary School

Artificial Intelligence (A.I.)

Version	Last Review	Reviewed by	Next Review	Comments
1	December 2023	S. Adams	February 2027	New policy in light of use of Artificial Intelligence in schools to enhance the curriculum. Consideration made for potential risks

Perseverance Enjoyment Awe and wonder Compassion Excellence

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1. Introduction

At Coton-in-the-Elms CE Primary School, we understand that Artificial intelligence (AI) is a useful tool which can be used by both teachers and pupils. In recent years, the development in AI has opened doors and has shown that the technology is very capable of achieving a large amount.

This policy aims to outline the following things:

- Acceptable usage of generative AI by members of staff.
- Acceptable usage of generative AI by pupils in lessons.
- Potential risks related to AI technology.

Teacher workload is an important issue and we are committed to helping teachers spend less time on non-pupil facing activities.

We are working with the education sector and with experts to identify opportunities to improve education and reduce workload using generative AI.

Having access to generative AI is not a substitute for having knowledge in our long-term memory. To make the most of generative AI, we need to have the knowledge to draw on.

We can only:

- *learn how to write good prompts if we can write clearly and understand the domain we are asking about*
- *sense-check the results if we have a schema against which to compare them*

Generative AI tools can make certain written tasks quicker and easier, but cannot replace the judgement and deep subject knowledge of a human expert. It is more important than ever that our education system ensures pupils acquire knowledge, expertise and intellectual capability.

*Extract taken from: Policy paper - **Generative artificial intelligence (AI) in education** - Updated 26 October 2023*

2. Acceptable usage of generative AI by member of staff

Generative AI is the given term to technology which creates new media when given a prompt. There are different platforms that provide this service and many are tools which

teaching staff can and do use in schools. However, not all uses of AI is acceptable. Below are some examples of acceptable usage of AI.

- Example writes- Generate AI can create example texts for English/ reading lessons. AI can be fed features it needs to include as well as themes and characters.
- Pupils reports- Software can be used to create pupil reports. Teachers input targets and key prompts to create a well written cohesive report.
- Art- AI can be used to create art for the classroom by staff members. This art could be used for the following subjects: Art, English, Comprehension or even RE.

Despite the great tool AI can be for staff members, there is one rule which must be followed. All generated material used in and out of the classroom by staff members must be checked and approved by the staff member in its entirety. AI generated materials must be read and checked to ensure they are accurate and appropriate for usage e.g. examples texts are read and checked that they are suitable for the class. The staff member who used the software is responsible for material just as they would be for any other material they have made.

AI generated material does not replace quality work created by real people. Children at our school come across a wide range of art and literature as outlined in our curriculum.

3. Acceptable usage of generative AI by pupils in class

Similarly, to AI being a tool for staff, it can also be part of the learning process. The Department for Education recommends that using AI tools are incorporated into lessons. It can be a tool for pupils to be creative and explore an ever-growing area of the workplace. Below are a couple of examples of how AI can be used in our school.

Generative software is not regulated or checked with the intention of it being used in lessons. All software used must be child focused as some AI can generate inappropriate content. If a staff member is unsure about the safety of a piece of generative software, then they should stay on the side of caution and not use it.

All staff and pupils must sign the Acceptable User Agreement. This can be found in each child's planner. The form to be signed by staff is included in the Computing Policy.

4a. Potential Risks

Data security

Some AI software requires the user to input data. The software then has the ability to store that data if it chooses. It is because of this that no staff or pupil should input any personal or sensitive data into any piece of AI software. For example, random names should be inputted and replaced at a later date.

Intellectual property

Most generative tools will use the inputs submitted by users to further train and refine their models.

However, pupils own the intellectual property (IP) rights to original content they create. Original content is likely to include anything that shows working out or is beyond multiple choice questions. Intellectual property can only be used to train AI if there is consent from the rights holder or an exemption to copyright applies. Some tools allow users to opt out of inputs being used to train the models.

Staff must not allow or cause pupils' original work to be used to train generative AI models.

They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in real life RE activities.

We recognise that in all classes, children have a wide range of abilities and beliefs, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

4b. Mitigations

AI systems are subject to novel security vulnerabilities that need to be considered alongside standard cyber security threats. When the pace of development is high – as is the case with AI – security can often be a secondary consideration. Security must be a core requirement, not just in the development phase, but throughout the life cycle of the system.

Resolving Problems

Staff need to consider what could go wrong before entering into using AI. Nobody is perfect, and pupils are likely to do something that could cause a possible risk. Staff must talk to children about what to do when this happens. This should include: how should the child respond? Who should they tell? And what are the consequences for not following the agreement? One of the most important things for a young person to learn is the value of seeking help from a trusted adult when something goes wrong online. As such, the consequences should take a restorative approach and look at teaching the child about where or how the issue occurred. If there is a serious breach or the behaviour does not improve then school must seek external support from the Cyber Awareness team

Refer to: [Guidelines for secure AI system development - NCSC.GOV.UK](#) for the most up to date guidance on addressing risks/threats.