Harbour
Schools Partnership
A guiding light for education

Artificial Intelligence (AI) Policy

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Reviewed on:

Author/owner: Board of Trustees

Anticipated Review: 2-yearly

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association.

Introduction

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	Sept 25	New Policy	New	To support the introduction of use of AI in Trust schools

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1.0 Introduction

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. This 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.

2.0 Objectives

This policy is designed:

To enhance the educational experience through the integration of AI.

To support staff wellbeing through workload reduction using AI.

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

To protect the data privacy and rights of our school community in line with GDPR.

3.0 Enhancing educational experience through the integration of AI

3.1 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. Examples:

- **Adaptive Learning Platforms:** Customise content and difficulty based on student performance.
- **Intelligent Tutoring Systems:** Offer personalised guidance and feedback, simulating a one-on-one tutoring experience.
- **Interactive Educational Games:** Adapt challenges to match the student's learning curve.

3.1.1 Guidance in Adopting Student-Facing AI Tools

- **Understand the Tool:** Teachers and leadership should familiarise themselves with AI tool capabilities and integration methods.
- **Data Privacy:** Ensure compliance with data privacy laws (see below).
- **Supplement Teaching:** Use AI tools to enhance, not replace, traditional teaching
- **Monitor and Evaluate:** Regularly assess the effectiveness of AI tools.
- **Professional Development:** Receive training in using AI tools effectively (see below)
- **Encourage Critical Thinking:** Promote critical evaluation of information provided by AI.
- **Equity and Accessibility:** Ensure AI tools are accessible to all students, including those with SEND and are used to enhance inclusion.

3.2 Planning and preparation AI applications

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. Examples:

- **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.
- **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.
- **Personalised Content Recommendations:** AI systems can recommend educational content and activities tailored to the class's learning level, interests, and past performance.

3.2.1 Guidance in Adopting AI Tools for Planning

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

3.3 Data analysis AI applications

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. Examples:

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

3.3.1 Guidance in Adopting AI Tools for Data Analysis

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

4.0 Supporting Staff Wellbeing through workload reduction using AI

Schools may leverage the power of AI to support teacher wellbeing by reducing workload. AI-powered tools can achieve this. TeachMateAI is being supported by the Trust. It offers an AI-powered digital assistant for teachers, offers a range of tools designed to significantly reduce the workload of teachers, thereby enhancing the efficiency and effectiveness of their teaching practices. Examples:

- **Automating Administrative Tasks:** AI specialises in automating tasks. These include creating bespoke lesson plans, instant teacher presentations, and generating personalised student reports. This automation allows teachers to devote more time to direct student interaction and pedagogical planning.
- **Content Creation and Management:** Teachers often spend a significant amount of time creating educational content like model texts and comprehension texts. AI assists in this process, generating high-quality content that can be used in classroom instruction.
- **Streamlining Lesson Planning:** The AI tool aids in lesson planning by providing templates and suggestions based on curriculum requirements and student data. This feature enables teachers to develop comprehensive lesson plans more quickly and efficiently.

4.1 Professional responsibility

In the integration of AI tools to support teaching and reduce workload, it's crucial to emphasise the professional responsibility and oversight of teachers retain in managing and utilising these tools. While AI offers substantial benefits in terms of efficiency and personalization, 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.

4.2 Understanding and Expertise

- **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.
- **Critical Evaluation:** Educators must critically evaluate and interpret the data and suggestions provided by AI tools, using their professional judgement to make final decisions.

4.3 Ethical Use and Data Privacy

- **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.
- **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).

4.4 Oversight and Feedback

- **Monitoring AI Tools:** Regular monitoring of the AI tools is essential to ensure they function as intended and contribute positively to the learning process.
- **Feedback Loop:** Establish a system for providing feedback on the AI tools' performance, contributing to their continuous improvement.

4.5 Collaboration and Communication

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

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

5.1 Staff training

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 must accompany the adoption of AI applications.

5.2 Transparency with stakeholders: pupils, parents, governors

In implementing AI in education, transparency with stakeholders - pupils, parents, and governors - is crucial. Schools must communicate with their community where, how and why they are using AI. Pupils should understand how AI impacts their learning, while parents need to know how it enhances education and safeguards privacy. Trustees will have oversight on AI strategies, educational impacts, and ethical compliance.

6.0 Ensuring AI tools are appropriately data compliant

When adopting AI tools, it is imperative to 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 Trust's GDPR Policy should be followed, including the process for reporting any incidents. The following points outline key considerations in ensuring that AI tools are GDPR compliant:

6.1 Data Privacy 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.

6.2 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.

6.3 Data Minimization

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.

6.4 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.

6.5 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. Schools should seek advice from DPO to ensure DPIA is complete for the chosen provider.

6.6 Regular audits

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.

6.7 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.

7.0 Approval and Accountability

7.1 Designated school leaders for AI

To ensure a structured and responsible approach to AI implementation in the school, designated school leaders should be assigned to oversee the integration of AI into their school processes.

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.

Designated school leaders should also facilitate collaboration both within their own setting and participate in wider trust networks where applicable, ensuring that the voices of educators, IT staff, and other stakeholders are considered in decision-making processes. 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.

7.2 Approval for use of AI tools

The introduction of AI tools for use within each school will be approved by the Headteacher and Designated School Leader for AI. The decision will take account of the purpose, cost, educational benefits and suitability of the product in line with the requirements of this policy.

8.0 School Designated Leader for AI

Name of School	Hemyock Primary School
Designated School Lead for AI	Chelsea Mann