

ATLP Artificial Intelligence ("AI") Policy



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1. Introduction

Definitions

Artificial Intelligence (AI) – refers to systems that display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals.

Generative AI (GenAI) – refers to technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of sources.

At the Arthur Terry Learning Partnership, we recognise the transformative impact of Artificial Intelligence (AI) and Generative AI (GenAI) in education. These technologies, which include Large Language Models (LLMs) and Natural Language Processing (NLP), offer unique opportunities for both staff and students. For staff, AI can lead to greater time efficiency and the ability to adopt more creative approaches to enhance working practices. Students stand to benefit from personalised learning, enhanced inclusivity, and targeted feedback that supports their academic progress.

This policy provides a comprehensive framework for the integration and management of AI technologies at the Arthur Terry Learning Partnership. Our focus is on ensuring ethical compliance, educational enhancement, workload reduction, data security, and the safeguarding of student well-being. By implementing AI and GenAI tools, we aim to enrich the educational experience while maintaining a commitment to accuracy, safety, and appropriateness in AI-generated content.

The favoured platform is Microsoft Copilot, owing to its seamless integration with Office 365, as well as its superior robustness in terms of data protection. The data remains ring-fenced, ensuring it is inaccessible to the language model and safeguarded under the auspices of Microsoft's Privacy Policy. This is accessible through our schools iPad devices.

Aims and Intentions

Education

When used appropriately, AI has the potential to free up teachers' time, allowing them to focus on delivering excellent teaching.

Our aim is to strategically employ the judicious use of AI across three core areas: supporting workload, personalising learning and innovating to enhance teaching and learning. This aligns with our wider commitment to equip students with the skills, values and knowledge to succeed both now and in the future. It also focuses on supporting teacher workload to improve the work-life balance of staff.

Support Services

AI has the potential to facilitate our support service in better supporting outstanding education. Our aim is to strategically integrate AI across three key areas: supporting workload, improving operational efficiency, and fostering innovation.

This policy applies to all members of the Arthur Terry Learning Partnership community, including staff, students, and wider stakeholders.

2. Roles and Responsibilities

Trustees: Trustees are responsible for providing strategic direction and oversight for the implementation and use of digital devices in schools, which includes access to and use of AI technologies.

Trustees are responsible for ensuring executive leaders develop comprehensive policies regarding AI use and have regard for AI's impact on key strategic areas. They must regularly review and update these policies to reflect emerging technologies, legal requirements, and ethical considerations.

Trustees are responsible for ensuring that the Trust's policies and procedures regarding AI use in schools comply with all relevant laws and ethical guidelines. They must ensure mechanisms for monitoring compliance are in place and that any breaches of policy or ethical standards are appropriately addressed by the executive team.

Executive Team & Digital Transformation Lead: The Executive Team in conjunction with the Digital Transformation Lead are responsible for identifying potential risks associated with AI use, such as data privacy, bias, and security. They must ensure that appropriate risk management strategies are in place and that these strategies are regularly evaluated and adjusted as necessary.

The Digital Transformation Lead is responsible for ensuring that AI initiatives align with the trust's mission, vision, and educational goals. They are responsible for supporting School Improvement Leads, Headteachers and support services to ensure that AI tools are effectively integrated into educational and working processes. They should actively seek out opportunities for innovation and improvement in AI applications. They must stay informed about the latest developments in AI and explore how these advancements can be leveraged to benefit the school system.

The Digital Transformation Lead must ensure ongoing professional development and training for teachers and staff on the use of AI. This includes ensuring that educators are equipped with the necessary skills to use AI tools effectively and ethically.

The Compliance & Data Protection Officer: is responsible for establishing robust data governance practices to ensure that data used and generated by AI systems is handled securely and responsibly. This includes data collection, storage, processing, and sharing practices.

The Headteacher: is responsible for ensuring that school staff engage with AI initiatives recommended by the trust, and overseeing that AI tools are effectively integrated into educational practices and administrative processes. They are responsible for ensuring that sufficient staff CPD time is allocated to ensuring staff have the necessary skills to use AI tools effectively and ethically.

Heads of Faculty and Subject Leaders: These stakeholders are responsible for integrating AI tools into their curriculum planning, ensuring alignment with the school's educational objectives and

outcomes. AI has the potential to provide valuable insights on student performance, which will be leveraged in the DDI (Data Driven Instruction) process to adapt teaching strategies and improve student outcomes.

All Staff: All staff hold a crucial role in directing and overseeing the ethical utilisation of AI in educational settings. Their responsibilities include:

- Participating in training opportunities to understand the benefits, risks, and ethical considerations associated with AI technology.
- Teaching staff: Incorporating knowledge and practical applications of AI into the curriculum, thereby preparing students to use these tools responsibly.
- Teaching staff: Vigilantly monitoring student submissions to identify and address any potential misuse of AI, ensuring academic integrity.
- Teaching staff: Where appropriate, adhering to and enforcing the Joint Council for Qualifications (JCQ) guidelines regarding the role and limitations of AI in assessments and evaluations.

At every stage, it is essential for staff to apply their professional judgement and expertise when evaluating and interacting with content generated through GenAI. This involves critically assessing the relevance, accuracy, and appropriateness of the AI-generated material in the context of its intended use. By doing so, they ensure that the integration of AI into the educational process enhances quality and adheres to established academic, ethical and professional standards.

Students: Students are expected to use AI ethically and purposefully to supplement their learning. This includes understanding the appropriate contexts for AI usage, such as research assistance, generating creative ideas, or practice exercises, while ensuring that the final output reflects their own knowledge and understanding. Students are also responsible for adhering to the Arthur Terry Learning Partnership's Praise and Behaviour Policy, which involves avoiding plagiarism and being transparent about the use of AI in their work. They should strive to critically engage with and question the information and content generated by AI, developing an ability to discern its accuracy and relevance.

Usage of AI by students on their devices will be monitored by the trust's filtering and monitoring solution.

Parents and Carers: Parents and carers play a crucial role in guiding and supporting their children's use of AI. It is the responsibility of parents to stay informed about the AI tools their children are using and the purposes for which they are being used. Parents should engage in open dialogues with their children about the ethical use of AI, emphasising the importance of honesty, integrity, and responsible digital behaviour. They are encouraged to collaborate with educators to understand how AI is being integrated into the curriculum and help empower them to understand the new technologies available to their children. Additionally, parents should monitor the impact of AI on their child's learning progress, helping them to critically assess the information and resources provided by AI systems. This involvement is vital in nurturing a balanced perspective in children on how AI can be a tool for enhancing learning while also understanding its limitations.

3. AI in Assessments and Non-examination Assessments (NEA)

AI tools can be utilised in academic assessments under strictly defined conditions, to ensure that the submitted work accurately reflects a student's own independent efforts. It is crucial to note that any misuse of AI tools, including acts of plagiarism or the creation of misleading references, will be addressed with utmost seriousness. This policy is in place to maintain academic integrity and uphold the true value of the student's learning experience. Where students do not adhere to this, the Praise and Behaviour Policy will be enforced appropriately.

Equitable Access: Ensure all students have equal access to AI tools required for assessments to prevent disparities and maintain fairness.

Integrity and Fairness: AI tools used in assessments will be carefully selected to support fair and unbiased evaluation of student performance. This includes the use of AI proctoring with transparent measures to protect student privacy and dignity.

Transparency: Clearly communicate to students the extent and way AI will be used in assessments, including any AI-assisted grading systems.

Assessment Design: Design assessments that not only gauge content knowledge but also evaluate critical thinking, creativity, and problem-solving skills — areas where AI's influence is minimal.

Data Protection: Adhere to strict data protection guidelines when using AI assessment tools, ensuring student data is secure and used solely for the purpose of enhancing educational outcomes.

Further guidance is outlined in JCQ's [*AI Use in Assessments: Protecting the Integrity of Qualifications*](#), published 2023 and updated in February 2024. Specific guidance around malpractice can be found within the school's Examination Policy 2022-2023.

4. Use of AI in Homework

AI tools may be used as an aid in student homework under carefully monitored conditions, with the intention of supporting and enhancing the learning process. It is imperative that the use of these tools aligns with the educational objectives and that the final submission represents the student's own understanding and effort. Any misuse of AI, such as for plagiarism or generating deceptive content, will be regarded as a serious breach of academic honesty, and dealt with accordingly under the Praise and Behaviour Policy. This approach ensures that while students leverage the benefits of AI, the focus remains on their personal intellectual development.

Supportive Role: AI could be used as a tool to provide additional support and resources for homework, such as through personalised learning platforms that adapt to student performance.

Academic Integrity: Emphasise to students the importance of original work. AI-generated content should be used for study assistance and not as a replacement for student efforts.

Teacher Involvement: Encourage teachers to review AI-generated content and provide a critical assessment of its accuracy and relevance to the homework assigned.

Parental Engagement: Provide guidelines and resources to parents to help them understand how AI tools are used in homework, fostering a partnership in their child's learning process.

Limitations of AI: Educate students on the limitations of AI, including the knowledge that AI can generate incorrect information, ensuring they understand that AI tools are aids to learning and not definitive sources of information.

5. The Potential use of AI in Revision and Study Practices

The integration of AI in revision and study practices offers the potential for a unique opportunity for students to enhance their learning experience. It empowers them to tailor their revision process, deepens their understanding, and optimises their study efficiency.

AI can be beneficial in revision, focusing on personalised learning and interactive study methods, while maintaining ethical and effective usage.

This should be encouraged across the Key Stages but particularly for KS4 and KS5 exam year students. Examples of its usage are provided below.

Concept Clarification: AI tools can be used to explain complex topics or concepts in different ways, breaking down knowledge into smaller, more manageable chunks.

Interactive Learning: Students are encouraged to engage with AI-driven interactive modules or quizzes for a more dynamic revision experience.

Customised Study Aids: AI can assist in creating tailored study materials, such as summaries, flashcards, or mind maps.

Practice Tests: AI-generated practice tests can provide additional opportunities for self-assessment, helping students identify areas needing further attention.

Students should use AI as a supplementary tool, ensuring that the core of their revision is grounded in their own efforts and understanding. The use of AI should align with academic integrity, with students critically evaluating and personalising AI-generated content.

6. Curriculum Integration

Alignment with Curriculum Intent: AI tools has the potential to enhance the depth and breadth of knowledge and skills in various subjects. For instance, AI can supplement learning materials in history or science, providing diverse and comprehensive learning resources or modelling of complex systems. All subjects have the capacity to benefit from GenAI in some form to enhance teaching and learning and improve the quality of education for all students.

Curriculum Outcomes: AI tools could be utilised in assisting students to know and remember more, offering tailored practice and revision resources. Incorporation of AI ethics and digital citizenship into the Personal Development program will help students navigate the digital world responsibly.

Student Research: While AI-generated content can offer a convenient and efficient way to gather information, it should not replace traditional research resources such as books, journal articles, and primary sources. These traditional resources provide rigorously vetted and comprehensive insights that AI may not fully capture. Instead, AI should be used to supplement such knowledge, offering quick access to a broad array of data and facilitating initial exploration of topics. Students must continue to meticulously document all resources reviewed during their research activities, ensuring transparency and academic integrity. This includes clearly indicating if AI tools were utilized, thereby maintaining the credibility and reliability of their scholarly work.

7. Personal Development, Wellbeing and Workload

Mental Health and Well-Being: AI tools, such as apps for mindfulness and stress management, have the potential to be utilised to support the mental well-being of students.**Careers Education:** The curriculum will include discussions on the impact of AI on future job markets and the skills required to thrive in a technologically advanced workforce.

Staff Development: Dissemination of tutorials and resources to guide staff in understanding the use of AI.

Enhancing Creativity: AI has the potential to assist in the creation of educational materials, supporting the administrative and academic workload of staff. Teachers must ensure the suitability, accuracy, and curriculum alignment of any AI-generated materials.

Support Services

The Arthur Terry Learning Partnership is committed to developing its use of AI to support workload and enhance accuracy in routine tasks, thus freeing up our Support Services to focus on higher-value activities. This section outlines the principles and guidelines for using AI ethically and responsibly during this exploratory phase.

Guiding Principles

1. **Transparency:** All AI-driven processes must be transparent. Staff should understand how AI tools function, the data they use, and the outcomes they produce. Clear documentation and training should be provided to ensure that everyone is aware of AI capabilities and limitations.
2. **Accountability:** Support staff and central team members must take responsibility for the AI tools they use. This includes monitoring AI outputs for accuracy and intervening when necessary. Human oversight is essential to prevent and correct errors, ensuring that AI enhances rather than diminishes the quality of administrative tasks.
3. **Privacy and Security:** Protecting the privacy and security of sensitive information is paramount. AI systems must comply with data protection regulations, and measures should be in place to safeguard personal and confidential data. Staff should be trained on best practices for data security and understand the legal implications of AI use.
4. **Fairness and Non-Discrimination:** AI systems must be designed and implemented to avoid biases that could lead to unfair or discriminatory outcomes. Central teams should be vigilant in ensuring that AI tools are used in a manner that promotes equality and inclusivity.
5. **Continuous Improvement:** AI integration is an ongoing process. Regular reviews and updates of AI tools and practices are necessary to address emerging challenges and incorporate new advancements. Feedback from staff using AI tools should be actively sought and used to make continuous improvements.

Practical Guidelines for Ethical AI Use

1. **Task Selection for AI Automation:**
Identify routine, repetitive tasks that can be efficiently handled by AI, such as data entry, scheduling, and basic correspondence. Ensure that the tasks chosen for AI automation do not require complex decision-making or nuanced understanding that AI currently cannot provide.
2. **Implementation and Monitoring:**
Pilot AI tools on a small scale before broader implementation to assess their effectiveness and address any issues.

Establish clear metrics for success and regularly monitor AI performance against these benchmarks. Adjustments should be made based on performance data and user feedback.
3. **Training and Support:**
Schools are responsible for ensuring that comprehensive training for all support staff using AI tools is facilitated as appropriate to the tool being used.

Staff should report issues, seek assistance, and share experiences with AI tools through liaison with Trust IT & the Digital Transformation Lead.

4. Evaluating AI Outputs:

Staff are required to critically evaluate AI-generated outputs. Human judgment should be applied to validate the accuracy and appropriateness of outputs and any errors or anomalies in AI-generated tasks must be addressed promptly.

8. Privacy and Security

Privacy Concerns with AI Tools

Within Arthur Terry Learning Partnership, we acknowledge the concerns regarding the handling of personal data by GenAI tools. The apprehension revolves around the use of sensitive information - such as pupil identity, grades, or behaviour - which may be input into AI tools. The opaqueness of some developers concerning their data practices, combined with historical precedents of data breaches, underlines the need for stringent data protection measures. As previously outlined, the preferred platform is Microsoft Copilot to alleviate any concerns around data protection and privacy.

Data Protection in AI Usage

To address these concerns, our policy enforces strict protocols for the use of AI tools. We will ensure:

- Compliance with data protection laws will be strictly adhered to, including age restrictions, and obtaining parental consent where necessary. It is imperative that school leaders, teachers and support staff check and be mindful of age restrictions and adhere to the related terms and conditions.
- Ban the inputting of identifiable pupil data into GenAI tools to prevent any compromise of personal information.
- Vet and select AI tool developers who are transparent about their data usage and have robust data protection measures in place.
- Conduct training for staff and students on the nature of data footprints and the importance of not inputting personal data into AI systems.
- Ensure that our data practices with AI are in alignment with existing privacy laws and regulations, such as GDPR.
- Implement policies that prevent improper sharing of data and enforce appropriate data storage protocols, ensuring data is not held indefinitely without purpose.
- Recognise the difficulties in systematically enforcing privacy measures across the entire school system and develop practical strategies to address these challenges.
- Take measures to minimise data footprints by controlling the type of data inputted into AI systems and monitoring data trails over time.

Responding to Breaches and Transparency

In the event of a data breach or improper handling of data by AI systems:

Immediate Response

We will take immediate action to secure the data, identify the breach's cause, and rectify the situation as swiftly as possible.

Notification Procedures

Establish clear procedures for notifying all affected parties and regulatory bodies as required by law.

Continuous Review and Policy Development

Recognising that AI and data protection landscapes are rapidly evolving.

Regular Policy Review

We will commit to a regular review cycle for our AI data protection policies, ensuring they remain up to date with the latest laws and best practices.

Stakeholder Input

We will actively seek input from teachers, parents, and IT professionals to continuously refine our data protection strategies.

Adaptive Strategies

Our policies will remain adaptable to accommodate new developments in AI technologies and data protection regulations.

9. Ethical Use of AI

Intellectual Property

We will ensure all AI technologies used in educational settings are properly licensed, respecting intellectual property laws.

Vigilance will be maintained to prevent the use of AI in plagiarising or mimicking copyrighted material, protecting the rights of original content creators.

Transparency and Disclosure

We will maintain transparency in the use of AI, clearly indicating and labelling AI-generated content in educational settings.

Avoiding Bias, discrimination and deepfakes:

Bias: Generative AI models are trained on data that is collected from the real world, and that data may contain biases. This means that the generative AI model may also generate biased content.

Deepfakes are hyper-realistic AI-generated videos, photos, or audio recordings that make it appear as though someone is saying or doing something they did not. These can be created using techniques such as face swapping, voice cloning and lip-syncing.

Ensuring content accuracy

In an AI-driven world, it is crucial for staff and students to be vigilant about the accuracy of the content they encounter and share. Always critically evaluate the source of the content. Check for inconsistencies in videos, such as unnatural facial movement, mismatched lip-syncing, or robotic-sounding voices.

All staff should ensure professional judgement and expertise in reviewing and validating content generated by GenAI. Such measures emphasise the responsibility and accountability in the use and application of this content, ensuring ethical standards are upheld.

10. Monitoring and Accountability

Feedback Loops: Establish channels for student and teacher feedback on the effectiveness and challenges of using AI in assessments and homework.

Continuous Improvement: Regularly review AI tools and strategies in place for assessments and homework to ensure they are up to date with the latest educational standards and technological advancements.

Compliance with Educational Standards: Ensure that the use of AI in assessments and homework complies with all relevant educational standards and assessment criteria set forth by educational authorities.

Professional Development: Provide ongoing professional development for staff to stay informed about best practices in using AI to support workload, personalise learning and innovate to enhance teaching and learning in a safe and judicious manner.