Garswood Primary School Artificial Intelligence (AI) Policy

September 2024-25

Introduction

Garswood Primary School recognises the increasing use and benefits of artificial technologies.

This artificial intelligence (AI) policy seeks to:

- **Prepare staff and pupils** for emerging technologies, such as generative AI, safely and appropriately
- **Ensure children are safeguarded within AI**
- **Ensure AI will not be deskilling** teaching professionals and pupils who may, over time, lose the skills to critically evaluate AI-generated output
- **Ensure staff and pupils are fully informed** about the limitations, reliability, and potential bias of generative AI
- **Establish clear roles and responsibilities** It is important that there is no loss of accountability when a decision is made using AI.
- **Establish processes to identify necessity**, risk and risk management and monitor this over time.
- **Establish process to identify and report fraud** or cyber risk, understanding use of AI is an incoming as well as outgoing risk.

Definitions

Definitions of common words associated with artificial intelligence have been included below. Include the appropriate definitions here to cover the content included in your final policy.

Artificial Intelligence: Artificial intelligence (AI) refers to technology that can make computers learn and have human-like intelligence. A machine can be programmed to perform human-like tasks, based on the information it takes from its surroundings and from previous experience. AI is able to process language, learn and problem-solve.

Bias: Some information on the Internet is influenced by the opinion of the creator and is therefore biased.

Copyright: A law that prevents people from copying the creative work of others without their permission.

Generative AI: Generative AI is a tool that can create text, images or videos based on the input it receives.

Stakeholders: People who are involved in the setting, such as staff, students, parents and governors

What is Artificial Intelligence (AI)?

Artificial intelligence is a machine's ability to perform thinking and reasoning which mimic the human mind. We are promised that machines will become increasingly creative and perceptive, interact with their environment, reach rational decisions, learn new skills, and solve problems, therefore it is becoming a major part of everyday life and everyday schooling at Garswood.

In schools, AI may be used to respond to specific cues (for example, to mark quiz questions, and where responses identify that a response is incorrect, provide further information and questioning, to predict outcomes (for example, to predict a pupil's SATs grade based on comparison to other similar pupils in previous years) or to generate new content based on information that has been input into the AI tool.

Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on. This can include audio, code, images, text, simulations, and videos. Generative AI is already used in everyday life, examples include Apple's Siri, Amazon Alexa, Microsoft's Cortana and chat bots such as Chat GPT and Google Gemini.

AI is already used in education, and the range of abilities are advancing fast. It is the rapid rise in Generative AI that has been the subject of much media discussion and interest. This document explains how Generative AI works in a clear and accessible way.

What to be aware of with regards to AI?

Garswood Primary recognises the use of artificial intelligence (AI) and the benefits it can bring.

Generative AI tools are good at quickly analysing, structuring, and writing text or turning text prompts into audio, video and images. However, the content they produce is **not always accurate or appropriate** as it has limited regard for truth and can output biased or harmful information. Individual harms may be a result of a decision to allocate opportunities among a particular group, which excludes others, and representational harms/bias may occur when systems reinforce membership of groups along identity lines, for example through racial or gender stereotyping.

There is also the risk of deskilling teaching professionals and pupils who may, over time, lose the skills to critically evaluate AI-generated output- this is known as automation bias, or automation-induced complacency. **The DfE Position Statement explains this well:**

"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."

Therefore, the education sector needs to prepare staff and pupils for changing workplaces, including teaching them how to use emerging technologies, such as generative AI safely and appropriately. For both Garswood staff and pupils this includes understanding the limitations, reliability, and potential bias of generative AI- to an extent, staff will be learning lessons at the same time as pupils during this time of rapid development.

As a Primary School, Garswood are also required to ensure that their pupils are safeguarded adequately, including ensuring that they are protected from potentially harmful and inappropriate online material. As schools have little control over the building of generative AI, they may not be aware of its potential to generate harmful content. Therefore, careful supervision and control is essential.

Understanding risk in relation to the use of AI is an important consideration; it may be that risk can only be reduced rather than removed entirely, but, nevertheless, scoping and monitoring risk is required for its safe use. Garswood can't govern AI unless they understand the risk.

How can we control AI at Garswood?

Good governance will help to ensure AI usage is acknowledged, developed and overseen with strategic vision. Garswood AI governance should aim to:

1. **We balance necessity** and the excitement of involvement of working against risk – ensuring that legal, commercial, security and ethical requirements are set out.
2. **Establish clear roles and responsibilities** – with key understanding of responsibility and wider team expertise and input. AI decision making can be less clear about who is accountable for decisions that affect individuals. It is important that there is no loss of accountability when a decision is made using AI.
3. **Establish processes to identify necessity**, risk and risk management and monitor this over time.
4. **Establish process to identify and report fraud** or cyber risk – use of AI is an incoming as well as outgoing risk.

To ensure effective governance, Garswood believes that AI should only be used in accordance with clear policy, processes, procedures, training and guidelines in place.

Potential Misuse of AI

Pupils will receive education on **responsible and ethical AI use,** including the potential risks and consequences of relying solely on AI tools to complete assignments, coursework, or homework. Pupils will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.

Teaching staff will emphasise the importance of critical thinking, creativity, and originality in pupil work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to pupils regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.

Key messages are delivered through the Online Safety Lessons, in association with project Evolve and through PATHs and PSHE lessons at Garswood. These will be re-emphasised in all subjects where pupils are completing work for external grading.

The school will follow and adhere to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications linked below:

- (AI) Use in Assessments: Protecting the Integrity of Qualifications
- Updating the JCQ guidance on AI Use in Assessments

Teaching staff will employ various assessment methods to evaluate pupil understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilising diverse assessment strategies, teaching staff can verify pupils' comprehension beyond what AI tools can assess, promoting deep learning and authentic pupil engagement.

Teaching staff will educate pupils on the potential misuse of AI by those seeking to deceive or trick pupils into actions that they would otherwise not contemplate, for example interaction with others who are not who they claim to be but who can imitate who they claim to be using AI technology.

Ethical Use of AI

The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Whether staff are using AI for teaching or school administrative purposes, or with pupils who will make use of this technology, they should be mindful of, and instruct pupils about, the following considerations:

- **Bias -** data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.
- **Accuracy –** information may be inaccurate when generated so any content should be fact-checked.
- **Currency –** some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

Use of AI by Staff

Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. Examples of such tasks may include marking and feedback, report writing, lesson planning, professional development and facilities management. AI can provide valuable support while still incorporating professional judgment and expertise.

AI tools will be used responsibly, ensuring they complement staff professional judgment and expertise, without replacing them. Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used.

Staff will receive appropriate training and support to effectively integrate AI into their work including professional development opportunities focused on AI tools and their effective integration into school administrative and teaching practices. Training and support will be planned as part of staff personal development reviews and appraisals or on an as-needed basis. Staff have a responsibility to identify any training and development needs to ensure they adhere to this policy and should discuss these with their line manager.

AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI-based platforms can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure pupil learning objectives are met.

AI tools can be utilised to automate certain aspects of marking of pupil work, such as multiple-choice or fill-in-the-blank assessments. Teaching staff can use AI-powered marking software to speed up scoring fact-based responses to objective questions, providing more time to support pupils individually.

Teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff will review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgment, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.

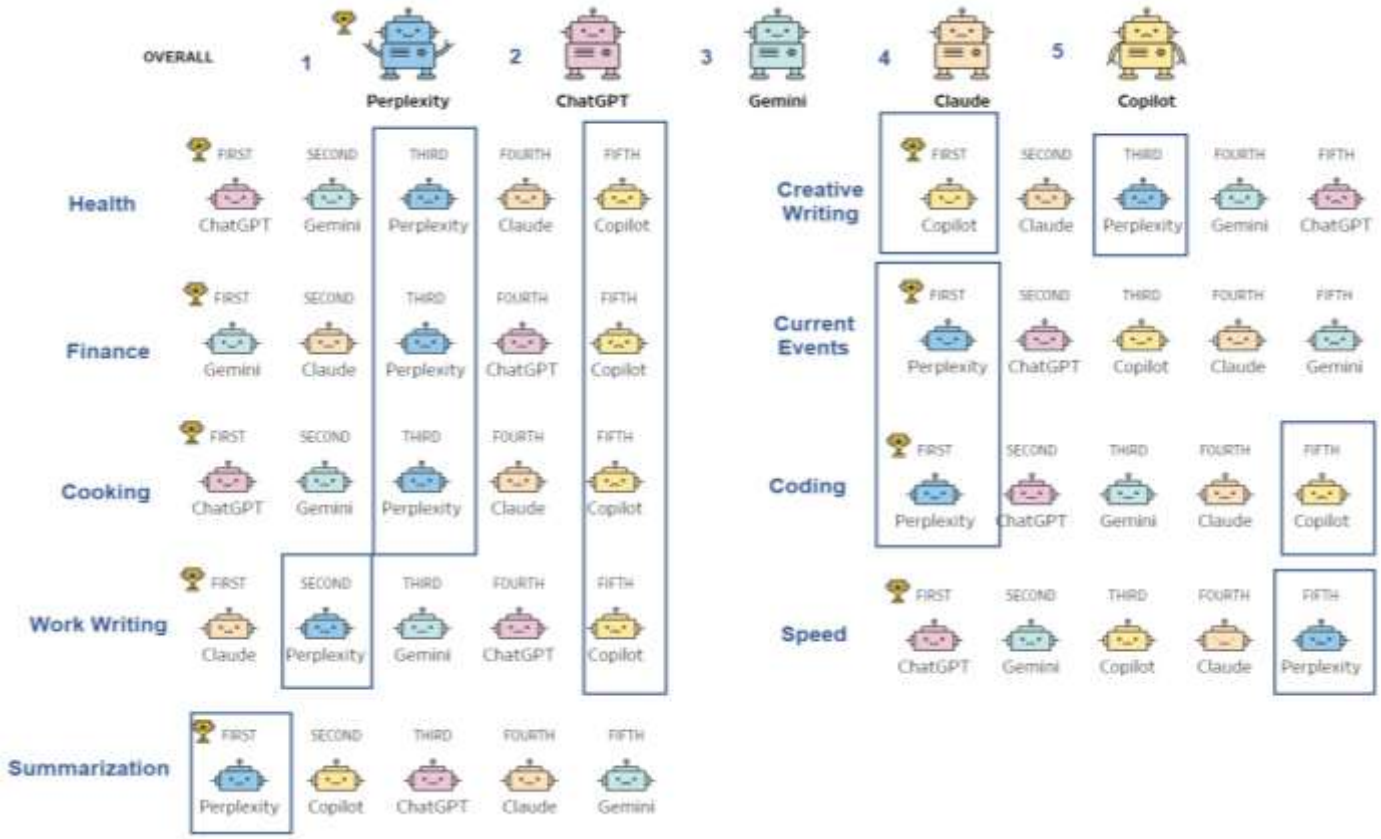
Teaching staff can also support pupils to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow pupils to receive instant personalised and valuable feedback and improvement strategies on their work, helping to identify misconceptions and gaps in knowledge, as well helping them develop more structured or creative writing. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.

Teaching staff can use AI to assist in writing pupil reports, ensuring accuracy and efficiency while maintaining their professional judgment. Where AI has been used to support with report writing, the staff member will always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback.

Staff can use AI as a starting point to gather relevant information and identify patterns in pupil attainment, but they should rely on their expertise to provide a comprehensive and holistic evaluation of each pupil's progress. By using AI responsibly in pupil progress analysis, staff can streamline the process, save time, and ensure consistency. However, they remain the key decision-makers in evaluating and providing feedback on pupils' academic achievements and overall development.

Where staff use AI as part of their work, they will be clear where it has been used and what additional professional review or revision has been carried out. Staff will not use school AI tools or data for personal gain or for any means in contravention of applicable laws.

AI available to staff and their benefits:



Chatbox available to Staff:

A chatbot is an app or web interface that aims to mimic human conversation through text or voice interactions.

A chatbot is a software application that aims to mimic human conversation through text or voice interactions, typically online.
The term "ChatterBot" was originally coined by Michael Mauldin in 1994 to describe conversational programs.

A large language model, like GPT (Generative Pretrained Transformer), is a type of AI that has been trained on a vast amount of text. It's like a very knowledgeable helper who can understand and generate human-like text, answer questions, write stories, or even help with homework. It learns from the data it was trained on and can use this knowledge to assist with a wide range of language-related tasks.

Chat GPT
GPT 4o newest model

Copilot/ Microsoft: Bing
GPT-4 + Web Access

Google Bard/Gemini
Web Access

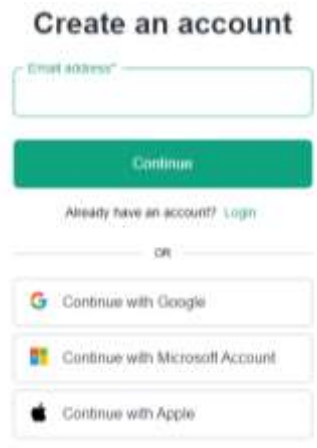
Claude AI
Trained on vast text data

Perplexity
AI-powered answer engine

Using AI to save teacher workload:

[Click here to create a free account on the Text Based program on Chat GPT]

Hopefully this will be useful- I've been playing with Chat GPT and trying to find ways you could use it to help workload. You can ask most things and it will come up with a solution!



This account is the free version – It gives you limited access to the latest model, GPT-4o. It's smarter, understands images, can browse the web, and speaks more languages

ChatGPT — Content, planning, quizzes, write a story, research, summarise etc....

Explore GPTs — Discover and create custom versions of ChatGPT that combine instructions, extra knowledge, and any combination of skills.

Here are just a few ideas and examples but there's obviously loads you can do. Click the bookmark link to go straight to the example below.

	Task		What to type into the chat GPT bar
1	**Create a spelling list**		Create 10 spelling words with the 'ough' pattern.
2	**Create a story start**		Create a story start based on the Wizard of Oz with a darker twist
3	**Create comprehension questions based on your text**		Ask 5 comprehension questions based on the text above
4	**Fictional conversations based on potential events**		Create a conversation between Ernest Shackleton and his companions on their Artic adventure

5	**A WAGOLL for your writing**		Write an introduction about destruction in the rainforests
6	**Online safety scenarios with discussion points**		online safety scenario for 7-11 year olds with questions
7	**Maths questions**		maths questions involving 4 numbers and BIDMAS
8	**Character description WAGOLL**		Character description of Draco Malfoy
9	**Song/ Rap lyrics**		Rap about the Victorians
10	**Summarise a text in a given word count**		Summarise Macbeth in 200 words
11	**Create a playscript**		Write a playscript between two teachers on the playground talking about the football last night
12	**Historical conversation**		Conversation between Freddie Mercury and Queen Elizabeth the first
13	**Just for a laugh**		Change the lyrics from 'Bohemian Rhapsody' to be from a cat's point of view

To create images:

	website		What to type into the search bar
1	www.craiyon.com		A Polar bear in a top hat having a coffee in front of the Eifel Tower.
2	www.deepai.org		a rainbow coming out of a volcano on a desert island
			Starry Night by Picasso

Use of AI by Pupils

As part of child protection and safeguarding policies and processes, the school will ensure that its pupils will continue to be protected from harmful content online, including that which may be produced by AI technology and that any AI tools used are assessed for appropriateness for individual pupils' age and educational needs. We will ensure that staff are aware of the risks of AI which may be used to generate harmful content including deepfake and impersonation materials.

Pupils will be permitted to explore and experiment with age-appropriate AI-based projects, within the boundaries of Smoothwall filtering, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.

A culture of responsible AI use will be fostered through engaging pupils in conversations about data privacy, bias, safeguarding, and the social impact of AI applications.

Pupils will be taught not to enter personal, sensitive or confidential data into Generative AI tools in accordance with Project Evolve and the Online Safety Curriculum Map.

AI education will be incorporated into the curriculum to provide pupils with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

AI tools and technologies may be integrated into teaching and learning activities across various subjects and year groups, providing pupils with hands-on experience and opportunities to develop AI literacy and skills.

Applications available to Pupils:

These websites all use AI but don't require accounts. They can be used to explain how AI works.

Bring Drawings to life!

Create images

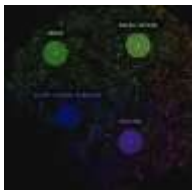
Learn about writing prompts

MFL - Language translation with images

Make weird and wonderful music

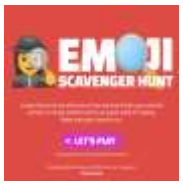
AI Drawing Fun

More AI Drawing Fun



Make music from common sounds

See how easy it is to make fake profile pics



Machine learning - Emoji Scavenger Hunt

These websites are part of the computing and maths curriculum with some being used as homework activities. These use AI to alter questions to suit children's ability and alter according to past assessments.

Ilearn 2 - AI Computing Unit - Year 6:

Description

This activity pack helps pupils understand how computers learn (machine learning) and how they are programmed to do tasks usually performed by humans (artificial intelligence). Includes a pupil activity pack accessible at school or home (using a simple code) with:

- An introduction to machine learning and AI video, ending with discussion and questions.
- 6 activities using free websites compatible with all devices, which helps pupils put machine learning into action.
- Teacher notes with a downloadable assessment resource and knowledge organiser.

Progression of skills in this pack:

1. Understand how computers use information to learn by solving new problems and following new instructions.
2. Understand and use examples of machine learning.
3. Understand how AI is used to perform tasks often only performed by humans.
4. Discuss and show awareness of potential dangers of AI.

Atom Learning

Maths Whizz

Magic Sketchpad

Semantris

Piano Duet

Semi conductor

Text to Speech

Quick Draw

Data Protection implications of using AI

Staff and pupils should be aware that any information entered into a Generative AI model is no longer private or secure. Staff and pupils must not enter any personal information (personal data, intellectual property or private information (including commercially sensitive information, such as contracts) into any Generative AI model. Staff should make themselves aware of and inform pupils about the data collection, storage, and usage practices associated with AI technologies, particularly Generative AI.

Staff who wish to utilise AI tools must ensure that the potential new use is assessed to consider if a Data Protection Impact Assessment is required and follow the school Data Protection Policy.
When signing up to use certain Generative AI models, names and email addresses may be required; this data sharing may require a Data Protection Impact Assessment to be carried out.

If a DPIA or assessment of the data protection aspects are needed within Garswood Primary as AI progresses, it will include:

- The nature, scope, context and purposes of any processing of personal data and whether individuals are likely to expect such processing activities.
- What alternatives (both AI and non-AI) are there to the planned processing and what justification is therein choosing this method and how it is fair.
- A clear indication where AI processing and automated decisions may produce effects on individuals.
- How the use of the AI tool is proportionate and fair by assessing the benefits against the risks to the rights and freedoms to individuals and/or whether it is possible to put safeguards in place.
- An analysis of any bias or inaccuracy of algorithms which may result in detriment to individuals.
- If the use of AI replaces human intervention, a comparison of the human and algorithmic accuracy in order to justify the use of the AI tool in the DPIA.
- If automated decisions are made, how individuals will be informed about this and how they can challenge those decisions.
- Relevant variation or margins of error in the performance of the system, which may affect the fairness of the processing (including statistical accuracy) and describe if/when there is human involvement in the decision-making process.
- The potential impact of any security threats.
- A summary of completed or planned consultations with stakeholders. These are recommended unless there is a good reason not to undertake them. It may be appropriate to consult with individuals whose data you process as they are important stakeholders.
- Whether processing is intentionally or inadvertently processing special category data- there are many contexts in which non-special category data is processed, but infers special category data (for example, where a postcode infers a particular race).
- A consideration of the rights and freedoms of individuals generally, not just in a data protection context, such as rights under the Equality Act 2010.

Cyber security

Garswood will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies, including:

- Implementing rigorous cybersecurity protocols and access controls through measures such as encryption, security patches and updates, access controls and secure storage.
- Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity.
- Ensuring that any suspected or confirmed security incidents are reported to [insert details] and the Data Protection Officer.

- Carrying out an evaluation of the security of any AI tool before using it. This includes reviewing the tool's security features, terms of service and data protection policies. This work will form part of the DPIA process.
- Maintaining vigilance against material that may be a deepfake (a synthetic media which can be used to create realistic and convincing videos or audio of people saying or doing things they haven't. These can be used to spread misinformation or impersonate someone to commit cyber fraud).
- Training staff and pupils to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cyber-crime.

Safeguarding

- Garswood takes a proactive approach to addressing safeguarding risks associated with the use of artificial intelligence (AI) tools and software.
- Garswood adopts a proactive approach toward addressing safeguarding risks associated with deep fakes and impersonation, bullying, grooming and exploitation.

Transparency to Stakeholders

- where, when, how and why artificial intelligence (AI) will be used will be communicated with pupils, parents and governors;
- Garswood will review the use of artificial intelligence (AI) tools at regular intervals to ensure that it remains appropriate and effective.

Management of Data

- ensure compliance with GDPR when using artificial intelligence (AI) tools and software
- comply with all data protection and GDPR laws
- ensure all artificial intelligence (AI) tools and software are GDPR compliant
- ensure that all artificial intelligence (AI) tools and software used in the setting have data protection features that comply with GDPR requirements
- obtain consent from all related parties for the purposes of data collection
- provide clear information to all relevant parties about what data is being collected and levels of access
- ensure that all artificial intelligence (AI) tools and software being used allow the rights of data subjects to access, amend and erase their personal data
- conduct regular checks of artificial intelligence (AI) tools and software being used to ensure they fully comply with GDPR
- provide regular training for all related parties in GDPR compliance
- keep an incident record and address any data or GDPR breaches

Implementation and Accountability

- **Les Moon as IT lead at Garswood** is responsible for the implementation of artificial intelligence (AI) tools and software
- **Les Moon as IT lead at Garswood** is responsible for evaluating the value of artificial intelligence (AI) tools and software, ensuring compliance with legal and ethical requirements and arranging training for all related parties
- **Ian Green as IT governor at Garswood** is responsible for holding Les Moon accountable for the above
- **Pam Potter as head teacher and DSL at Garswood** is responsible for safeguarding aspects of AI to be shared with all staff and ensure compliance.

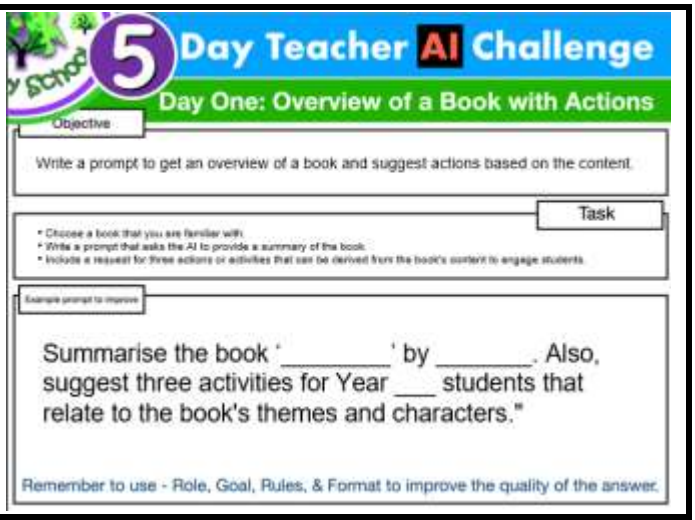
- **Lee Pearson as IT lead at St Helens Council** is responsible for the running of Smoothwall and ensuring filtering and monitoring is up to date and free from viruses to ensure inappropriate uses of AI are not accessed via the Garswood Server.

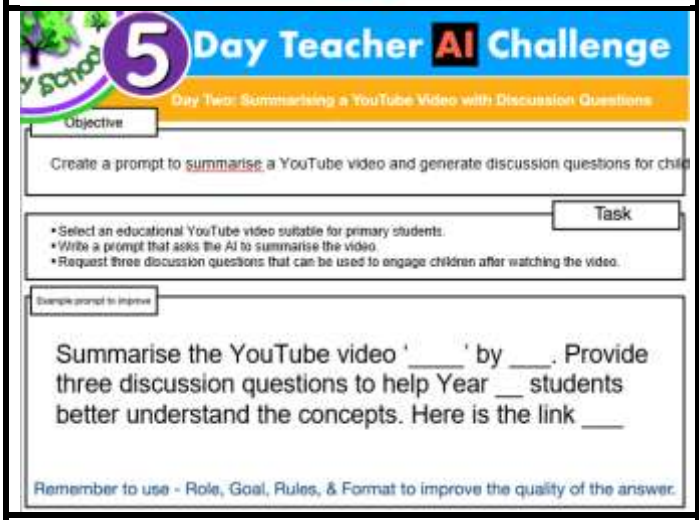
Conclusion

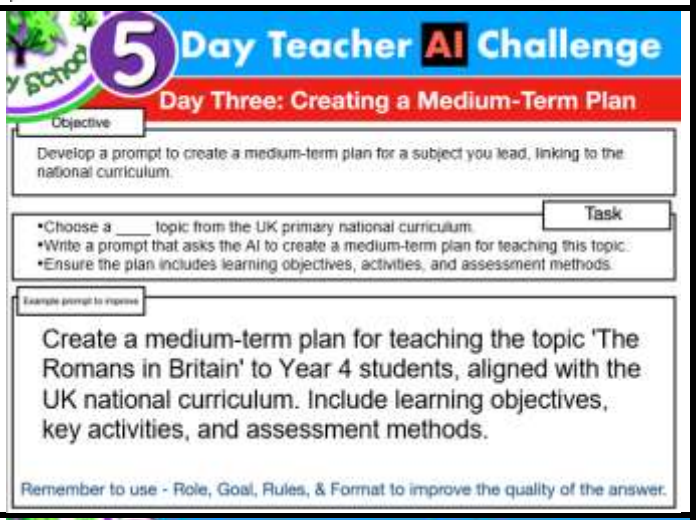
Garswood Primary School recognises the benefits of using artificial intelligence (AI) in its setting and is committed to providing a safe environment for its pupils and staff; the information outlined in this policy is in place to ensure safeguarding and ethical standards.

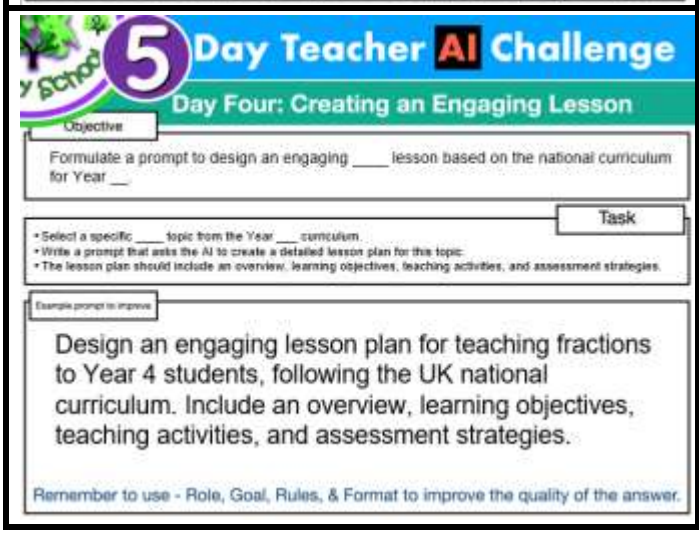
Appendix:

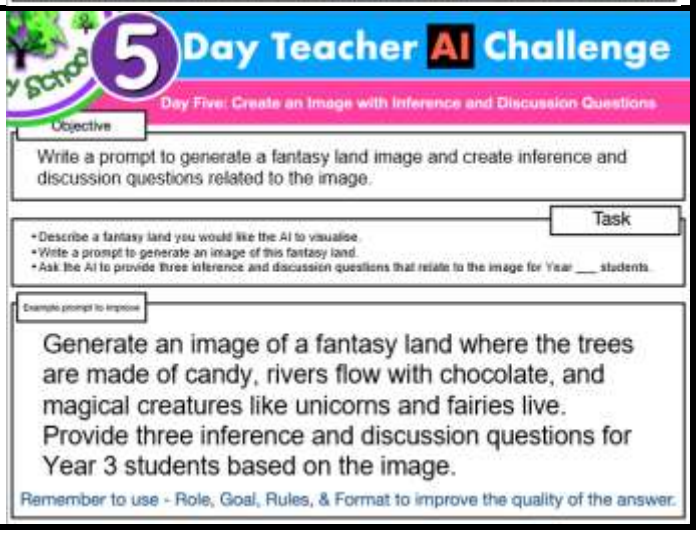
5 Day Teacher AI Challenge:











AI Prompt Writing: Staff CPD: