Name of Policy	Artificial Intelligence (AI) Policy
Reference Number	
Date of e-signoff	September 2025
Headteacher	Katrina Straker
Chair of the Standards & Admissions Sub-Committee	Anne Taylor
Date for review	September 2026

Artificial Intelligence (AI) Policy

St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'
'We love, we learn and we live'

The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

1. Introduction and aims

St Anthony's Catholic Primary School is chiefly concerned with cultivating human intelligence. In so far as Artificial Intelligence (AI) can help with this objective, it can be used as an educational tool. AI can also support and reduce workload for staff across the school. The possibilities of AI are extensive – particularly since the widespread appearance of generative AI – and its use can enhance the pupil experience in a meaningful way. Nevertheless, the use of AI should always fall within the parameters of the following principles:

- The education, wellbeing and safety of our pupils must always be prioritised
- Pupils and staff must uphold high standards of academic rigour and academic integrity
- In a world full of disinformation, all must be alert to the difference between truth and falsehood, between what is genuine and what is artificial
- AI use must not compromise the reputation of the school
- AI must be used safely, ethically and within the limits permitted by regulation, statutory requirements and agreed educational best practice. This policy should be read in conjunction with the school's IT and Data Protection policies.

2. Definitions

AI includes:

- Machine Learning: a subset of AI where algorithms learn from data to improve their performance over time
- NLP: Natural Language Processing in tools such as Alexa or Siri
- LLM: Large Language Models are advanced AI systems trained on vast data sets such as Microsoft Copilot and ChatGPT which can be used to generate new content.

3. Generative AI systems

Staff at St Anthony's are encouraged to use **Microsoft Copilot** as there is an increased level of privacy and security when using it signed in with the school's Microsoft 365 infrastructure. Therefore, staff must link this use to their school's Microsoft 365 account.

Staff must not use any identifiable information/data about people from within the St Anthony's community that is stored securely within the school's Microsoft 365 infrastructure or the school's MIS when entering information into any Generative AI systems.

First names can be used within Microsoft Copilot when signed into the school's Microsoft 365 infrastructure.

There may be other Generative AI tools (ChatGPT, Suno, Copilot Studio, Magic School AI, TeachMate AI, Gemini, Notebook LM, Gamma, Sketch Metademolab) that may be better suited for other tasks but must also not use any identifiable information / data about people from within the St Anthony's community.

Staff must check and gain permission from a member of the Senior Leadership Team before using any other Generative AI tools not referenced in this policy, and if they require a login / account, staff should use their school's Microsoft 365 account / or school's Google email.

Our Computing scheme of work, iCompute, includes three units of study to teach children about AI in Years 1, 4 and 6. More detail can be found in section 5 of this policy.

4. Staff use of AI

4.1 Enhancing teaching and learning

Staff at St Anthony's may only use AI systems for the following tasks/purposes:

- Simplify texts to support lower attainers or children with SEND
- Using learners' sentences/writing to create images for them to evaluate their writing
- Using Reading Progress / Reading Coach to provide individualised feedback, or for learners to create their own individual texts
- Creating specific WAGOLLs (What a good one looks like)
- Creating images for lessons and performances, as this avoids copyright issues
- Generating a set of specific questions or word problems in subjects such as maths, science etc

4.2 Supporting and reducing workload

Staff at St Anthony's may only use AI systems for the following tasks/purposes:

- A wide range of lesson planning/unit of learning planning
- Generating dictated paragraphs for weekly spelling tests
- Generating a set of assessment / test questions
- Creating lesson comprehension activities / questions eg reading comprehensions
- Generating sentences / variety of word classes for a specific unit
- Creating overviews of lesson plans and Units of Learning as a starting point for planning
- Generating wording for objectives (e.g. for Performance Management)
- End of year report statements
- Drafting emails and letters
- Summarising online documents
- Creating audio and video versions of policies and other documents
- Creating summaries and summary questions from texts
- Generating objectives and success criteria for action plans and reports
- Refining general targets into SMART targets
- Creating specific AI chatbots linked to school documents, e.g. planning, policies or school website

- Creating agents to support and refine the use of AI

Staff must check and gain permission from a member of the Senior Leadership Team before using AI systems for other tasks / purposes. The lists above will be added to through discussion between staff and the Senior Leadership Team as the academic year progresses.

4.3 Staff CPD relating to AI

Staff are trained to consider the following design prompts:

- Persona: ask AI to take on a role
- Objective: tell AI what you want it to do
- Audience: specify who the content is for
- Specific: be precise and specific with your language
- Activity: explain in detail
- Boundary: set limitations and direction
- Iterate: be prepared to make adaptions and re-prompt

4.3 Using AI responsibly

Staff must use AI systems responsibly every time:

- Evaluate the outputs to check it they meet your intended purpose / needs
- Verify facts, data and quotes from reliable sources
- Edit your prompt / ask follow up questions to improve AI output
- Revise results to reflect your specific needs, style and tone. AI is a starting point but should never be the final product
- You are responsible for everything you create with AI

5. Pupil use of AI

The use of AI in education poses some intellectual, reputational and regulatory risks. Pupils should be discouraged from using AI to bypass the acquisition of skills and knowledge that we want them to develop as learners; '*while AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI*.' – JCQ Guidance, 'AI Use in Assessments' (2024)

At St Anthony's, our iCompute scheme teaches pupils about AI as follows:

Year 1

Pupils are introduced to AI and learn that AI systems are all around them and part of everday life. They begin to learn that machines can learn and that they are trained by people. They start to explore AI's potential and its limitations.

Year 4

Pupils are introduced to Machine Learning and AI. They explore the machine learning process and discover how AI systems are trained and learn from examples given to them by humans. They learn about the potential of AI and its limitations. They train machine learning models and create their own AI systems.

Year 6

Pupils explore what makes intelligence artificial, the benefits and drawbacks and train their own models to produce AI applications using Scratch.

As pupils become better acquainted with AI, it is recognised that many pupils will begin to experiment with AI systems so the following expectations will be applied:

- Pupils should not use AI to access or create harmful or inappropriate content (see associated Anti-bullying and Acceptable Use policies)
- Pupils should never use AI to produce work that they pass off as their own
- Pupils should only ever use AI for academic work under the explicit guidance of their teacher
- If pupils do use AI for any part of their work, it must be referenced or acknowledged clearly. The school can use AI/ plagiarism detection software to identify any work that teachers suspect is not the pupil's own
- As with any source, LLMs should not be seen uncritically as a source of reliable information. The content they produce can be inaccurate, biased, inappropriate, their sourcing can be unclear, and they can 'hallucinate'.

6. Monitoring and review

AI is a fast-developing area of technology; new products and innovations are appearing at a rapid pace and the above guidance needs to remain adaptive and flexible. In this context, it will be important that pupils, staff and parents become and remain AI literate. Over time, the school may incorporate more formal opportunities for training as part of the curriculum or the staff CPD process.

As new products/ software appear, these should be reviewed by the Senior Leadership Team in the first instance before they are used for educational (or other) purposes by staff or pupils. This is to ensure that use adheres to the above guidance and that they are safe, compliant and appropriate in our setting.

1. Appendix 1: *The Ethical Framework for AI in Education* from The Institute for Ethical AI in Education

1. **Achieving Educational Goals**
   AI should be used to achieve well-defined educational goals based on strong societal, educational or scientific evidence that this is for the benefit of learner.
2. **Forms of Assessment**
   AI should be used to assess and recognise a broader range of learners' talents.
3. **Administration and Workload**
   AI should increase the capacity of organisations whilst respecting human relationships.
4. **Equity**
   AI systems should be used in ways that promote equity between different groups of learners and not in ways that discriminate against any group of learners
5. **Autonomy**
   AI systems should be used to increase the level of control that learners have over their learning and development.
6. **Privacy**
   A balance should be struck between privacy and the legitimate use of data for achieving well-defined and desirable educational goals.
7. **Transparency and Accountability**
   Humans are ultimately responsible for educational outcomes and should therefore have an appropriate level of oversight of how AI systems operate.
8. **Informed Participation**
   Learners, educators and other relevant practitioners should have a reasonable understanding of artificial intelligence and its implications.
9. **Ethical Design**
   AI resources should be designed by people who understand the impacts these resources will have

Appendix 2: DfE Generative artificial intelligence (AI) in education

Generative artificial intelligence (AI) in education - GOV.UK

Appendix 3: UK Government guidance

AI Playbook

Appendix 4: AI in Education

AI in Education I Certification I Home

Appendix 5: NSPCC: Viewing Generative AI and children's safety in the round

Viewing Generative AI and children's safety in the round | NSPCC Learning

Appendix 6: Using Digital Technology to Improve Learning

Guidance Report - Stringer E, Lewin C, and Coleman R (2021)

Appendix 7: European Commission

[Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators]

[Empowering Learners for the Age of AI]

The Four Domains of AI Literacy

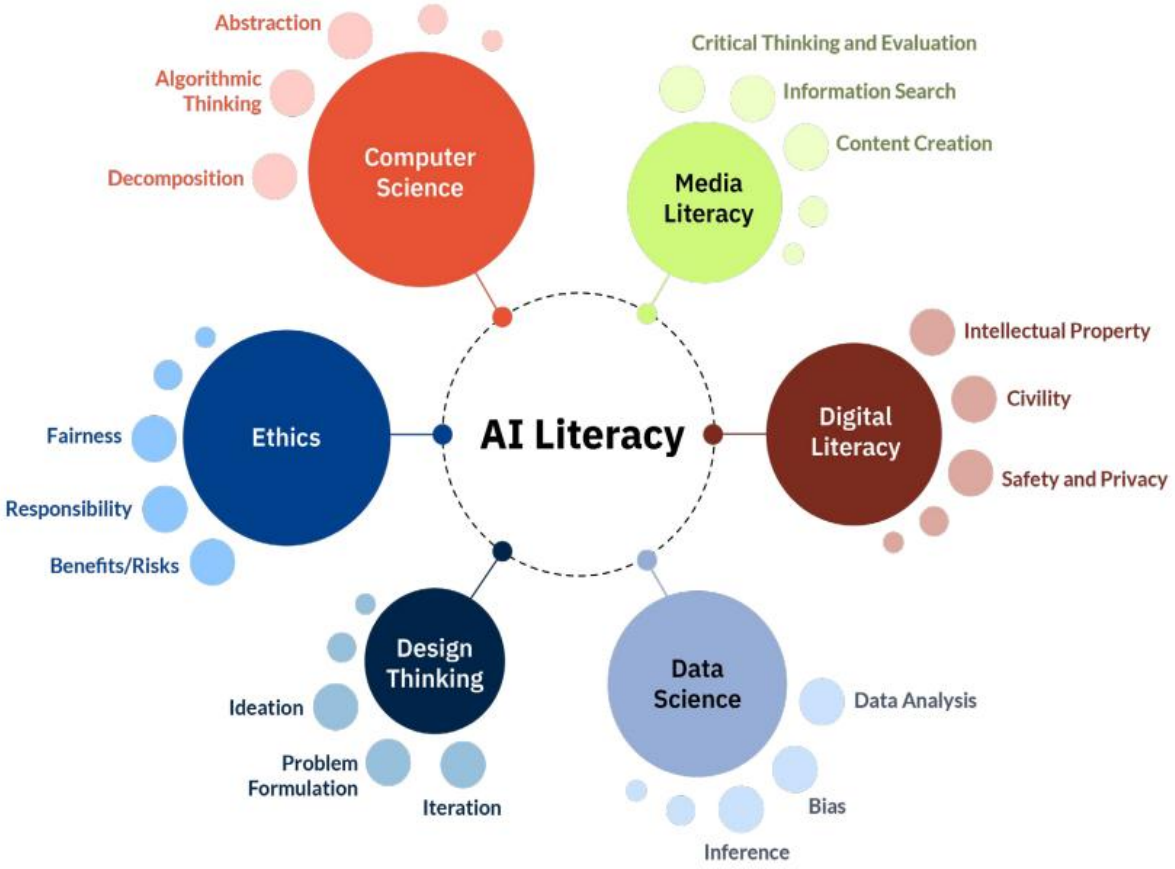
The four domains of the AILit Framework represent different ways in which learners interact with AI. Learners can build proficiency across multiple domains without developing full proficiency in any single one. The four domains encompass 22 competences.

Engaging with AI involves using AI as a tool to access new content, information, or recommendations. These situations require learners to first recognize AI's presence, then evaluate the accuracy and relevance of AI outputs. Learners must develop a fundamental understanding of AI's technical foundations in order to critically analyze its capabilities and limitations.

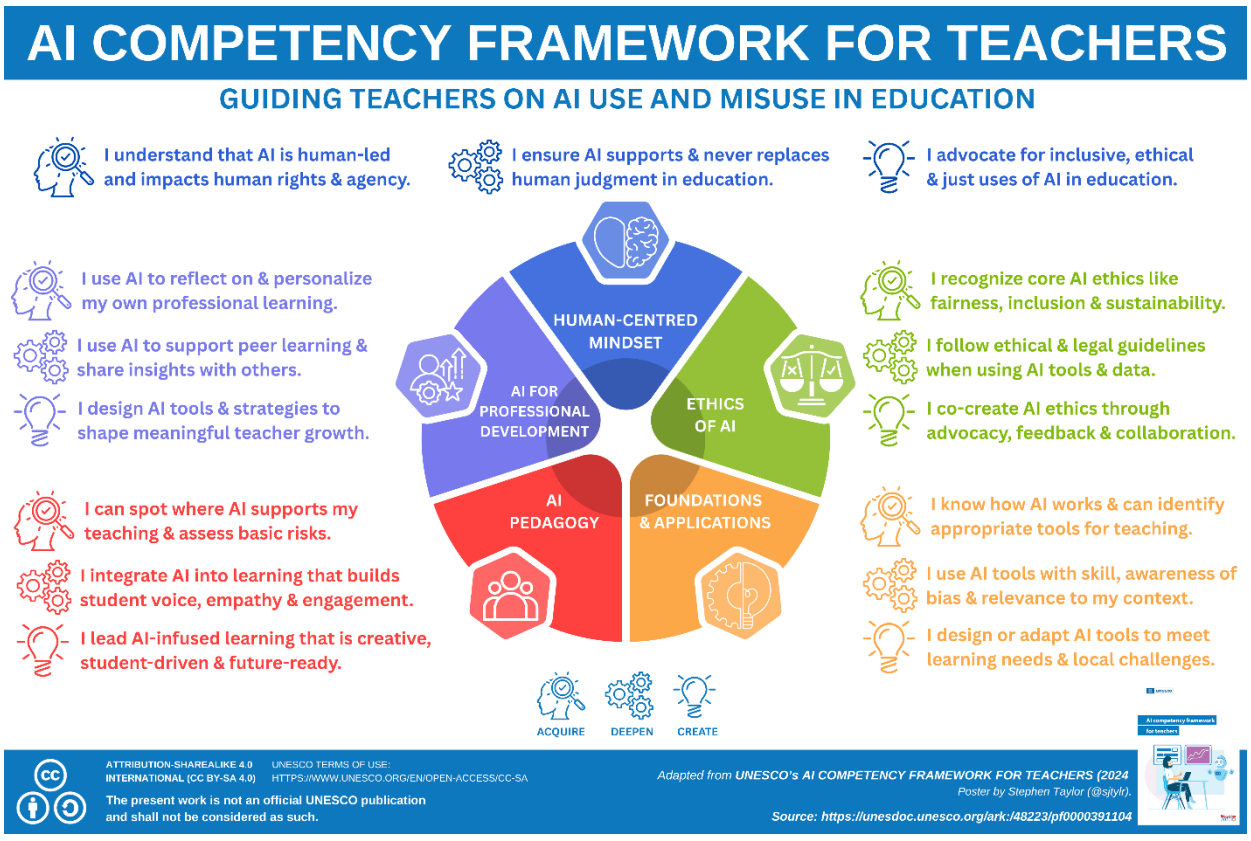
Creating with AI consists of collaborating with an AI system in a creative or problem-solving process. It involves guiding and refining AI output through prompts and feedback, while ensuring the content remains fair and appropriate. It also involves ethical considerations related to content ownership, attribution, and the responsible use of existing materials.

Managing AI requires intentionally choosing how AI can support and enhance human work. This includes assigning structured tasks to AI, such as organizing information, so humans can focus on areas requiring creativity, empathy, and judgment. AI systems can simulate a variety of roles, acting as an analyst, debate partner, or career guide. Learners who manage AI's actions learn to delegate tasks thoughtfully, guide AI outputs with clear instructions, and assess whether AI's role aligns with their goals and values. This domain helps learners build agency, ensuring that AI works for them and that its use remains ethical and human-centered.

Designing AI empowers learners to understand how AI works and connect it to its social and ethical impacts by shaping how AI systems function. Through hands-on exploration in an education context, students examine how data, design choices, and model behavior influence the fairness, usefulness, and impact of AI systems. The goal is not to develop commercial products or put them into service, but to build the confidence and capacity to shape AI for human good by understanding the principles underpinning the design of AI from an early age.



Appendix 8: UNESCO AI Competencies



Appendix 9: Elements of a good prompt