

AI (Artificial Intelligence) Policy – Park View Primary School October 2025

1. Statement of Principles

At Park View Primary School, we embrace the positive opportunities that technology can bring while recognising and managing the challenges it presents. Artificial Intelligence (AI), once the subject of science fiction, is now part of everyday life. We aim to harness its potential responsibly, ethically, and creatively.

We use our learning behaviours of responsibility, respect, risk taking, and creativity to guide how we engage with AI tools.

This policy aligns with current DfE, ICO, Ofsted, and NCSC guidance on AI in education, ensuring safe, fair, transparent, and effective use of AI across the school.

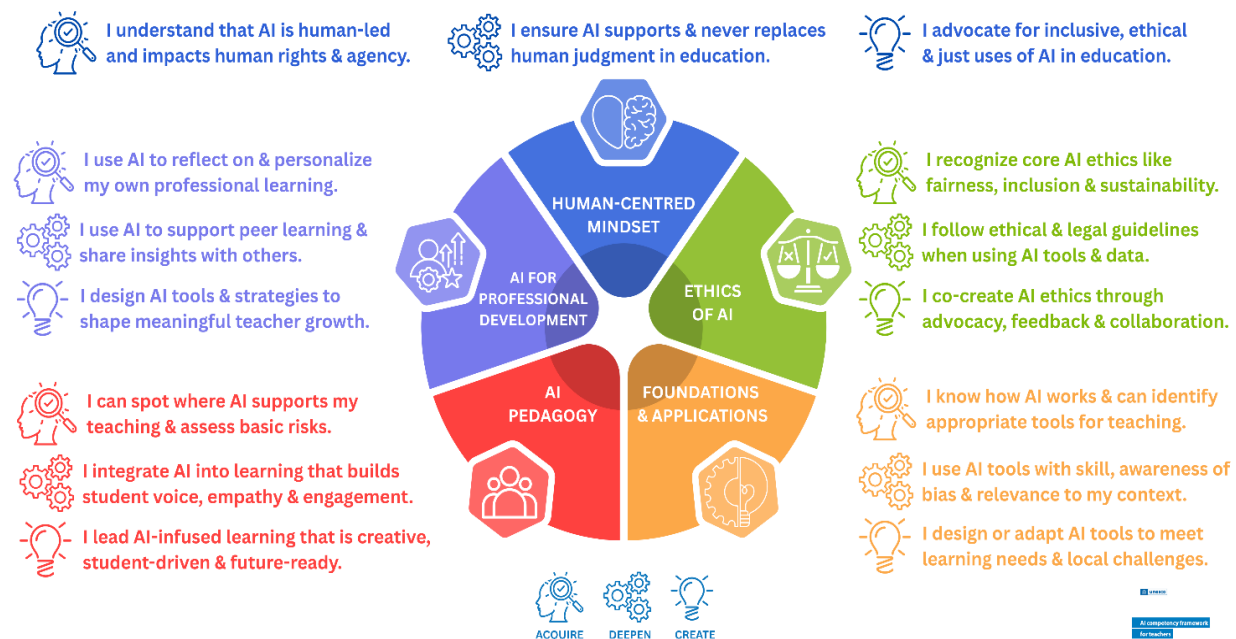
2. Core Principles for Staff Use of AI

Staff must ensure all AI use:

- Treats all people fairly and avoids bias or discrimination.
- Is transparent and explainable to colleagues, pupils, and parents.
- Is reliable, safe, and regularly reviewed for accuracy.
- Is secure, compliant with GDPR, and respects individual privacy.
- Remains under human oversight — staff are responsible for any outputs they generate or edit using AI.

AI COMPETENCY FRAMEWORK FOR TEACHERS

GUIDING TEACHERS ON AI USE AND MISUSE IN EDUCATION



4. Safeguarding and Age-Appropriate Design

When pupils engage with AI (e.g., demonstrations or supervised tasks), the use must comply with the ICO Children's Code and school safeguarding policies. Pupils must learn how AI works, its strengths, limitations, and the importance of human judgment.

5. Approved Platforms and Data Use

Staff should use AI tools embedded within the school's secure systems, such as Microsoft Copilot, Google Gemini, or Arbor, while signed into their school account.

Staff must not input identifiable pupil, staff, or family data into public AI tools (e.g., ChatGPT free version). Only anonymised, non-identifiable data may be used for general queries or resource generation.

New or alternative AI tools must be approved by SLT and IT before use. Tools requiring accounts must use school email credentials, not personal accounts.

6. Purpose and Benefits of AI

By using AI systems, we aim to:

- Enhance teaching and learning and improve pupil outcomes.
- Reduce workload and support staff wellbeing.
- Promote ethical and lawful use of technology.
- Protect privacy and data of all members of the Park View Primary School community.

7. Examples of Responsible AI Use

To enhance teaching and learning:

- Simplify texts for learners with SEND or lower attainment (with staff verifying final accuracy).
- Generate illustrative images to support creative writing or curriculum content (avoiding copyright issues).
- Create model examples (WAGOLs) or tailored questions in English, maths, and science.
- Provide automated reading feedback through Reading Progress or Reading Coach, with teacher oversight.

To support and reduce workload:

- Generate lesson or unit plans as a starting point for teacher adaptation.
- Draft emails, reports, or communications, which must always be checked and personalised.
- Create home learning or assessment questions aligned with curriculum goals.
- Summarise lengthy documents or produce accessible audio/video versions of policies.
- Draft objectives or action plan criteria (e.g., performance management) under staff supervision.

AI must never replace professional judgment. Teachers remain responsible for reviewing and approving all outputs before they are shared with pupils or parents.

8. Prompt Design and Quality Assurance

When using AI tools, thoughtful prompt design ensures more accurate and relevant results. Staff should evaluate and refine AI outputs by:

- Checking outputs meet intended objectives.
- Verifying facts, data, and quotations from reliable sources.
- Editing prompts or re-queries to improve results.
- Revising tone and content to reflect school values and audience.

Elements of a good prompt

I am a fifth grade teacher in the region of Castilla y León and I need your help designing a lesson on the water cycle for my 10-year-old students, to help with the preparations for the final exam of this unit. The lesson lasts 50 minutes and we do not have digital tools such as computers or digital screens.

Person What role will AI play?	Aim What do you want AI to do?	Audience Who is it for?	Context In what context does it take place?	Boundaries What limitations do we put?
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Elements of a good prompt for images

An enchanted forest scene in the style of an impressionist painter with tall, leafy trees, a light mist and a crystal-clear fountain. The main focus is on the centre of the image, with the trees in the background and the fountain in the foreground. Soft, diffuse lighting gives a magical touch to the scene. Predominant green and blue tones, with touches of gold to highlight the sun's rays.

Concept What do I want in my image?	Style What style do I want?	Details What details do I want?	Composition What kind of composition do I want?	Lighting and colors What do I want?
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If staff are unsure of the suitability of an AI use, they must consult a member of SLT. Staff remain accountable for their use of AI and its consequences.

10. Monitoring and Review

This policy will be reviewed annually, or sooner if new national guidance or technology changes require updates. Governors will receive a summary of AI use and impact across the school each year.