



Crossflatts Primary School

Primary AI in the Classroom Policy

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Signed by:

Nicola Bennett	Headteacher	Date: 01-12-2025
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Mary Morgan	Chair of governors	Date: 01-12-2025
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Statement of intent

At Crossflatts, we recognise that the use of artificial intelligence (AI) can assist and enhance learning experiences for our pupils, positively affect teacher workload and prepare pupils for emerging technologies. While there are many benefits to using AI tools in the classroom, such as providing more personalised and adaptive tutoring, we must ensure that the content produced is accurate, safe and appropriate for our pupils. At Crossflatts, we acknowledge the transformative potential of AI to enhance teaching, learning, and administrative efficiencies, aligning with the Department for Education's (DfE) recognition of AI's opportunities in education. However, we also recognise the inherent risks, including the potential for inaccuracies, bias, misuse, and safeguarding concerns. **Crucially, this policy establishes a clear prohibition on the use of generative AI by pupils within the school environment.**

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely, and appropriately to enhance our pupils' education.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI models that generate new outputs based on the data they have been trained on and the user's prompt. These include, but are not limited to, ChatGPT, Gemini, Anthropic Claude, and Inflection's Pi models.
- **Misuse of AI:** The inappropriate or harmful application of AI tools by staff or pupils that results in negative outcomes, such as breaching privacy, spreading misinformation, violating data protection policies, or substituting independent work and professional judgment.

This policy has been developed in consideration of the DfE's latest guidance on "Generative Artificial Intelligence in Education" and draws upon best practices for AI use in educational settings.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- Online Safety Act 2023
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2025) 'Generative artificial intelligence in education'
- DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- Ofsted (2024) 'Ofsted's approach to artificial intelligence (AI)'
- DfE (2025) 'Using technology in education'
- DfE 'Generative AI: product safety standards
- NCSC (2024) 'AI and cyber security: what you need to know'
- NCSC (2024) 'Machine learning principles'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Cyber Response and Recovery Plan
- Data Protection Policy
- Acceptable Use Agreement
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Cyber-security Policy
- Behaviour Policy
- Safe Use of AI Policy

- Curriculum Policy
- AI and Homework Policy
- Disciplinary Policy and Procedure

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on annual basis.
- Ensuring their own knowledge of the use of AI tools in the school is up to date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.
- Overseeing the budget allocation for AI tools, training, and infrastructure.
- Liaising with school leaders in understanding the selection process for which AI tools are most appropriately suitable for classroom use.

The headteacher will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum, and staff training.
- Leading the process in selecting, reviewing and approving which AI tools will be utilised in the classroom.
- Identifying potential barriers to AI adoption and ensuring that teachers have the skills and infrastructure to further the use of AI in the classroom.
- Communicating with parents to ensure they are kept up to date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively.

- Listening and responding to any feedback and/or concerns raised by parents, pupils, or staff regarding the use of AI tools in the school.
- Working with the governing board to review and update this policy on an **annual** basis.
- Ensuring that AI practices are audited and evaluated on a regular basis.
- Liaising with ICT technicians and subject leaders to review, approve or disapprove of suggested AI tools.
- Ensuring providers of AI tools meet the DfE's product safety standards for use in educational settings.
- Promoting a culture of innovation while ensuring the ethical use of AI tools.

ICT technicians will be responsible for:

- Providing technical support to teachers and subject leaders in the development and implementation of the school's AI practices.
- Reviewing the security of AI tools before they are implemented.
- Implementing appropriate cyber security measures.
- Keeping an up-to-date record of the AI tools being implemented by the school.
- Liaising with the headteacher and subject leaders to review, approve or disapprove suggested AI tools.
- Regularly updating software and ensuring that AI tools are running the latest and safest versions.
- Ensuring that the use of AI tools is taken into consideration when creating policies and procedures regarding online safety, child protection and safeguarding, and data protection.

The DPO will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the school.
- Ensuring the privacy and protection of student data.
- Understanding and maintaining awareness of what the use of AI means for data protection in the school.

- Advising the school on how to integrate the use of AI while complying with data protection regulations.
- Establishing and regularly reviewing protocols for data storage, sharing, and disposal related to AI tools.
- Running periodic training sessions on data protection in the context of AI for the staff.

The DSL will be responsible for:

- Taking lead responsibility for online safety in school.
- Undertaking training so they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.
- Reporting to the governing board about the use of AI tools on a [termly](#) basis and how it links to safeguarding.
- Being a point of contact for teachers and subject leaders using AI in classrooms to discuss any safeguarding concerns or queries.
- Collaborating with external agencies to stay updated on the latest online threats related to AI.
- Organising awareness campaigns for pupils on the ethical and safe use of AI.

Subject leaders will be responsible for:

- Researching and identifying the most effective and appropriate AI tools for their subject's curriculum.
- Seeking approval from the headteacher and ICT technicians for any AI tools they wish to use in their curriculum.
- Requesting support from ICT technicians with the implementation of AI tools where needed.
- Effectively integrating the use of AI tools into lesson plans.

- Familiarising themselves with the AI tools they are using in their lessons and ensuring that they have a basic understanding of the technology and the risks it poses.
- Assisting pupils to use and understand the chosen AI tools where necessary.
- Regularly sharing insights and feedback with other subject leaders to ensure cross-curricular coherence in AI tool use.
- Staying updated on global best practices in the use of AI tools in their specific subject.

All staff members will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Ensuring the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Understanding the ethical usage of AI in education.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Providing feedback to ICT technicians and the headteacher on the effectiveness of using AI tools.
- Participating in CPD related to AI.
- Encouraging pupils to critically assess and provide feedback on the AI tools being used.

Pupils will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant school policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer had while using AI tools.

- Seeking assistance from the classroom teacher in the use and understanding of AI tools, where necessary.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Demonstrating responsibility and ethical behaviour while using AI tools, including not attempting to manipulate or misuse the tools.
- Sharing feedback with teachers regarding their experiences and suggestions for AI tools.

3. Understanding and accessing AI

We will ensure that leaders and teachers are equipped with the knowledge and skills to use AI effectively in the classroom. Any barriers that are identified in teachers' understanding of AI will be addressed through training to ensure that all teachers fully understand the most effective applicable use of AI in the classroom.

The school will ensure that sufficient digital infrastructure is provided for all teachers to utilise AI. Any implementation of AI technology will be done with the assurance that the school's pre-existing digital systems are compatible with the AI platforms themselves to ensure accessibility and ease of use.

All staff will be trained and supported with the use of AI and only use the AI tools and websites which have been approved in school- Teach Mate and Microsoft Co-pilot.

4. Using AI to plan lessons

The school will ensure that AI tools are only used in lesson planning to achieve the following aims:

- To reduce workload
- To free up teachers' time
- To enhance pupils' education

- To assist with the production of high-quality and compliant administrative plans, policies and documents
- To support the teaching of a knowledge-rich computing curriculum
- To provide pupils with more personalised and adaptive learning experiences

All subject leaders and teachers have the option to formulate lesson plans through the use of approved AI tools. Where AI tools are used in lesson planning, the quality and content of the final plan will be staff members' professional responsibility.

Staff will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school and will ensure that any classroom materials created via the assistance of AI tools are fact checked and undergo robust quality assurance.

All staff using AI tools for lesson planning will understand that plans created by AI tools should act as a starting point or guide rather than the finalised document. Staff will modify and enhance lesson plans in line with their pupils' specific needs, learning styles and the desired content for the lesson. All AI-generated lesson plans will be critically evaluated by the relevant teachers to ensure that they will be age-appropriate and beneficial to pupils' education.

Staff will ensure that, as a minimum, all lesson plans assisted by AI tools cover the following:

- Lesson objectives
- Materials required
- Lesson duration
- Introduction to the lesson and/or subject
- Guided practice
- Independent practice
- Conclusion
- Differentiation

Staff will also be required to ensure that they understand intellectual property implications when using generative AI tools to plan lessons. Staff members will only use materials protected by copyright to train AI if there is permission from the copyright holder or if a statutory exception applies.

When using AI tools to produce a lesson plan, staff will ensure that they enter prompts that align with the curriculum.

The school will offer regular training sessions and workshops on effectively integrating AI tools into lesson planning.

Teachers will be encouraged to share feedback on the AI tools they use, helping the school continuously refine its approach.

The effectiveness of AI tools in lesson planning will be reviewed **termly** to ensure their alignment with the school's educational objectives.

- Whilst recognising that AI tools can be used appropriately and with benefit to teaching and learning, the school will keep in mind that the content produced by AI tools can be:
 - Inaccurate.
 - Inappropriate.
 - Biased.
 - Taken out of context and without permission.
 - Out of date or unreliable.

5. Using AI tools during lessons with pupils

The school will use AI tools to deliver balanced, high-quality lessons to all pupils. The AI resources used will be:

- Approved by the headteacher and ICT technicians.
- Accessible to all staff and pupils.
- Appropriate for the activities pupils undertake.
- Appropriate for pupils' age, developmental stage and learning abilities.

AI tools will be used in school for educational purposes only, and teachers will collaborate with each other to share good practice for using approved AI tools.

Staff members will not allow or cause pupils' original work to be used to train generative AI models unless they have permission or if an exception to copyright applies.

Equality of access

Teachers will ensure that pupils and parents are aware that the use of AI tools is not mandatory or necessary for pupils have a successful education at the school. **Pupils will not be using AI in their learning at Crossflatts, this will be a tool for teaching staff, not for pupils.**

The school will ensure that pupils' learning does not rely or depend on the use of AI tools. Where AI is being used for continuous learning, homework, or exam and assessment preparation, teachers will ensure that pupils are provided with alternative materials, such as physical copies of tasks or past exam papers, to enable pupils without access to AI tools outside of school to access the same level of education and attainment.

The school will ensure that pupils' learning is not disadvantaged by the inability to use AI tools or access them outside of school. Parents and pupils will be encouraged to raise any concerns or issues regarding equality of access with the relevant subject leader.

The school will recognise that technology can sometimes pose accessibility challenges, and will be committed to ensuring that all AI tools adopted are compliant with accessibility standards. The school will take all reasonable endeavours to ensure that pupils with disabilities can interact with them without hindrance.

In addition to SEND considerations, we will consider socio-economic factors. We will be aware that not every pupil may have access to high-speed internet or advanced devices at home, and will ensure that offline modes and alternative resources are made available to ensure no pupil is disadvantaged.

Parents will be provided with guidelines and resources to help them support their children's use of AI tools at home, ensuring that the learning ecosystem remains consistent both inside and outside of school.

Personalised learning

Teachers aim to provide more personalised learning to pupils through the use of AI tools during lessons. The school will prioritise the use of AI tools that are capable of adapting lesson content and activities based on individual pupils' abilities and learning styles, to ensure that each pupil is receiving tailored instructions and support.

Teachers will also use AI tools to generate adaptive assessments, which are able to adjust the difficulty of questions and tasks based on the pupil's performance. This will allow teachers to gain more accurate insights into each pupil's strengths and areas for improvement.

Language and literacy development

The school recognises that, as a primary setting that caters to KS1 and KS2 pupils, the development of pupils' language and vocabulary is of the utmost importance. Teachers will, therefore, use AI systems to enhance and assist with pupils' language learning in the classroom, particularly during English lessons and reading time. AI tools will be used to create helpful resources and materials that teachers can use with a whole class or on a one-to-one basis, such as sentence stems or word banks, to provide age-appropriate definitions of unfamiliar words.

AI tools will also be used throughout the school to help pupils with phonics, spelling, reading, and writing at various developmental stages. Teachers will use with AI tools to provide pupils with support such as pronunciation feedback, spelling lists and tasks focussed on specific phonetic patterns, and, in some cases, multisensory learning to aid memory retention.

At all times, teaching staff will ensure that the language any AI system uses with younger pupils is age appropriate. Teaching staff will receive training on how to prompt AI systems so that resources and interactions are simple to understand and do not prove a barrier to learning. They will also be aware of AI systems' occasional tendency towards bias and inaccuracy, and safeguard children accordingly.

Feedback, marking and homework

Teachers will ensure that, while using technologies that can assist in marking pupils' work and giving feedback, this is not the only way that pupils' work is being monitored. Teachers will be expected to find a balance between technology and human interaction in order to ensure learning is effective.

Homework developed using or in relation to AI platforms will be in line with the school's AI and Homework Policy.

6. Misuse of AI tools

The school acknowledges that the misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will follow the Safe Use of AI Policy, Online Safety Policy and Child Protection and Safeguarding Policy to prevent, identify and manage any potential misuse.

Staff members found to be deliberately and/or repeatedly misusing AI tools will be disciplined in line with the school's Disciplinary Policy and Procedures. Pupils found to be deliberately and/or repeatedly misusing AI tools will be sanctioned in line with the school's Behaviour Policy.

Where staff or pupils are found to be misusing AI tools, the headteacher will review the circumstances and consider revoking access to the AI tools for the concerned individuals.

Staff, pupils and parents will be educated on the correct and appropriate ways to use the AI tools they are given access to.

Regular training sessions will be organised for staff and pupils, focussing on the ethical use of AI tools. These sessions will address the distinction between legitimate assistance and over-reliance on AI.

The school will maintain an understanding and awareness that data used to train generative AI models is susceptible to malicious actions, which in turn has a negative impact on pupils using compromised AI systems. The school will therefore be aware of two prominent types of data corruption:

- Prompt injection attacks: these are when attackers input data into the AI model to make it behave in unintended ways, including generating offensive content or sensitive information
- Data poisoning attacks: these are when attackers tamper with data that an AI model has already been trained on to produce similarly undesirable or hateful outcomes.

ICT technicians, in collaboration with subject leaders, will regularly review the AI tools being implemented, ensuring that they do not inadvertently promote misuse.

We will establish a feedback mechanism allowing staff and pupils to report any instances where AI tools might encourage misuse or where they feel uncertain about the ethical boundaries of using such tools. In cases of AI misuse, the school will maintain a transparent process, detailing how the misuse was identified and the steps taken in response.

We will consider forming a committee or a group that specifically focusses on AI ethics within the educational context. This group will help the school remain up-to-date with the latest challenges and advancements in AI, ensuring that the school's policies remain relevant and effective.

We will recognise that AI tools have limitations and will encourage a healthy scepticism and critical thinking when using or analysing outputs from AI tools.

7. Selection of AI tools

Teachers and leaders will be responsible for researching and identifying the most appropriate and accessible AI tools for their lessons, taking into account:

- The needs and abilities of their pupils.
- Compatibility with the school's ICT systems.
- Online safety and safeguarding concerns.
- The subject the AI tool is being used to teach.
- The security of pupil and teacher data when using these systems.

Before fully integrating an AI tool into lessons, the school will consider introducing a trial or evaluation period. During this time, a small group of pupils and teachers can use the tool, providing feedback on its effectiveness, ease of use, and any potential concerns.

Any AI tools intended to be used by the school will not be used until the headteacher and ICT technicians have reviewed the systems and given their approval.

Teachers will thoroughly research potential AI tools, ensuring that the tools are as reliable and safe as possible. Where there are concerns over the accuracy, reliability or appropriateness of an AI tool, teachers will not submit these tools to the headteacher for approval.

The school also understands that many generative AI tools, such as ChatGPT, have recommended age restrictions. Whilst some tools may be useful for teachers, the school will take steps to ensure that any AI tool used in class is appropriate for the age group who are using it.

The school will follow the Online Safety Policy, Cyber-security Policy and Child Protection and Safeguarding Policy at all times when considering which AI tools to incorporate into classroom learning.

The school will keep a record of:

- The AI tools that have been approved for use (Teachmate and CO-pilot).
- The AI tools that have not been approved for use, including which teacher submitted the tool for approval and the reason that approval was denied.
- The teachers that are choosing to use AI tools in their lessons.
- The subjects that AI tools are being used to teach.

- The year groups that are using AI, and which AI tools each year group has access to.
- The date that specific AI tools were given approval.
- The date that specific AI tools were implemented in lessons.
- Any concerns raised by parents, pupils or staff regarding the use of AI tools.
- Relevant login details for each approved AI platform.

This record will be kept in the **school office**, and it will be reviewed and updated by ICT technicians and the headteacher where necessary.

In addition, the school will:

- Encourage teachers to gather feedback from pupils about the AI tools being used to help understand the tool's impact on learning and identify any areas of improvement or potential pitfalls.
- Ensure that the benefits of any AI tool justify its cost and always explore if there are free or lower-cost alternatives that provide similar benefits.
- Ensure that any AI tool being considered complies with data protection regulations and has clear policies on how they store, process, and delete user data.
- Ensure that the AI tools should be vetted to ensure they do not contain culturally insensitive or ethically questionable content.
- Organise CPD sessions for teachers to enhance their understanding and effective use of AI tools.
- Instruct pupils on how to use the tool effectively and ethically before it is introduced.
- Ensure that the AI tools being considered can scale as the number of users increase and that they continue to receive updates to stay relevant. Some newer AI tools may not have a long shelf-life: the school will focus its attention on the better known and more robust tools.

8. Conduct

Staff conduct

All members of staff with access to approved AI tools will act in line with the relevant policies and procedures regarding online safety, child protection and safeguarding, data protection and AI

use. Staff using AI tools will receive training on how to use the software appropriately, including how to keep their pupils safe while using AI tools during lessons.

Staff members found to be using unapproved AI tools or using approved AI tools in way that is deemed inappropriate or unsafe, will be disciplined in line with the school's Disciplinary Policy and Procedure.

Staff members will not access AI tools for personal use during school hours, or with school login details, under any circumstances.

9. Teaching pupils about the safe use of AI

Teaching about the safe and appropriate use of AI will ensure that pupils benefit from a knowledge-rich curriculum which enables them to become well-informed users of technology and understand its impact on society. Pupils will gain strong foundational knowledge which ensures they are developing the right skills to make the best use of AI tools.

The school will:

- Prepare pupils for changing workplaces.
- Teach pupils how to use emerging technologies, including AI tools, safely and appropriately.
- Raise awareness of the limitations, reliability and potential bias of AI tools.
- Teach pupils the correct strategies and how to determine if a source is real or AI generated.
- Help pupils to understand how information on the internet is organised and ranked.
- Include online safety teaching in the curriculum and how to protect against harmful or misleading content.
- Raise awareness and understanding of protecting intellectual property rights.
- Encourage the safe and responsible use of digital content.
- Teach about the impact of technology, including disruptive and enabling technologies.
- Include teaching about how computers work, connect with each other, follow rules and process data in the curriculum.

10. Security and data protection

At Crossflatts we are aware of the data privacy and cyber-security implications that come with using generative AI tools, and will ensure that all AI tools are used in line with the school's Data Protection Policy and Cyber-security Policy. We will ensure that personal data is protected in line with data protection legislation and its own data protection policies and procedures. We will research and be aware of the privacy implications and notices of any AI tools that it selects for classroom use.

We will use data anonymisation techniques, e.g. by using pseudonyms, to ensure that any pupil data processed through AI tools for administrative purposes is not identifiable.

When selecting generative AI models for classroom use, the school will ensure that any chosen models comply with data protection legislation- We will only use Microsoft Co Pilot to ensure data protection is adhered to.

Staff members will understand that copyright law is distinct from data protection law and that any consents or data processing agreements for personal data are separate from issues of compliance with copyright law.

The school will review and strengthen its cyber-security measures in line with the DfE's 'Meeting digital technology standards in schools and colleges' guidance. This will include conducting a cyber security risk assessment that considers any AI tools used by the school and generative AI's evolving sophistication.

The school will also ensure that a cyber awareness plan is implemented and understood by staff and pupils alike and is adopted by the whole school. The school's implementation of generative AI tools will be done with secure control access to minimise any misuse.

The school's procedures for reporting a cyber-attack will be communicated and understood by all.

11. Safeguarding

Crossflatts acknowledges that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. The school will follow the Online Safety Policy and Child Protection and Safeguarding Policy when utilising AI platforms, to ensure that pupils are not able to access or be exposed to harmful content.

Parents will be kept informed of how the school is using AI to enhance pupils' education, and who they can speak to about any concerns or issues regarding the use of AI.

We will take any reported concerns or incidents regarding the use of AI tools seriously and follow the relevant procedures to ensure the wellbeing of its pupils. Where there is a safeguarding concern that requires an investigation, the school will pause its use of the AI tools in question until they can be reviewed, and the investigation is concluded. Any AI platforms found to hold safeguarding risks will be removed from the school's list of approved tools immediately.

We will also ensure its commitment to safeguarding children against misuse of AI as defined in KCSIE, which states that schools have a responsibility to protect children from maltreatment that occurs on or off of school grounds and online.

We will encourage pupils to speak up about any concerns they have about the AI tools being used.

We also recognise the potential mental health impacts of AI tools, such as the pressure to conform to AI-generated ideals or information overload. Procedures will be put in place to monitor and support pupils' mental wellbeing in relation to AI tool use.

We will make all reasonable endeavours to ensure that the safeguarding process with regard to AI is a collaborative effort between the school and home.

Staff training will be regularly updated to ensure that teachers and support staff are equipped to handle the evolving challenges posed by AI tools in the context of safeguarding.

12. Parental consent

The school will obtain parental consent before pupils are allowed to participate in AI learning, to allow parents to make informed decisions about their child's education and to ensure the school remains compliant with data protection legislation. **Pupils at Crossflatts will not be using AI themselves, this is strictly for the use of our teaching staff.**

The school will send an Acceptable Use Policy to parents at **the start of each academic year**, informing them that the school intends to use AI tools for educational purposes. The policy will also:

- Clearly explain how AI tools will be used in lessons and teaching e.g. academic reports.
- Describe the benefits and potential risks of using AI.
- Outline how pupils' data will be collected, processed and stored.

- Address any concerns that parents may have regarding data protection, safeguarding and the impact of AI on pupils' learning.

The school will provide parents with periodic updates regarding any significant changes in the AI tools being used or any noteworthy experiences the school has had with AI in education.

13. Monitoring and review

The governing board and headteacher will review this policy in full on an **annual** basis and following any incidents that occur due to the use of AI tools.

The next scheduled review date for this policy is **Summer 2027.**

Any changes made to this policy are communicated to all members of the school community.