Staploe Education Trust

AI Position Statement & Guidance

Version:	1.0
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Approved by:	Trust Board
Date:	Autumn 2025
Review date:	Spring 2026

Contents

Purpose

AI is rapidly becoming an integral part of our society, with profound and diverse implications, and it is increasingly used within our schools by staff and by pupils. We want colleagues and pupils to be able make informed use of AI, within principled guidelines and appropriate constraints.

Our hope is that principled, thoughtful use of AI can improve educational experiences and outcomes, increase operational efficiency and effectiveness, and reduce the workload of colleagues.

This position statement and guidance is a starting point in establishing Trust-wide principles and guidance, to support the effective and appropriate use of AI within Staploe Education Trust.

Headlines

Relational above all: *If it undermines trust or distances us from people, we must use it better—or not at all.*

Enhancement not Replacement: *Start with human judgement, refine with AI, finish with human judgement.*

High Quality: *AI can assist with quality, but it cannot guarantee it—only we can.*

Ethical: *AI has no ethics—so we must bring our own.*

Efficiency not Abdication: *Use AI to save time, not to stop thinking.*

Eco-Conscious: *Use AI only when it adds value—because every prompt has a footprint.*

Data Privacy: *We must maintain our GDPR obligations by only using tools that guarantee data sanctuary.*

Key Principles

Relational above all

As a matter of fact and a matter of principle, our work with pupils, with colleagues and with parents, carers and stakeholders, is and must remain fundamentally relational.

Our success as professionals is rooted in trust, mutual understanding and empathy. The vital nuances of our countless day-to-day human interactions are shaped by our experience, judgement, personalities, relationships and instincts. However we use AI, it must not compromise the essential role of relationships in defining who we are and what we do. If using AI undermines trust and partnerships, is a barrier to getting to know our pupils' needs, or distances us from those we work with and for, then we must use it better, or not use it at all.

Used well, AI can help us to refine our wording to achieve a particular tone and effect (e.g. when we are managing a sensitive issue). It can identify where our first draft might not achieve what we want, e.g. because our draft has been shaped by our emotions, or because of potential adverse perceptions of our personal style. It can also make communications more accessible and appealing to diverse audiences.

Enhancement not Replacement

We should use AI as tool in service to our professional judgement and in support of pupils' learning. Rather than having things produced *by AI,* we produce *with AI;* our work can be AI*assisted* but should not be entirely AI-*generated*. When using AI, we should see it as an *iterative process*, not a one-off creation from a single prompt.

It can be helpful to imagine working with AI as follows: start with human thought and judgement, iterate using AI where helpful, then interpret and finalise using our human, values-led professional judgement. Treat your interactions with AI as a series of evolving, responsive prompts, even a conversation, rather than a single instruction. The risks described elsewhere in this paper can often be avoided or mitigated by approaching our use of AI in this way.

High Quality

Producing with AI is not a guarantor of quality. AI has no taste. It draws upon vast swathes of information but it is not wise and may not be discerning. AI can produce inaccurate, ugly, incoherent, offensive work just as easily as it can produce informed, high-quality work. AI can hallucinate. It can spread myths and misconceptions. It can be skewed towards what is frequently said rather than what is correct. And it can produce work that appears clumsy, rushed, incoherent.

It can also be more concise, better informed and clearer in presentation. It may be able to produce things we lack either the time or technical skill to produce otherwise. It can source ideas from beyond our current knowledge, and can synthesise and summarise, and spot trends and patterns with greater clarity than we might.

Ethical

Many AI platforms are unethical in their harvesting of intellectual property and exploitation of creative human endeavours, deriving outcomes without credit, compensation or regard to the source material. This potentially has profound implications for people's ability to earn a living,

and will shape the future economy for our colleagues and pupils. We must be mindful of this in its use and educate pupils appropriately.

AI itself has no principles, no values. It does not inherently create, filter or interpret information based on any moral framework. It can therefore potentially provide answers that we would consider unethical or outside our principles as an organisation, and it can replicate systemic social and cultural biases e.g. there are criticisms that some AIs are trained on materials that means they can be racially or culturally biased.

AI can however provide a perspective outside of our personal prejudices, biases, misconceptions and areas of ignorance. It can spot things we may not notice, particularly in large amounts of complex information. It can shed clear light where otherwise our emotions, habits of thinking or assumptions may close down our thinking.

Efficiency not Abdication

AI can be a substantial time saver, particularly when processing large amounts of information. However, we must distinguish between reducing unnecessary workload from abdicating thinking. Thinking is how we all grow and learn, whether as professionals or as pupils. Excessive, inappropriate use of AI can deskill even the experienced, and inhibits the growth of knowledge, skills and expertise in less experienced colleagues and young people. We cannot hope to evaluate, critique and make informed use of AI-generated content, any more than we can any other information, without actively developing our own minds, and the same goes for our pupils. There is a risk that AI use is passive, that by using AI we bypass developing our own thinking and ideas, and that what is generated is never processed by or settled in our minds.

Eco-Conscious

AI processes use considerable amounts of computing power and therefore energy, not necessarily on your own computer but on remote servers and processors. AI also makes intensive use of water resources as part of the IT colling systems. Decide if AI is really necessary for what you are doing (e.g. would a google search suffice to find information or an image, or can you write the document yourself?). If AI is the right choice, where you have a choice of AI models (e.g. ChatGPT has different tiers), the older, lower-tier models are often sufficient for most tasks and are less power-intensive.

Key Risks When Using AI in Schools

While AI can improve efficiency and support innovation, its use must be carefully managed to avoid unintended harm. The following risks should be clearly understood and mitigated:

1. Data Protection & Compliance

Unless specifically authorised by the Technical Services Team, online AI tools must never be used to process or store personal, sensitive, or identifiable information about students, staff, or families. Many platforms store input data, meaning even brief entries can breach data protection policies and GDPR.

Note taking for formal cases e.g. sickness absence and disciplinary matters must comply with relevant policies and recordings are not permitted.

→ **All data must be anonymised** before use. Do not enter names, dates of birth, SEN details, safeguarding information, or any other identifiable content.

2. Hallucinations (Inaccurate or Fabricated Content)

AI models can produce content that is entirely false, misleading, or fabricated—even if it sounds plausible. This includes incorrect facts, made-up statistics, or invented citations.

→ **All AI outputs must be verified** against reliable sources before being shared or used in teaching, reports, or decision-making.

3. Loss of Professional Voice and Oversight

Over-reliance on AI can lead to impersonal or generic outputs that do not reflect the school's ethos, the needs of the audience, or the professional judgement of the author.

→ **AI must support—not replace—professional thinking, personalisation, and human relationships.**

4. Ethical and Equity Concerns

AI systems can reflect and reinforce biases present in their training data, which can result in outputs that are inappropriate, stereotyped, or exclusionary. Unequal access to AI tools may also widen learning gaps.

→ **Promote equitable access and critical, ethical use of AI by students and staff.**

5. Environmental Impact

Large-scale AI models consume significant energy during both development and use.
Frequent or inefficient use contributes to increased carbon emissions.

→ **Use AI intentionally and efficiently**, only when it adds genuine value. Avoid excessive experimentation or unnecessary queries.

Quick Guides: Enhance don’t Replace

Effective Use of AI for Teaching

1. Lesson Planning

- **Enhance**: Use AI to generate initial ideas for starters, questioning, or differentiation strategies. Prompt AI with the objective and year group, then refine output using professional expertise.
- **Don’t Replace**: Do not copy and paste a full AI-generated lesson plan into delivery without critique or adaptation.

2. Resource Creation

- **Enhance**: Generate draft worksheets, model answers, or exam-style questions, then review, edit, and align with the school's pedagogy and curriculum intent.
- **Don’t Replace**: Avoid distributing AI-generated materials directly to students without checking accuracy, challenge, accessibility, or tone.

3. Curriculum Development

- **Enhance**: Use AI to scan large amounts of curriculum content (e.g. specifications, frameworks) to help identify themes, progression, and links across key stages. Use AI to identify content that is referred to frequently or prominently in a third-party curriculum, to help teachers to identify the key content in a unit of work.
- **Don’t Replace**: Do not rely on AI to decide what should be taught without checking alignment with statutory requirements and local curriculum intent.

4. Scaffolding and Support

- **Enhance**: Generate varied sentence starters, model structures, or vocabulary banks tailored to specific student groups.
- **Don’t Replace**: Avoid allowing students to use AI to complete work independently without applying their own thinking or reflection. Check for spellings: AI output tends to use American English spellings.

Effective Use of AI in Administrative Practice

1. Student Data Analysis (Strictly Anonymised)

- **Enhance**: Use AI to summarise trends or identify patterns in anonymised datasets (e.g. progress, attendance, behaviour), enabling quicker insight for action planning.
- **Don't Replace**: Never input student names or identifiable information (unless using a secure or offline AI implementation). Do not act on AI-generated summaries without cross-referencing with known context and internal expertise.

2. Writing Reports and Student Feedback

- **Enhance**: Draft initial feedback statements (e.g. subject strengths or next steps) based on anonymised input or prompts. Then personalise with specific knowledge of the student.
- **Don't Replace**: Avoid using generic AI-generated feedback without tailoring. Students and families value personalised and meaningful communication.

3. Letters to Parents or Colleagues

- **Enhance**: Use AI to structure or improve tone, clarity, and professionalism of communications. Start with a clear prompt (purpose, tone, key points), then edit as needed.
- **Don't Replace**: Do not send AI-generated letters without careful review. Avoid impersonal or templated tone that does not reflect the school's ethos or context.

4. Newsletters and Website Content

- **Enhance**: Use AI to improve readability, summarise content, or generate initial drafts for events and announcements. AI can help with structuring and proofreading.
- **Don't Replace**: Avoid publishing AI-written content without checking for accuracy, tone, and relevance. Communication should reflect your school's authentic voice. Check for compliance with branding guidance, house style and accessibility requirements.

Detailed Guides

How to Support Staff Use of AI

The following is a set of examples of how staff might use AI, what the benefits and risks are, and how to mitigate those risks.

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1. Admin Teams

Admin teams using AI to write letters and emails

Benefits:

- Saves time on routine communications
- Improves consistency and tone
- Can assist staff with varying writing confidence

Risks:

- Loss of human tone or relational nuance
- Over-reliance may reduce personalisation
- Sensitive issues may be mishandled

Mitigations:

- Human review before sending, especially for sensitive issues
- Use AI for structuring or drafting only, not final sending
- Provide training on how to adapt AI outputs with empathy

Taking minutes at a meeting

NB Note taking for formal cases e.g. sickness absence and disciplinary matters must comply with relevant policies and recordings are not permitted.

Benefits:

- Captures key points efficiently
- Frees up staff attention during meetings
- Reduces administrative burden

Risks:

- Risk of inaccuracy or omission without human judgement
- May miss nuance or relational subtext
- Over-reliance may reduce active listening or collaboration

Mitigations:

- Use AI to support draft writing, not as final record
- Assign someone to check for accuracy and clarity
- Keep focus on the purpose and audience of the minutes

Creating weekly newsletters to parents

Benefits:

- Saves time
- Suggests language and structure
- Improves consistency and tone

Risks:

- Can become impersonal
- Misses opportunities for school-specific warmth and tone
- May under-represent pupil voice or local celebrations

Mitigations:

- Human review and personalisation of key messages
- Include photos, quotes, or teacher/pupil stories
- Ensure tone reflects school community and values

Creating social media posts

Benefits:

- Helps with tone, brevity, and timing
- Supports busy comms teams
- Can model inclusive and positive language

Risks:

- Risk of tone-deaf or culturally insensitive posts
- Automation can reduce genuine celebration or community connection
- Can feel generic and detached

Mitigations:

- Always review before publishing, including checking for branding guidance, house style and accessibility.
- Use AI as a tone-checker or planner, not a broadcaster
- Focus on relational engagement, not just visibility

Dealing with routine queries from parents

Benefits:

- Saves time and improves response speed
- Helps generate professional, clear responses
- Reduces duplication

Risks:

- Risk of impersonal or inappropriate responses
- Context-specific issues may be mishandled
- Frustration or conflict may arise from poor tone

Mitigations:

- Use AI to draft templates, not send replies
- Train admin staff in adjusting tone and tailoring responses
- Escalate or humanise more complex interactions

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2. Professional Services (e.g. HR, IT, Finance)

NB Note taking for formal cases e.g. sickness absence and disciplinary matters must comply with relevant policies and recordings are not permitted.

Budgeting and financial planning

Benefits:

- Can assist with forecasting and comparisons
- Speeds up spreadsheet design or analysis
- Helps model 'what if' scenarios

Risks:

- AI may make inaccurate or unsafe assumptions
- Limited accountability or audit trail
- Loss of strategic or ethical lens in decision-making

Mitigations:

- Use for modelling only; decisions must be human-led
- Cross-check with finance teams
- Retain strong narrative around values and priorities

Recruitment processes: adverts and selection

Benefits:

- Can draft job ads quickly and check tone
- Helps reduce bias in phrasing
- Supports consistency across roles
- Can analyse and summarise applications

Risks:

- Can unintentionally reinforce stereotypes in language
- Risk of impersonal or formulaic adverts
- Removes human voice from a relational process
- Risk of inaccurate interpretation of applications

Mitigations:

- Review AI output for inclusivity and warmth
- Adapt to reflect school ethos and vision
- Ensure selection tools are used to identify people, not just profiles

Job applicants are increasingly using AI to draft job applications, in whole or in part. This presents risks that we do not select the best candidates. There are also safeguarding risks if applications are not authentic and verified.

Mitigations:

- Use AI checkers to assess authenticity (see below).
- Triangulate claims with other evidence e.g. are the work history and qualifications consistent with the claimed experiences and expertise?
- Use probing questions and follow-up questioning at interview.
- Carefully check references.
- Include hand-written tasks at the interview stage.

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3. Teachers

Pupil using AI to write essays

Benefits:

- Can model writing structures and styles
- Supports pupils with ideas, planning, and phrasing
- Encourages critical reflection on writing

Risks:

- Risk of plagiarism or undeclared assistance
- Reduced opportunity for learning through struggle
- Potential masking of gaps in understanding

Mitigations:

- Explicitly teach ethical use and citation of AI
- Focus on process as well as product in assessment
- Use in low-stakes tasks to support writing development

Teachers use AI to mark work and provide feedback

Benefits:

- Can reduce workload
- Identifies patterns and gives prompt feedback
- Supports consistency in formative feedback

Risks:

- AI may misinterpret nuanced or creative responses

- Risk of depersonalised, generic feedback
- Reduced teacher reflection on pupil learning

Mitigations:

- Use AI to draft or check marking, not replace judgment
- Personalise feedback and use as opportunity to connect
- Build time for teacher moderation and review

Teachers using AI to write reports

Benefits:

- Saves time, particularly with repetitive phrasing
- Can ensure consistency in tone and format
- Helps with structure and vocabulary

Risks:

- Risk of superficial or inaccurate content
- Reduced reflection on individual pupil development
- Can appear impersonal to families

Mitigations:

- Use AI for scaffolding, not for full report generation.
- Provide the AI with a template and specify your requirements.
- Require teacher review and editing for accuracy and warmth

Teachers using AI to plan lessons

Benefits:

- Offers quick access to ideas and resources
- Reduces planning time
- Supports differentiation and resource adaptation

Risks:

- Can produce generic or unsuitable content
- Reduces deep engagement with curriculum and pedagogy
- Risk of passive delivery over responsive teaching

Mitigations:

- Use AI for inspiration, but align with curriculum intent
- Upload curriculum documents and stipulate that the AI uses them in its output
- Require teacher review and adaptation
- Ensure planning remains reflective and informed by pupils' needs

Teachers using AI to generate images for lesson resources

Benefits:

- Supports visual learning and resource design
- Fills gaps in commercially available content
- Encourages creativity and responsiveness

Risks:

- Risk of inaccurate, misleading or inappropriate imagery
- Copyright or ethical issues with training data
- Can distract from substance

Mitigations:

- Review all images carefully for accuracy and appropriateness
- Use image generation in support of, not replacement for, explanation
- Teach pupils to critically evaluate visual representations

Planning assemblies

Benefits:

- Suggests structure, themes, and relevant content quickly
- Saves preparation time
- Can support moral, social, and cultural themes

Risks:

- Risk of generic or shallow content
- Misses connection with school-specific context and lived experience
- Less opportunity for modelling thoughtfulness and voice

Mitigations:

- Use as idea generator, not scriptwriter
- Adapt to reflect school values, current issues, and pupil needs; specify these in your prompt.
- Ensure assemblies are delivered relationally and reflectively; tailor the delivery to humanise it.

Adapting teaching resources for different reading ages

Benefits:

- Speeds up differentiation
- Provides scaffolded versions for pupils with SEND or EAL
- Supports inclusive classroom practices

Risks:

- AI may oversimplify or distort meaning
- AI may not make good decisions informed by best-practice
- Teacher becomes less familiar with the differentiated content
- Pupils may become over-reliant on simplified materials

Mitigations:

- Review AI-adapted texts carefully for accuracy and nuance
- Review in light of best practice guidance for adaptive teaching
- Use alongside explicit teaching of reading strategies
- Involve staff in checking alignment with learning goals

Providing feedback to pupils (personalised or whole class)

Benefits:

- Saves time on repetitive phrasing
- Supports consistency in tone and expectations
- Allows faster return of feedback

Risks:

- Risk of generic, impersonal language
- Misses learning subtleties or context
- AI hallucinations mean feedback might not necessarily reflect pupils' actual work
- Reduces teacher reflection and limits teachers' ability to learn about the learners

Mitigations:

- Use AI for structuring or language support only
- Always personalise with pupil-specific insight
- Use feedback time to reconnect with learning needs

Providing homework and revision support for pupils and parents

Benefits:

- Suggests resources, quizzes, explanations
- Reduces planning workload

Risks:

- Content may not match curriculum or pupil needs
- Parents may rely on AI support over teacher guidance
- Can reinforce inequalities if not all families are supported equally

Mitigations:

- Use the created materials as a starting point, then adapt
- Provide clear expectations for how support is to be used
- Encourage dialogue and provide feedback

Adapting curriculum materials to support 1:1 or small group interventions

Benefits:

- Quickly generates simplified or extended versions
- Helps with tailoring resources to need

  Encourages responsive teaching

Risks:

- Oversimplification or distortion of content
- Can remove depth or progression
- Intervention content may drift from curriculum intent

Mitigations:

- Link all adapted materials to specific learning objectives
- Review for accuracy and pitch
- Collaborate with SEND, EAL, or intervention specialists

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4. School Leaders

Leaders using AI to analyse patterns in data

Benefits:

- Efficient identification of trends or outliers
- Supports data-informed decision making
- Enables strategic planning

Risks:

- Risk of bias in data interpretation
- Over-reliance on quantifiable measures
- May overlook qualitative, human insights

Mitigations:

- Use data as starting point, not the sole driver of decisions
- Triangulate with qualitative evidence and critique through professional dialogue
- Maintain curiosity and caution around what the data *cannot* tell you

Leaders using AI to write policy

Benefits:

- Accelerates drafting process
- Helps structure and format policies consistently

  Can draw on wide models for comparison

Risks:

- May reflect bias or lack contextual sensitivity
- Risk of 'boilerplate' policies that aren't lived or actionable
- Disconnect between policy and people; disconnect between different policies • May not reflect school values and culture

Mitigations:

- Use AI to draft, but require professional review and stakeholder input
- Use policy development as a collaborative leadership act
- Ensure policies reflect lived values and real scenarios

- Provide the AI with school values and other school-specific information and relevant policies to draw upon

Updating policies

Benefits:

- Suggests frameworks and legal alignment
- Speeds up document creation
- Can scan for outdated or unclear language

Risks:

- Risk of inapplicable or vague policy content
- Values and context may be lost
- Reduces opportunity for collaboration and ownership

Mitigations:

- Use AI for drafting; leadership must review and localise
- Consult relevant stakeholders
- Ensure policy reflects lived practices, not just compliance
- Point the AI to sources of relevant legislation; double check it has been correctly referenced

Planning events

Benefits:

Suggests structure, timelines, checklists

- Reduces planning time
- Ensures logistical coverage

Risks:

- May overlook relational elements (e.g. tone, inclusion, culture)
- Over-reliance may reduce creativity
- Generic plans may miss local context, facilities and resources

Mitigations:

- Use AI to support logistics, not lead the vision
- Be explicit in your prompt about which values and priorities need to be incorporated into planning
- Build in review/debrief against these values, to improve the event for next year

Timetabling

Benefits:

- Speeds up complex modelling
- Suggests efficient combinations
- Reduces admin time

Risks:

- AI may miss human or cultural factors (e.g. preferences, wellbeing)
- Over-optimisation may reduce flexibility
- Risk of reinforcing bias (e.g. in workload distribution)

Mitigations:

- Use AI for modelling and suggesting options, not finalisation
- Human review of relational, equity and wellbeing implications
- Consult staff on preferences and constraints
- Ask the AI to advise on the choices, constraints, problems and possible solutions relating to the models it generates.

How to Support Pupils' Use of AI

Writing essays

How pupils may use AI:

- It may be appropriate for pupils to use AI to generate drafts, essay outlines, sentence starters, or support their language.

Benefits:

- Models structure, vocabulary, and argumentation.
- Supports pupils who struggle to begin or organise ideas.
- Can help identify tone or genre features.

Risks:

- Planning and drafting are important learning processes, that may be bypassed if AI is used excessively or inappropriately
- Undermines originality and academic integrity if overused.
- Masks misconceptions and weakens writing fluency.
- May reduce stamina and confidence in written expression.

How teachers can educate pupils:

- Set clear boundaries e.g. use AI to plan, not write full answers.
- Model constructive, reflective, interactive, critical use of AI to develop not bypass thinking
- Use low-stakes tasks to explore how AI can support writing as a *process*.
- Teach pupils how to evaluate, improve, and personalise AI output.

Revising

How pupils may use AI:

- Create quizzes, flashcards, topic summaries, or explanations.

Benefits:

- Enables tailored revision tools to suit learner needs.
- Encourages retrieval practice and self-questioning.

- Makes revision more engaging and interactive.

Risks:

- Poor-quality prompts may lead to inaccurate or oversimplified material, or material that is not relevant to the course or test (e.g. a different method in maths, or content that is not in your GCSE specification).
- Over-reliance may reduce effort in producing one's own notes or testing.
- Risk of misunderstanding if explanations are wrong or too vague.
- Bypasses the processes of reviewing, selecting and summarising, which can be useful revision in itself.

How teachers can educate pupils:

- Explain to pupils how revision works, particularly the importance of thinking hard and trying to remember
- Model how to write effective prompts for revision tools.
- Compare AI explanations with class-taught content for accuracy.
- Encourage pupils to *test* and critique AI outputs.
- Advise pupils to use a range of approaches to revision

Answering quiz questions

How pupils may use AI:

- Ask AI to answer practice questions or provide multiple choice tests.

Benefits:

- Offers instant feedback and quick self-checking.
- Encourages question-based learning and revision.
- Helps identify areas of uncertainty.

Risks:

- May discourage independent retrieval if used as a shortcut.
- AI may return incorrect answers without explanation.
- Can foster dependence over problem-solving.

How teachers can educate pupils:

- Teach pupils how to analyse *why* an answer is correct, not just what it is.
- Promote AI use as a self-check tool, not a replacement for effort.
- Encourage pupils to generate their own quiz questions and use AI to test them.

Taking notes

How pupils may use AI:

- Summarise text, videos, or transcripts; generate concise bullet points.

Benefits:

- Helps condense complex information.

- Supports pupils with working memory or processing difficulties.
- Can model effective summarisation techniques.

Risks:

- May prevent pupils from developing their own note-taking strategies.
- Can oversimplify or misinterpret key concepts.
- Reduces effort in cognitive processing.
- Bypasses the development of pupils' own abilities to skim, scan and summarise.

How teachers can educate pupils:

- Use AI to compare notes with their own as a reflective task.
- Teach note-taking explicitly, with AI as a support—not a substitute.
- Emphasise that summarising is a thinking skill, not just a copying task.

Learning new content

How pupils may use AI:

- Ask questions about topics; request explanations in simple terms.

Benefits:

- Encourages curiosity and autonomy.
- Can rephrase or break down unfamiliar ideas.
- Supports pupils who need alternative explanations.

Risks:

- AI may provide inaccurate, misleading or irrelevant information.
- Pupils may accept answers without questioning them.
- Risk of learning misconceptions.

How teachers can educate pupils:

- Teach pupils to cross-check and fact-check AI responses.
- Emphasise the importance of references and evidence.
- Use AI as a supplement, not the main teacher.

Creating a presentation

How pupils may use AI:

- Generate structure, content suggestions, or slide text.

Benefits:

- Helps with organisation and sequencing ideas.
- Reduces anxiety around starting from scratch.
- Supports clarity and time management.

Risks:

- May produce overly generic or inaccurate content.

- Can discourage creativity or personal voice.
- Risk of disengagement from the topic.
- Bypasses the thinking required in generating a presentation.

How teachers can educate pupils:

- Encourage use of AI as a *starter tool*, with editing and personalisation required.
- Build in tasks that assess delivery and depth of understanding, not just slides.
- Require pupils to explain or justify content choices.

Doing art or design work

How pupils may use AI:

- Generate design concepts, prompts, or artwork for inspiration.

Benefits:

- Stimulates imagination and iteration.
- Allows experimentation without needing advanced tools.
- Broadens access to creative expression.

Risks:

- Raises authorship questions (what is ‘original’ work?).
- May replace development of manual or technical skills.
- Can lead to superficial engagement with the creative process.
- Outputs may be derivative and uninteresting.

How teachers can educate pupils:

- Focus on the *process*: how AI-supported ideas are developed or transformed.
- Ask pupils to document thinking and design decisions.
- Clarify what elements must be hand-produced or personally authored.

Planning a task (e.g. essay, presentation, product)

How pupils may use AI:

- Break a task into steps; suggest timelines or structure.

Benefits:

- Helps pupils organise their approach.
- Encourages strategic thinking.
- Supports pupils with executive functioning challenges.

Risks:

- May discourage pupils from developing their own planning habits.
- Risk of plans that don’t match task expectations.
- Can promote a rigid or superficial approach.

How teachers can educate pupils:

- Use AI planning tools to compare, evaluate, and improve personal plans.
- Teach pupils to check AI suggestions against the success criteria.
- Emphasise flexibility, reflection, and personal ownership.

Researching something

How pupils may use AI:

- Ask questions; get overviews or lists of facts.

Benefits:

- Provides quick summaries and starting points.
- Can help clarify unfamiliar topics.
- Supports independent learning.

Risks:

- AI may hallucinate or invent facts.
- Lacks source citations and may reinforce misinformation.
- Pupils may over-simplify complex issues.

How teachers can educate pupils:

- Reinforce research skills: using multiple, credible sources.
- Use AI to practise questioning, not fact-finding.
- Teach how to compare AI output with published texts.
- Teach how to use prompts sequentially to check, challenge, refine and extend initial output.

Conversations with AI: Good Prompts

The quality of AI's response depends on the clarity of your request. Good prompts aren't just commands—they're **conversations with purpose**. Write a good first response, and then engage in dialogue with the AI to refine the response in specific ways.

General prompting principles (for all users)

Principle	Explanation
Be specific	State what you want, who it's for, and the desired format or tone.
Give context	Include the audience, age/stage, need, or setting so the AI tailors its response appropriately.
Set parameters	Indicate word count, structure, examples, or types of language to use/avoid.
Review and refine	AI is a draft partner—review the output critically and iterate with follow-up prompts.

Align with purpose and Ensure the prompt supports pupil learning, clarity, human values connection, or professional growth.

Communications with Parents

Purpose: Drafting messages, emails, letters, or newsletters that are clear, warm, informative, and inclusive.

Example Prompt – Poor:

Write a letter about attendance.

Example Prompt – Better:

Draft a warm, clear letter for parents of Year 8 pupils to encourage good attendance. Explain the benefits of consistent attendance without sounding accusatory. Keep the tone supportive and understanding. Include 2 suggestions for how parents can help.

Creating resources for pupils

Purpose: Generating explanations, worksheets, examples, visuals, or scaffolds for pupils of different ages and needs.

Example Prompt – Poor:

Explain photosynthesis.

Example Prompt – Better:

Create a one-page explanation of photosynthesis for Year 7 pupils reading at Year 5 level. Use simple language, short paragraphs, and include a labelled diagram. Avoid technical jargon but use correct scientific terms.

Pupils using ai to support their thinking

Purpose: Helping pupils use AI for structuring ideas, researching, exploring questions, or drafting with support—without doing the thinking for them.

Example Prompt – Poor (over-reliant):

Write me an essay on Macbeth.

Example Prompt – Better (scaffolded):

Help me plan a paragraph about Macbeth's guilt in Act 2. Suggest 3 key points I could make and a short quote for each one. Don't write the paragraph—just give me a structure to help me get started.

Leaders reviewing data

Purpose: Asking AI to analyse patterns in school performance, attendance, or behaviour data and suggest possible areas for review or development.

Example Prompt – Poor:

What does this data say?

Example Prompt – Better:

I've uploaded a spreadsheet showing half-termly attendance for each year group.
Summarise the trends and highlight any year groups or terms with significant changes.
Suggest 2 questions I could explore further before drawing conclusions.

Finance teams supporting budgeting

Purpose: Using AI to model different budgeting scenarios, explain funding formulas, or generate drafts for financial reports.

Example Prompt – Poor:

Write a budget for next year.

Example Prompt – Better:

Based on this uploaded spreadsheet, help me summarise the projected expenditure for staffing in 2025–26. Assume a 3.5% pay increase and a 5% rise in pension contributions. Suggest how this might impact the overall budget and where to look for potential savings.

Spotting AI-Generated Work: Guidance for Teachers

What to Look For – Signs of AI-Generated Work

Indicator	Why it matters	What can a teacher do?
Sudden change in writing style, tone or accuracy	Suggests the work may not reflect the pupil's usual thinking or development	Compare with known work samples or in-class writing
Perfect grammar or sophisticated vocabulary, but superficial ideas	AI often sounds polished but lacks deep or personal insight	Ask follow-up questions to check understanding
Lack of references to class content, texts or specific lessons	Real learning is connected to what has been taught	Consider whether it's rushed work or externally generated
Overly formal, vague or generic phrasing	Human writers—especially learners—tend to be more specific or idiosyncratic	Watch for AI's tendency to over-explain in abstract terms
Pupil cannot explain their own work verbally	A genuine writer can usually summarise or revise their ideas	Conduct a short follow-up conversation or ask for quick edits
Clichés and bland, generalised language	AI lacks the quirks and developing voice of a human author	Compare with in-class writing; ask pupils to extend work based on feedback
No visible planning, drafts or revision process	May indicate copy–paste from AI without pupil input	Ask for rough drafts or mind maps
Flawless structure and formatting unfamiliar to the pupil	Can be a sign of externally generated templates or models	Look for over-perfect introductions or transitions not taught in class
Inconsistent presentation or sudden switch to typed work	May suggest copy–paste from an AI tool or website	Check the formatting history or how the work was submitted

Hallucinated or inaccurate facts, misquotes or invented references	AI often fabricates convincing but false information	Ask for sources or check quotes for reliability

Use Your Professional Judgement

- **Compare** with prior work: Is this consistent with the pupil's style and typical performance? (NB We do want pupils to get better over time!)
- **Check for classroom links**: Does the response include ideas, texts, or examples from recent lessons?
- **Ask for clarification**: Can the pupil explain the choices they made or develop their ideas in real time?
- **Look at the process**: Is there evidence of scaffolding, editing, or feedback? Did they improve it meaningfully in class?

Helpful Tools for Checking AI Use

Tool	What it does	Link
GPTZero	Detects AI-generated text patterns, including writing style and sentence structure	https://gptzero.me/
Turnitin AI Detection	Flags sections likely to be AIgenerated, within plagiarism detection tools	https://www.turnitin.com/solutions/aiwriting
Copyleaks AI Detector	Analyses text for AI use, offering sentence-level detection	https://copyleaks.com/features/aicontent-detector
ZeroGPT	Simple interface to detect GPT-style writing	https://www.zerogpt.com/
Crossplag AI Detector	Evaluates likelihood of AI use with confidence scores	https://www.crossplag.com/ai-contentdetector/

Remember: No AI detector is perfect. Use them to support—not replace—your teacher judgement.

Responding When You Suspect AI Use

- **Be curious, not punitive**: Many pupils may not understand what is and isn't appropriate. Start with a conversation.
- **Use it as a learning moment**: Explain the importance of the learning *process*—not just submitting polished work.
- **Invite reflection or redrafting**: Ask the pupil to edit, expand or explain the work in their own voice. Scaffolding may be needed.
- **Clarify boundaries**: Remind pupils when and how AI can be used appropriately (e.g. for planning or reviewing, not full responses).

References and Further Reading

Department for Education (DfE) & UK Government

Embed AI as part of wider strategy and professional development

- Create an AI vision, build CPD, and integrate tools gradually—with clear boundaries and shared purpose. GOV.UK+5FE Week+5Leeds for Learning+5

Prioritise safety, transparency, and human oversight

- Thoroughly assess both benefits and risks before using generative AI in schools, ensuring staff and pupils aren't exposed to harm. GOV.UK Assets+13GOV.UK+13Doyle Clayton+13School Clerk UK
- Do not feed personal data (especially children's) into AI unless safeguards and informed consent are in place.

  ➤ *Read more on data privacy and AI in education:* https://www.gov.uk/government/publications/generative-artificial-intelligencein-education

Risk of inaction outweighs risk of action

- Early adopters stress that cautious, values-aligned engagement with AI is better than avoiding it. GOV.UK

Maintain teacher-led learning

- Tools must minimize bias, hallucinations, and support pupils' confidence—not undermine it.
- Use AI to support teaching, but ensure educators remain the primary decisionmakers on content, curriculum, and feedback. GOV.UKEducation Business ➤ *Read more:* https://educationhub.blog.gov.uk/2025/06/artificial-intelligence-in-schoolseverything-you-need-to-know/

Model proper AI governance and policies

- Define approved tools, build staff training, and assess contractual terms and data handling. Business Insider+15FE Week+15Education Hub+15 ➤ *Read the full checklist and vendor due diligence guidance:* https://www.brownejacobson.com/insights/latest-dfe-ai-guidance-for-schools

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Ofsted

AI is a tool, not an inspection focus

- Inspectors will only consider AI use if it affects learning quality, safeguarding, or equity—AI itself isn't being inspected. The Guardian+3Browne

Jacobson+3School Clerk UK+3The Guardian+10GOV.UK+10National College+10

Remain values-driven and accountable

- AI must be safe, inclusive, unbiased, transparent, and auditable—with human oversight to overrule AI decisions.

Use data responsibly

- If AI is used for data analytics, leaders must be able to interpret, contextualise, and apply findings professionally. POST+12GOV.UK+12GOV.UK+12

Practical Principles—What Should Schools Do?

Key Action	Why It Matters
Define an AI vision & policy	Clarifies acceptable use, data security, and tool vetting.
Invest in staff learning	Empowers teachers to leverage tools responsibly.
Ensure human-in-the-loop oversight	Keeps decision-making grounded in values and professional wisdom.
Think carefully about assessment & pedagogy	Builds learning that is focused on thinking, resisting AI over-reliance.
Engage the school community	Builds trust and shared responsibility—from pupils, parents, to staff.

Further Reading, Watching and Listening

- **DfE – Generative artificial intelligence in education**
  https://www.gov.uk/government/publications/generative-artificial-intelligence-ineducation
- **Ofsted – Ofsted's approach to artificial intelligence**
  https://www.gov.uk/government/publications/ofsteds-approach-to-artificialintelligence-ai
- **DfE – AI in schools & colleges guidance**
  https://educationhub.blog.gov.uk/2025/06/artificial-intelligence-in-schoolseverything-you-need-to-know/
- **Browne Jacobson – DfE AI guidance unpacked**
  https://www.brownejacobson.com/insights/latest-dfe-ai-guidance-for-schools

- David Monis-Weston Lecture April 2025 on Vimeo – How teachers learn and how AI can help or hinder this

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In summary, guidance from across sectors emphasises a **measured and principled approach**: integrating AI in ways that amplify teacher capacity, strengthen human relationships, protect integrity and equity, and foster both cognitive and humane growth.