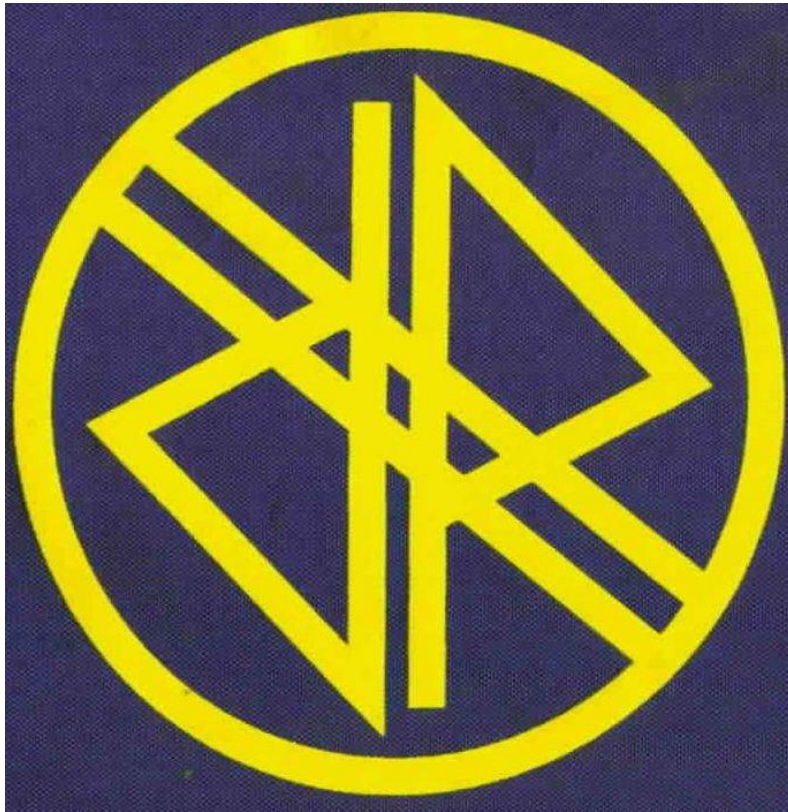


LEARNING TOGETHER TO BE OUR BEST

DOVER PARK

PRIMARY SCHOOL



AI policy

Date agreed: Feb 2026

Review date: Feb 2027

Signed: _____

Chair Board of Governors

AI POLICY			
Reviewed By	Jon Kirby	Authorised By	Full Governing Body
Last Review	Feb 2026	Date	24/02/2026
Next Review	Feb 2027	Review Cycle	Annually

Statement of principles

Staff show thought and care they take when using AI systems, ensuring it complements their professional knowledge, skills and judgements. They respect all people, actively promote equity and do all they can to ensure the security of information and reduce any inherent bias towards individuals or groups. They recognise that their responsibility is to use AI as a tool: but they remain the author of content created.

The school recognises that generative AI presents specific safeguarding risks, including the potential for generating harmful content or facilitating misinformation. In line with statutory requirements, the school's filtering and monitoring systems are configured to block access to harmful AI-generated material and these systems are regularly tested for effectiveness. Staff are trained to identify 'red flag' risks associated with AI, such as its use in sexual grooming, bullying, or the creation of deepfake content.

Staff use AI creatively and responsibly with learners to enhance their teaching, create customised resources, teach learners to understand how Generative AI works, how to use AI carefully and safely, and seek to automate workload tasks.

1. Staff should ensure their use of AI systems treat all people fairly, avoiding bias and discrimination
2. Staff should ensure their use of AI systems should be transparent and understandable
3. Staff should ensure their use of AI systems is reliable and safe
4. Staff should ensure their use of AI systems is secure and respects privacy
5. Staff must be accountable for their use of AI systems
6. Staff must take responsibility for any content generated by AI: while AI may do 80% of the drafting the staff member must ensure they check the accuracy, reliability and fairness of the final content they are responsible for

Aims

- To enhance the teaching and learning in classes across the school and improve outcomes
- To support and reduce workload for staff across the school
- To ensure ethical and legal compliance by all users of AI systems
- To protect the privacy and data of all members of the Dover Park Community (*staff, pupils, families, governors*)

Definitions

AI (Artificial Intelligence): 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

Generative AI systems

Staff at Dover Park are encouraged to use **Google Gemini** as there is an increased level of privacy and security when using it signed in within the school's Google infrastructure. Therefore, they must link this use to their school's Google email. They may also use Canva with an educational account linked to their school email address.

Staff can also make use of the AI tools embedded within the school's Arbor system.

Staff must not use any identifiable information / data about people from within the Dover Park community that is not stored securely within the schools' Google infrastructure or the school's Arbor system into any Generative AI systems.

People's names cannot be used within Google Gemini. Names and email addresses can be used within Arbor, but with the least amount of identifiable information / data required, when signed into the school's Arbor system.

There may be other Generative AI tools (ChatGPT, Suno, Copilot Studio, Magic School AI, TeachMate AI, Microsoft CoPilot, 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 Dover Park 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 Google account / email.

Before any new high-risk AI tool is introduced for school-wide use, a Data Protection Impact Assessment (DPIA) must be completed to evaluate privacy risks to the Dover Park community. While staff are encouraged to use Google Gemini within the school's secure infrastructure, they must ensure that pupil data is never used to 'train' public AI models without explicit, informed consent from parents or guardians

Currently we do not teach pupils to use AI systems. However, in UKS2 learners are taught how AI systems work. As part of the UKS2 curriculum on how AI works, learners will be taught to critically evaluate AI-generated information. This includes identifying potential bias and distinguishing between factual information and AI-generated misinformation or conspiracy theories, thereby building digital resilience in line with national safeguarding guidance.

Enhancing teaching and learning *

Staff at Dover Park may only use AI systems for the following tasks / purposes:

- Simplify texts to support Lower Attainers or children with SEND, which may include combining it with using Widgeo or to make text more complex.
- Using learners' sentences / writing to create images for them to evaluate their writing
- Creating specific WAGOLLS
- 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...

Supporting and reducing workload *

Staff at Dover Park 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 Home Learning activities / questions
- 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
- Creating specific AI chatbots linked to school documents, e.g. planning, policies or school website

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

Designing prompts

Staff are trained to consider the following aspects:

- **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 adaptations and re-prompt

Staff must use AI systems responsibly every time:

- Evaluate the outputs to check if 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

Useful resources and references can be found in the following appendices.

Appendix 1

[The Ethical Framework for AI in Education¹ 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](#)

[DfE Generative artificial intelligence Jan 25.docx](#) (school staff summary)

Appendix 3

UK Government

[AI Opportunities Action Plan: 13.1.2025](#)

Appendix 4

[AI In Education](#)

[AI in Education LinkedIn Post Library & Resources](#)

Appendix 5

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

<https://learning.nspcc.org.uk/research-resources/2025/generative-ai-childrens-safety>

Appendix 6

Stringer E, Lewin C, and Coleman R (2021) Using Digital Technology to improve learning: 6.

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1734869266

Appendix 7

European Commission (2022) Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators. [https://school-](https://school-education.ec.europa.eu/system/files/2023-12/ethical_guidelines_on_the_use_of_artificial_intelligence-nc0722649enn_0.pdf)

[education.ec.europa.eu/system/files/2023-12/ethical_guidelines_on_the_use_of_artificial_intelligence-nc0722649enn_0.pdf](https://school-education.ec.europa.eu/system/files/2023-12/ethical_guidelines_on_the_use_of_artificial_intelligence-nc0722649enn_0.pdf)

Appendix 8

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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