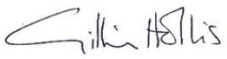
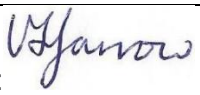
FROXFIELD
CE SCHOOL

Review Cycle:	Annual	**Next review:**	September 2027
Approver: Chair of C&L	Signed:  Date: September 2025	Approver: Headteacher	Signed:  Date: September 2025

Froxfield CE School: Artificial Intelligence (AI) Policy

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1. Introduction

At Froxfield CE School, we recognise the increasing role of Artificial Intelligence (AI) in shaping the future of education. AI refers to the simulation of human intelligence in machines that are capable of learning, reasoning, and problem-solving.

As a small, nurturing Church of England primary school in Hampshire, our priority is always the wellbeing, development, and learning of every child. This policy sets out our approach to using AI to enhance teaching and learning, support staff wellbeing, and uphold our Christian values of Love,

2. Objectives

This policy is designed to:

- Enhance the educational experience for children through the safe and purposeful use of AI.

- Support staff wellbeing through effective workload management using AI tools.
- Promote an ethical, inclusive and responsible approach to AI among staff and children.
- Ensure compliance with GDPR and data protection legislation.
- Provide clear processes for the approval, review, and oversight of AI tools.

3. Enhancing Educational Experience Through the Integration of AI

AI can support personalised learning, provide targeted support, and broaden opportunities for collaboration and feedback. When thoughtfully and ethically used, it has the potential to make teaching more responsive to individual pupil needs and enable children to flourish.

4. AI Teaching Applications

Examples of pupil-facing AI tools include:

- **Adaptive Learning Platforms** – adjusting difficulty and pace based on a child's performance.
- **Interactive Educational Games** – combining learning with engagement.

Examples of tools currently in use include:

- Doodle Maths
- TT Rockstars

5. Guidance in Adopting Pupil-Facing AI Tools

When introducing pupil-facing AI tools, the following principles must be followed:

- Understand the tool's functionality and limitations.
- Ensure compliance with data protection and safeguarding policies.
- Use as a **complement** to, not a **replacement** for, teaching.
- Monitor usage and impact regularly.
- Ensure access is equitable, particularly for children with SEND.
- Promote critical thinking and digital literacy.

6. Planning and Preparation Using AI Applications

AI tools can support staff in:

- Planning and sequencing learning
- Creating adapted resources and worksheets
- Creating visuals to enhance lessons
- Creating music/songs to aid memory
- Sharing resources and strategies across the school

These tools must always be used alongside, and never in place of, teacher expertise.

7. Guidance in Adopting AI Tools for Planning

Teachers should:

- Explore tools and request support where needed.
- Use AI to inform, but not dictate, planning decisions.
- Collaborate with colleagues to share good practice.
- Regularly reflect on the impact of AI-supported resources.
- Ensure all tools used meet data compliance standards.

8. Data Analysis AI Applications

AI can support the analysis of pupil progress and engagement, helping to:

- Identify trends in achievement
- Flag potential gaps early
- Track and respond to attendance or behaviour patterns
- Suggest targeted interventions

9. Guidance in Adopting AI Tools for Data Analysis

Staff should:

- Receive training in interpreting AI-generated insights
- Use AI to inform professional judgement – not replace it
- Share findings collaboratively with colleagues
- Ensure strict compliance with GDPR when handling pupil data

10. Supporting Staff Wellbeing Through Workload Reduction Using AI

Froxfield CE School recognises that AI can significantly reduce workload by:

- Automating administrative tasks (e.g. reports, marking templates, letters, policies)
- Supporting efficient lesson planning
- Generating model texts or differentiated comprehension questions
- Supporting the creation of presentation materials

This enables more time for meaningful interaction with children and for professional reflection.

11. Professional Responsibility

While AI can enhance teaching and efficiency, ultimate responsibility remains with the teacher. This includes:

- Making final judgements on content and pedagogy
- Monitoring the ethical use of AI in the classroom
- Ensure that use of AI does not breach our GDPR Policy
- Ensuring that AI does not compromise the school's Christian values or inclusive ethos

12. Promoting an Understanding of Ethical Use of AI

Staff Training

All staff will receive ongoing CPD on:

- The benefits and limitations of AI tools
- Ethical implications of AI in education
- GDPR and data protection responsibilities

Transparency with Stakeholders

We will be transparent with children, parents, and governors on our use of AI through the sharing of this policy.

13. Ensuring AI Tools Are Appropriately Data Compliant

Froxfield CE School is committed to:

- Choosing AI tools that follow **data protection by design** principles
- Obtaining informed consent from parents and staff where appropriate
- Minimising unnecessary data collection
- Respecting the rights of data subjects
- Maintaining clear **data processing agreements** with providers
- Conducting **impact assessments** for new tools
- Training staff in GDPR compliance
- Maintaining an **incident response plan** in case of data breaches

14. Approval and Accountability

AI tools must not be adopted without approval from the **Headteacher**.

Proposals should include:

- Purpose and educational benefit
- Cost
- Risks (data/privacy/safeguarding)
- Staff training needs
- Evaluation plans

School Leaders will oversee implementation and ensure ethical and effective use.

15. Policy Review – annually by the Headteacher and approved by FGB.