



The Island Learning Trust

To be the best we can be

The Island Learning Trust – Use of AI in School Policy

1. Introduction

1.1 The Island Learning Trust, recognises the potential for Artificial Intelligence (AI), particularly Generative AI (e.g., ChatGPT), to transform how our school/trust is managed and how pupils learn. This policy outlines our approach to integrating AI responsibly into how we run our school/trust and how we deliver learning, enabling everyone to benefit from new technologies, educating them about safe, responsible and ethical AI use.

1.2. This policy has been informed by the Department for Education's Statement on Generative Artificial Intelligence in Education.

1.3. All users of generative AI will comply with relevant laws, regulations, policies and guidelines governing Keeping Children Safe in Education, intellectual property, copyright, data protection and other relevant areas. We prioritise the safeguarding of our pupils and their online safety. We will not knowingly use AI technology that puts them at risk. Staff will not provide intellectual property, including pupils' work, to be used to train Generative AI models without appropriate consents or exemptions in place. This policy applies to all pupils and staff in TILT schools.

2. Core Principles

2.1. When we invest in, implement and use AI in our school[s] we follow these key principles:

- **Equity and inclusion:** We commit to deploying AI technologies in a way that is equitable and promotes inclusion, addressing biases and ensuring fair access to educational opportunities for all pupils.
- **Transparency:** We prioritise transparency in AI usage, ensuring that students, families, and staff understand how and where it is used and the effects on teaching and learning.
- **Privacy:** We apply strict data protection standards, including safeguarding student and staff data used in AI applications.
- **Accountability:** We hold ourselves accountable for the ethical design, development, and implementation of AI systems, regularly reviewing their impact and efficacy.
- **Educational value:** We consider how AI applications align with the curriculum scope and objectives and serve to improve teaching and learning experiences and outcomes for pupils.

2.2. We use AI as an administrative and educational tool and actively develop staff and pupils' AI literacy and skills. We use AI to help teachers manage their workload and to improve/streamline school operations to maximise time and resource available for teaching and learning.

Across our Trust, AI is being used to:

- **Support inclusive learning:** Pupils with additional needs use AI-powered readers and speech tools to access the curriculum more independently.

- **Enhance teaching:** Staff use AI to generate adapted resources, mark work more quickly, and personalise learning.
- **Encourage creativity:** Pupils use AI to create digital stories, artwork, and presentations that bring their ideas to life.
- **Improve communication:** AI tools help staff summarise meetings, draft letters/reports, and translate information for families who speak different languages.
- **Develop digital skills:** Pupils are introduced to age-appropriate AI tools to build confidence and understanding of how technology works in the real world.
- **Reduce workload:** generating lesson plans, PowerPoints, video resources, adapted resources, assessment tasks, writing reports, improvement plans

3. Guidelines for Staff

3.1. Staff must not share personal/private information with AI tools without permission from the HOS.

3.2. Staff are permitted to explore and use AI-based tools and technologies to support their work where no proprietary or personal information is shared with the AI tool. Examples may include use of licensed AI tools for lesson planning, production of curriculum materials, and administration. AI MUST NOT be used for referrals to outside agencies. Staff must be transparent with their HOS about their use of generative AI.

3.3. Staff must ensure that any potential new use of AI tools is assessed to consider if a Data Protection Impact Assessment is required.

3.4. AI tools will be used responsibly, ensuring they complement expertise but do not create a substitute for professional judgement. **Staff remain professionally responsible and accountable for the quality and content of any output they have generated using AI.**

Generative AI may present plausible information that is: inaccurate; inappropriate; biased; reinforces stereotypes; taken out of context and without permission; misinformation; and out of date; and unreliable. Hallucinations occur when AI detects patterns or objects that don't exist, leading to outputs that are incorrect or meaningless. **Users should only use information if they are qualified to verify its accuracy. Users must quality assure the output before deciding to use it.**

- **Understanding Generative AI:** Staff receive training on the capabilities and limitations of Generative AI tools like ChatGPT and Google Gemini, including an awareness of bias, accuracy and currency. They learn to quality-assure and fact-check the results, and use AI-generated content responsibly in their teaching materials.
- **Professional judgement:** Staff exercise professional judgement in checking AI-generated content for accuracy, relevance, and appropriateness before use in educational settings. They are expected to provide context, and supplement AI-generated materials with their expertise.
- **Personalisation and learning:** Staff must promote equity in education by considering use of AI to address learning gaps and provide personalised support, preparing all pupils for a future in which AI technology will be an integral part, being mindful of disparities in opportunities for different pupils.
- **Data protection and Intellectual Property:** Staff are trained to protect personal and sensitive data, ensuring compliance with data protection legislation and other school policies, recognising the risks posed by AI. Staff also need to respect pupils' intellectual property rights, ensuring that original work (including homework) is not used to train AI models without appropriate consent or exemption to copyright.

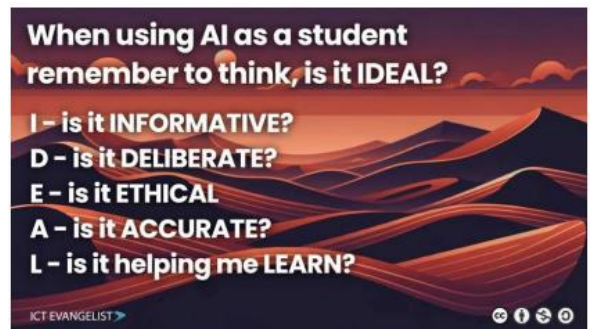
3.5. Teaching staff will emphasise to pupils the importance of critical thinking, creativity, and originality in their work. Clear guidelines and expectations will be communicated to pupils regarding the appropriate use of generative AI tools for homework and during assessments, ensuring that their work reflects their own efforts and understanding.

3.6. All staff, including school leaders, are responsible for reading and understanding this policy before using any AI technology. Staff must report any suspected breaches of this policy to the HOS.

4. Guidelines for Pupils

4.1. Pupils must be clear and transparent where work has been generated with the help of AI.

- **Understanding Generative AI:** Pupils are educated on the capabilities and limitations of the most widely available, age-appropriate, Generative AI tools, empowering them to critically evaluate AI-generated content. They learn to discern between reliable and unreliable information and use AI tools responsibly.
- **Responsible use:** Pupils are allowed to use AI tools as aids to supplement their understanding rather than relying on AI-generated content. They are taught to quality-assure and fact-check information and get help from teachers and support staff when needed. Pupils are taught not to enter personal details or sensitive information into Generative AI tools.
- **Digital citizenship:** Pupils are trained in digital citizenship and online safety, including understanding the implications of sharing personal data and intellectual property online. They learn to protect their privacy and respect the intellectual property rights of others in digital environments.



5. Risk Management

- **Bias and discrimination:** We are committed to fairness and equality; we will reduce the risk of unfair outcomes by upskilling our staff to understand the potential for bias in AI-generated content and to monitor AI outputs to ensure fairness and equality.
- **Data security:** Cybersecurity measures are implemented to prevent data breaches and unauthorised access to sensitive information, including AI-generated content.
- **Educational integrity:** Measures are taken to prevent misuse of AI in assessments and safeguard the integrity of qualifications.
- **Online safety:** Guidance is provided to protect against harmful or inappropriate content online, including content generated by AI.

6. Future Skills Development

6.1. Knowledge-rich curriculum: Students are equipped with foundational knowledge and critical thinking skills to effectively use emerging technologies like Generative AI.

7. Feedback, Evaluation and Continuous Improvement

7.1. We gather feedback from pupils, families, staff and engage in ongoing research to refine our use of generative AI, address concerns, and adapt to evolving educational needs.

8. AI Governance

8.1. Key staff at who are responsible for this policy's content and implementation:

- Jack Allen, IT Strategic Lead, is the lead for use of generative AI technology. They monitor compliance and work with the wider school community to communicate, promote and regulate AI use, including providing or arranging training where needed.
- Jemma Tate, Director of Safeguarding, is responsible for ensuring safe use of AI.
- John Moorhouse, Data Protection Officer, dpo@dpoforeducation.co.uk is responsible for advising the school/trust about our data protection obligations in relation to AI use.
- Primary Technologies provide technical support and guidance on the use of AI.

9. Conclusion

9.1. The Island Learning Trust is committed to harnessing AI technologies responsibly where they can improve teaching and learning outcomes. By applying ethical principles, promoting transparency, and implementing measures to safeguard pupils, we aim to use AI effectively for the benefit of our school community.

9.2. This policy was updated 11th June 2025 and will be reviewed when there are relevant changes to statutory guidance.