

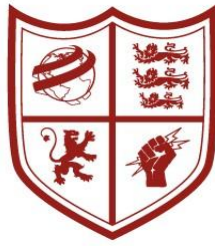


Stretford
Grammar School
Aspirat primo fortuna labori

Policy for use of AI in Schools

Ratified by Governors :

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Policy for the use of AI in Schools

Date of Policy: October 2025

Member of staff with overall responsibility: Headteacher

Committee with Responsibility: Standards & Curriculum

AI Use Policy – Stretford Grammar School

1.1 Introduction

This policy outlines how Artificial Intelligence (AI) technologies should be used at Stretford Grammar School for staff and students. It does not restrict the use of AI for educational or administrative purposes but instead provides clear guidance to ensure its use is safe, ethical, and effective.

Stretford Grammar School recognises the potential of AI to enhance teaching, reduce workload, and prepare learners and educators for a technology-driven future. However, AI-generated content may be inaccurate, inappropriate, or misleading, and its misuse could lead to serious consequences, including malpractice.

This policy sets out the framework for the responsible use of AI by staff and students at Stretford Grammar School. It aligns with the DfE's position that AI, particularly generative AI tools such as ChatGPT, Microsoft Copilot, and Google Gemini, can support teachers by reducing workload, improving efficiency, and enabling more time for high-quality teaching and student interaction.

The DfE's Leadership Toolkit emphasises the importance of embedding AI into a school's wider digital strategy, with humans at the heart of decision-making. It highlights the need for clear policies, staff training, safeguarding protocols, and critical evaluation of AI outputs to ensure safety and reliability.

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Furthermore, the Educator and Expert Views Report commissioned by the DfE reveals that over 40% of teachers have already adopted generative AI tools in their roles, primarily for lesson planning, resource creation, and administrative support. However, it also identifies barriers such as digital literacy gaps, infrastructure limitations, and ethical concerns, including data privacy and academic integrity.

This policy aims to:

- Provide clarity on acceptable and beneficial uses of AI by staff.
- Ensure compliance with legal and ethical standards, including data protection and intellectual property laws.
- Promote professional accountability and critical engagement with AI-generated content.
- Support staff with training and resources to use AI effectively and safely.
- Align with national guidance and contribute to a future-ready, digitally confident school culture.

By adopting this policy, our school commits to leveraging AI as a supportive tool that enhances, rather than replaces, the professional expertise of educators. It is our intention to foster a culture of innovation, responsibility, and continuous improvement in line with the evolving educational landscape.

1.2 Key Definitions

- **Artificial Intelligence (AI):** Technology designed to perform tasks that typically require human intelligence, such as recognising speech, interpreting images, or making decisions.
- **Generative AI:** A type of AI that creates new content - such as text, images, code, or audio - based on prompts, using large language models (e.g. ChatGPT, Microsoft Copilot).
- **AI Misuse:** Any use of AI that undermines professional judgement, bypasses independent learning, or breaches data protection, safeguarding, or acceptable use policies. This includes both intentional misuse (e.g. spreading misinformation) and unintentional misuse (e.g. relying on flawed outputs).

This policy should be read alongside other relevant Stretford Grammar School policies, including safeguarding, data protection, IT use, staff conduct, and assessment.

1.3 Relevant Guidance and Legislation

This policy aligns with key national guidance and legal frameworks, including:

- *Keeping Children Safe in Education* (DfE, 2025)
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

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- *Generative Artificial Intelligence in Education* (DfE, 2023) <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>
- *Education Data Hub: AI Guidance for Schools* (2024) <https://educationdatahub.org.uk/wp-content/uploads/AI-Guidance-for-Schools.pdf>
- *Data Protection Act 2018 and UK GDPR*
- *Meeting Digital and Technology Standards in Schools and Colleges* (DfE, 2025) <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>
- *JCQ Guidance on AI Use in Assessments* (2025) https://www.jcq.org.uk/wp-content/uploads/2025/04/AI-Use-in-Assessments_Apr25_FINAL.pdf
- *JCQ Malpractice Policies and Procedures* (2023) https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf

1.4 Roles and Responsibilities

1.4.1 Governing Body

- Ensure compliance with legal and statutory guidance.
- Stay informed about AI tools used in schools.
- Oversee safeguarding and online safety training for all governors and staff.
- Maintain awareness of AI use within their school.
- Ensure staff receive regular safeguarding and online safety training.
- Support implementation of DfE digital and technology standards.

1.4.2 Headteacher / AHT Digital Strategy

- Monitor AI use and determine when specific tools require licensing.
- Embed AI use into school policies, training, and procedures.
- Ensure staff receive up-to-date safeguarding training, including AI-related risks.
- Communicate clearly with parents and carers about AI use and safety.
- Regularly review and evaluate AI practices.
- Work with IT teams to ensure appropriate technical and security measures are in place.
- Work with Curriculum Leader of Computing and AHT Personal Development to embed the ethical use of AI into the curriculum.

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1.4.3 Data Protection Officer (DPO)

- Stay informed about AI developments relevant to data protection.
- Advise on compliance with data protection laws in relation to AI use.
- Support schools in managing data risks associated with AI tools.

1.4.4 Designated Safeguarding Lead (DSL)

- Lead on online safety, including AI-related risks.
- Keep safeguarding practices up to date in light of AI developments.
- Maintain records of AI-related online safety incident and responses.
- Report regularly to senior leaders on AI-related safeguarding matters.

1.4.5 All Staff

- Use AI tools responsibly and professionally.
- Follow all relevant school policies and acceptable use agreements.
- Understand the risks associated with AI and report any concerns.
- Protect the security and integrity of data when using AI tools.

1.4.6 Students

- Follow the school's Online Safety and Acceptable Use Agreement.
- Avoid entering personal information into AI tools.
- Report any inappropriate or concerning AI use to a trusted adult.

1.5 Safe and Responsible Use of AI Tools

1.5.1 Data Protection and Online Safety

All AI usage within the school must comply with existing policies on data protection, online safety, and IT use. These policies are in place to safeguard students, staff, and the wider community from potential risks associated with AI-generated content.

The school will:

- **Protect Personal Data**
No personal or sensitive data (including names, contact details, or protected characteristics) must be entered into AI tools. Any data shared with AI platforms is considered public and may be stored or reused.
- **Respect Intellectual Property**
Students' work and other intellectual property must not be used to train AI models unless explicit consent has been obtained or copyright exemptions apply.

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- **Prevent Harmful Content**
Measures will be taken to ensure students do not access or produce inappropriate or harmful material using AI tools.
- **Strengthen Cyber Security**
The school will regularly review its cyber security practices in line with DfE standards, recognising that AI may increase the sophistication of phishing and other cyber threats.
- **Maintain Filtering and Monitoring Systems**
Filtering and monitoring tools will be tested and maintained to ensure safe access to online content, including AI platforms.

1.5.2 Using AI Effectively in Education

AI tools can enhance learning and reduce workload when used appropriately. However, they must not replace human expertise or critical thinking. The school will ensure AI use is tailored to the educational phase and supports the following goals:

- Deliver high-quality education that prepares learners for future digital workplaces.
- Reduce administrative workload, especially in non-teaching tasks.
- Support the computing curriculum and digital literacy.
- Encourage deeper thinking through questioning, counter-arguments, and analysis.
- Aid research and resource selection.
- Engage parents with regular updates and guidance on safe AI use.
- Promote ethical awareness, including bias and fairness in AI-generated content.
- Provide clear channels for feedback and reporting concerns.
- Share examples of successful AI integration to highlight best practices.

1.5.3 Preventing Misuse of AI

AI misuse can be intentional or accidental. Education and oversight are key to prevention. The school will:

- Consider restricting access to AI tools on school devices, especially during assessments.
- Remind users that AI-generated content may be:
 - Inaccurate or misleading
 - Inappropriate or biased
 - Taken out of context
 - Outdated or unreliable

AI tools are trained on broad datasets and may not align with curriculum standards or educational expectations.

1.5.4 Principles for Responsible Use

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The school adopts the following principles to guide AI use:

- AI cannot replace the expertise and judgement of qualified educators.
- Students must build their own knowledge and not rely on AI as a shortcut.
- AI should not be the starting point for reflection or learning tasks.
- Understanding and critical thinking must come from long-term memory and schema - not AI outputs.
- Feedback on assessments must be human-generated; AI should not be used to assign grades or marks.
- Staff remain accountable for any documents created with AI assistance.
- All AI-generated content must be reviewed for accuracy and appropriateness.
- AI must not be used to generate documents containing personal data.
- Assessed work must be original and not generated by AI.
- If an AI tool is used in students non-assessed work, students must cite the tool including the tool name and date.

1.6 Monitoring and Managing AI Use in Learning and Assessment

1.6.1 Recognising Potential AI Misuse

Staff will continue to apply professional judgement and existing assessment strategies to ensure that students' work reflects their own understanding. While AI tools can be helpful, they may leave identifiable traces. Teachers will be alert to signs that suggest AI-generated content, including:

- **Unusual writing style or tone** that doesn't match the student's typical voice.
- **Generic or impersonal responses** lacking specific knowledge or context.
- **Repetitive language or technical jargon** that feels out of place.
- **Missing or unverifiable references**, especially in academic work.
- **Strange formatting**, such as excessive conclusions or inconsistent paragraphing.
- **Confidently incorrect information** presented as fact.
- **Overly formal or complex vocabulary** that doesn't suit the student's level.
- **Limited critical thinking or depth**, with surface-level analysis.
- **Absence of expected visuals**, such as graphs or diagrams.
- **Inconsistent use of perspective**, switching between first and third person.
- **Outdated content** or lack of reference to recent developments.
- **Overuse of clichés or standard phrases** that reduce originality.
- **Responses that don't fully address the task or prompt.**

1.6.2 Ensuring Authentic Learning

To verify genuine understanding and discourage overreliance on AI, staff will use a range of assessment methods, including:

- Class discussions, presentations, practical tasks, and reflective writing.

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- Reviewing drafts and intermediate stages of work to track progress.
- Supervising portions of assessed work where appropriate.
- Designing tasks that are topical, specific, and less likely to be replicated by AI.
- Investigating any work suspected of being AI-generated.

1.6.3 Maintaining Integrity in Exams and Assessments

The school will follow guidance from the **Joint Council for Qualifications (JCQ)** and awarding universities to uphold the integrity of qualifications. This includes:

- Educating students on the risks and consequences of AI misuse.
- Ensuring learners understand what constitutes plagiarism and malpractice.
- Communicating clearly with parents about the school's approach to AI in assessments.
- Reporting any misuse discovered after a declaration to the relevant awarding body.

1.6.4 Consequences of AI misuse may include:

- Disqualification from assessments.
- Loss of marks or qualifications.
- Long-term restrictions on future exam entries.

1.7 Safeguarding and Online Protection

Generative AI tools can produce harmful or inappropriate content. To protect students:

- The school will follow its **Safeguarding and Child Protection** and **Online Safety** policies.
- Filtering and monitoring systems will be maintained in line with **DfE standards**.
- Students will be taught how to use AI tools safely and responsibly.
- Parents will be informed about risks and who to contact with concerns.
- Students will know how to report inappropriate content or incidents involving AI.

2. Acceptable Use of AI by Staff

Staff may use AI tools for the following purposes:

- Lesson planning and resource creation using tools like Microsoft Copilot, ChatGPT, Canva, and TeachMateAI to generate differentiated materials, visual aids, and interactive content
- Automated marking and feedback for objective assessments such as multiple-choice quizzes, short answers, and factual recall tasks
- Drafting students reports and analysing progress data using AI analytics tools to identify trends, gaps, and personalised learning needs

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- Generating differentiated materials for SEN and EAL students including simplified texts, translated resources, and scaffolded activities tailored to individual learning profiles.
- Supporting administrative tasks such as scheduling, email drafting, meeting summaries, and document formatting using AI productivity tools like Copilot or The Key GPT.
- Creating revision resources and personalised study plans based on student performance data and curriculum objectives.

2.1 Responsibilities

All staff must:

- Read and understand this policy before using AI tools
- Ensure AI use complies with safeguarding and data protection protocols, including GDPR and school-specific data handling policies
- Report any suspected breaches to the AHT Digital Strategy or DSL
- Not use student work or data to train AI models
- Verify the accuracy and appropriateness of AI-generated content before use in teaching or communication

Specific roles include:

- AHT Digital Strategy: Oversees AI integration and provides training, aligns AI use with curriculum planning alongside DHT, AHT Curriculum (and Computing), AHT Personal Development
- DSL: Ensures AI use aligns with child protection policies
- IT Manager: Provides technical support and monitors AI tool usage

2.2. Ethical Considerations for Staff

AI use must adhere to the following ethical standards:

- Respect copyright and intellectual property rights by ensuring AI-generated content does not infringe on protected materials
- Avoid generating or sharing inappropriate, biased or misleading content and critically evaluate AI outputs for accuracy and fairness
- Protect student privacy and avoid sharing sensitive data with AI tools
- Ensure AI use does not replace human judgment in critical decisions such as grading, safeguarding or pastoral care
- Maintain professional accountability for all content produced or assisted by AI tools

2.3 Training and Support

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Staff will receive ongoing training on AI tools and their integration into teaching and administration. Training needs will be identified during Performance Management meetings, INSET planned events, staff voice surveys or upon request. Staff are encouraged to seek support to ensure compliance.

3. Acceptable Use of AI by Student

3.1 Acceptable Use

- **Learning Support:** You may use approved AI tools (e.g., for research, idea generation, or improving understanding), but must always check with your teacher first.
- **Original Work:** All work you submit must be your own. You must not submit assignments or homework generated by AI.
- **Honesty and Integrity:** If you use AI to help you (e.g., for spelling or summarising), you must acknowledge this in your work.
- **Privacy and Safety:** Never share your personal information or anyone else's with AI tools.
- **Respect:** Do not use AI to create, share, or access inappropriate, offensive, or harmful content

3.2 Unacceptable Use

- Using AI to cheat, plagiarise, or misrepresent your work.
- Using AI to bully, harass, or harm others.
- Attempting to bypass school security or monitoring systems using AI tools.

3.3 Monitoring and Consequences

- The school monitors the use of digital tools, including AI.
- Breaches of this policy will be addressed in line with the school's behaviour and safeguarding policies.

3.4 Staying Safe

- Always check with your teacher before using new AI tools for schoolwork.
- Report any misuse or concerns to your teacher or the designated safeguarding lead.

5. Review Procedures

This policy will be reviewed annually to reflect technological advancements and updated educational guidance. Feedback from staff and stakeholders will inform revisions.

- <https://www.gov.uk/guidance/data-protection-in-schools/generative-artificial-intelligence-ai-and-data-protection-in-schools>

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https://assets.publishing.service.gov.uk/media/65b8cd41b5cb6e000d8bb74e/DfE_GenAI_in_education_-_Educator_and_expert_views_report.pdf

- <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- https://assets.publishing.service.gov.uk/media/6842e04ee5a089417c8060c5/Leadership_Toolkit_-_Transcript.pdf

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