



Micklands Primary School

Primary AI in the Classroom Policy

2025-2026

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Statement of intent

At [Micklands](#), we recognise that the use of artificial intelligence (AI) can assist and enhance learning experiences for our pupils, positively affect teacher workload and prepare pupils for emerging technologies. While there are many benefits to using AI tools in the classroom, such as providing more personalised and adaptive tutoring, we must ensure that the content produced is accurate, safe and appropriate for our pupils.

Through the measures outlined in this policy, the school aims to ensure that AI is used effectively, safely and appropriately to enhance our pupils' education.

For the purposes of this policy, the following terms are defined as:

- **AI** – The theory and development of computer systems able to perform tasks normally requiring human intelligence, e.g. visual perception, speech recognition, decision-making.
- **Generative AI** – A category of AI models that generate new outputs based on the data they have been trained on and the user's prompt. These include, but are not limited to, ChatGPT, Gemini and Meta AI.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2025) 'Generative artificial intelligence in education'
- DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- Ofsted (2024) 'Ofsted's approach to artificial intelligence (AI)'
- DfE (2025) 'Using technology in education'
- NCSC (2024) 'AI and cyber security: what you need to know'
- NCSC (2024) 'Machine learning principles'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Data Protection Policy
- Acceptable Use Agreement
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Disciplinary Policy and Procedure

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of the use of AI tools in the school is up to date.
- Ensuring all staff undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensuring the school follows the DfE's digital and technology standards.
- Overseeing the budget allocation for AI tools, training and infrastructure.
- Liaising with school leaders in understanding the selection process for which AI tools are most appropriately suitable for classroom use.

The headteacher will be responsible for:

- Ensuring that staff receive regular, up-to-date training on how to use AI tools in school.
- Ensuring that the use of AI tools in the school is integrated into relevant policies and procedures, the curriculum, and staff training.
- Leading the process in selecting, reviewing and approving which AI tools will be utilised in the classroom.
- Identifying potential barriers to AI adoption and ensuring that teachers have the skills and infrastructure to further the use of AI in the classroom.
- Communicating with parents to ensure they are kept up to date with how AI tools are being used in the school, how this will impact pupils' education and how the school is ensuring the tools are being used safely and effectively.
- Listening and responding to any feedback and/or concerns raised by parents, pupils or staff regarding the use of AI tools in the school.
- Working with the governing board to review and update this policy on an annual basis.
- Ensuring that AI practices are audited and evaluated on a regular basis.
- Liaising with the IT technician and subject leaders to review, approve or disapprove suggested AI tools.
- Promoting a culture of innovation while ensuring the ethical use of AI tools.

The IT technician will be responsible for:

- Providing technical support to teachers and subject leaders in the development and implementation of the school's AI practices.

- Reviewing the security of AI tools before they are implemented.
- Implementing appropriate cyber security measures.
- Keeping an up-to-date record of the AI tools being implemented by the school.
- Liaising with the Headteacher and subject leaders to review, approve or disapprove suggested AI tools.
- Regularly updating software and ensuring that AI tools are running the latest and safest versions.

The DPO will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the school.
- Ensuring the privacy and protection of student data.
- Understanding and maintaining awareness of what the use of AI means for data protection in the school.
- Advising the school on how to integrate the use of AI while complying with data protection regulations.
- Establishing and regularly reviewing protocols for data storage, sharing and disposal related to AI tools.
- Running periodic training sessions on data protection in the context of AI for the staff.

The DSL will be responsible for:

- Taking responsibility for online safety in school.
- Undertaking training so that they understand the risks associated with using AI tools in school.
- Liaising with relevant members of staff on online safety matters.
- Maintaining records of reported online safety concerns relating to the use of AI tools, as well as the actions taken in response to concerns.
- Being a point of contact for teachers and subject leaders using AI in classrooms to discuss any safeguarding concerns or queries.
- Collaborating with external agencies to stay updated on the latest online threats related to AI.

Subject leaders will be responsible for:

- Researching and identifying the most effective and appropriate AI tools for their subject's curriculum.
- Seeking approval from the Headteacher and IT technician for any AI tools they wish to use in their curriculum.
- Requesting support from the IT technician with the implementation of AI tools where needed.
- Effectively integrating the use of AI tools into lesson plans.
- Familiarising themselves with the AI tools they are using in their lessons and ensuring that they have a basic understanding of the technology and the risks it poses.
- Regularly sharing insights and feedback with other subject leaders to ensure cross-curricular coherence in AI tool use.
- Staying updated on global best practices in the use of AI tools in their specific subject.

All staff members will be responsible for:

- Adhering to the Acceptable Use Agreement and other relevant policies.
- Ensuring the security of the AI tools and data they use or have access to.
- Modelling good online behaviours when using AI tools.
- Maintaining a professional level of conduct in their use of AI tools.
- Having an awareness of the risks that using AI tools in school poses.
- Understanding the ethical usage of AI in education.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of AI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any AI tools used by the school and the risks they pose.
- Providing feedback to the IT technician and the Headteacher on the effectiveness of using AI tools.
- Participating in CPD related to AI.

Parents will be responsible for:

- Staying informed about the AI tools their children are using in school.
- Collaborating with the school in ensuring safe and ethical use of AI tools at home.
- Attending training or information sessions organised by the school about AI tools.

3. Understanding and accessing AI

The school will ensure that leaders and teachers are equipped with the knowledge and skills to use AI effectively in the classroom. Any barriers that are identified in teachers' understanding of AI will be addressed through training to ensure that all teachers fully understand the most effective applicable use of AI in the classroom.

The school will ensure that sufficient digital infrastructure is provided for all teachers to utilise AI. Any implementation of AI technology will be done with the assurance that the school's pre-existing digital systems are compatible with the AI platforms themselves to ensure accessibility and ease of use.

When implementing an effective infrastructure, the school will agree on the upfront costs to pay for AI providers that charge for the full access and use of their platforms.

4. Using AI to plan lessons

The school will ensure that AI tools are only used in lesson planning to achieve the following aims:

- To reduce workload
- To free up teachers' time
- To enhance pupils' education
- To provide pupils with more personalised and adaptive learning experiences

All subject leaders and teachers have the option to formulate lesson plans through the use of approved AI tools. Where AI tools are used in lesson planning, the quality and content of the final plan will be staff members' professional responsibility.

Staff will not assume that AI output will be comparable with a human-designed document that has been developed in the specific context of the school and will ensure that any classroom materials created via the assistance of AI tools are fact checked and undergo robust quality assurance.

All staff using AI tools for lesson planning will understand that plans created by AI tools should act as a starting point or guide rather than the finalised document. Staff will modify and enhance lesson plans in line with their pupils' specific needs, learning styles and the desired content for the lesson. All AI-generated lesson plans will be critically evaluated by the relevant teachers to ensure that they will be age-appropriate and beneficial to pupils' education.

Staff will ensure that, as a minimum, all lesson plans assisted by AI tools cover the following:

- Lesson objectives
- Introduction to the lesson and/or subject
- Guided practice
- Independent practice
- Plenary
- Differentiation/Scaffolding
- Identification of pupil groups

Staff will also be required to ensure that they understand intellectual property implications when using generative AI tools to plan lessons. Staff members will only use materials protected by copyright to train AI if there is permission from the copyright holder or if a statutory exception applies.

When using AI tools to produce a lesson plan, staff will ensure that they enter prompts that align with the curriculum. The school will offer regular training sessions and workshops on effectively integrating AI tools into lesson planning. Teachers will be encouraged to share feedback on the AI tools they use, helping the school continuously refine its approach.

The effectiveness of AI tools in lesson planning will be reviewed regularly to ensure their alignment with the school's educational objectives.

5. Using AI tools during lessons with pupils

The school may use AI tools to deliver balanced, high-quality lessons to all pupils. The AI resources used will be:

- Approved by the headteacher and ICT technician.
- Accessible to all staff and pupils.
- Appropriate for the activities pupils undertake.
- Appropriate for pupils' age, developmental stage and learning abilities.

AI tools will be used in school for educational purposes only, and teachers will collaborate with each other to share good practice for using approved AI tools.

Staff members will not allow or cause pupils' original work to be used to train generative AI models unless they have permission or if an exception to copyright applies.

Equality of access

The school recognises that not all pupils will be able to use or access AI tools in the same way. Teachers will ensure that pupils and parents are aware that the use of AI tools is not mandatory or necessary for pupils to have a successful education at the school.

Teachers will be encouraged to select AI tools that are accessible for all pupils, taking into account any barriers to AI use such as SEND. Where this is not possible, teachers will work with pupils, parents and relevant staff members to ensure that those unable to use the approved AI tools are given alternative methods of learning and are able to keep up with the curriculum.

The school will ensure that pupils' learning does not rely or depend on the use of AI tools. Where AI tools are used, teachers will prepare alternative methods of learning for those who cannot, or do not want to, use educational AI. Where AI is being used for continuous learning, homework, or exam and assessment preparation, teachers will ensure that pupils are provided with alternative materials, such as physical copies of tasks or past exam papers, to enable pupils without access to AI tools outside of school to access the same level of education and attainment.

The school will ensure that pupils' learning is not disadvantaged by the inability to use AI tools or access them outside of school. Parents and pupils will be encouraged to raise any concerns or issues regarding equality of access with the relevant subject leader.

The school will recognise that technology can sometimes pose accessibility challenges, and will be committed to ensuring that all AI tools adopted are compliant with accessibility standards. The school will take all reasonable endeavours to ensure that pupils with disabilities can interact with them without hindrance.

In addition to SEND considerations, the school will consider socio-economic factors. The school will be aware that not every pupil may have access to high-speed internet or advanced devices at home, and will ensure that offline modes and alternative resources are made available to ensure that no pupil is disadvantaged.

The school will choose AI tools that have the capability to support multiple languages or dialects to reflect the linguistic diversity of the school community. This will ensure that pupils with EAL are not disadvantaged.

Recognising that familiarity with AI tools can vary, the school will provide additional support sessions for pupils who might find it challenging to navigate these tools.

Personalised learning

Teachers aim to provide more personalised learning to pupils through the use of AI tools during lessons. The school will prioritise the use of AI tools that are capable of adapting lesson content and activities based on individual pupils' abilities and learning styles, to ensure that each pupil is receiving tailored instructions and support.

Teachers may also use AI tools to generate adaptive assessments, which are able to adjust the difficulty of questions and tasks based on the pupil's performance. This will allow teachers to gain more accurate insights into each pupil's strengths and areas for improvement.

Interactive learning

Teachers may use AI tools to facilitate interactive learning during lessons, where this will benefit pupils' learning. Teachers will prioritise using AI tools that are designed to be engaging and child-friendly, e.g. AI tools that include colourful visuals, animations, and characters, to encourage pupils to interact more with the subject content.

Teachers will be encouraged to use AI tools that incorporate gamification elements, such as virtual rewards, earning points, and educational quizzes and games, that pupils can interact with. Teachers will also consider the use of a digital whiteboard that allows pupils to use their own handwriting or drawings to solve problems, which the chosen AI tool can recognise and evaluate.

The school may use AI tools to support collaborative learning. These tools will be integrated into lessons to promote group-based activities and discussions. The school aims to enhance pupils' teamwork skills and deepen understanding through collaboration. Teachers will ensure that these tools align with the curriculum and facilitate effective group interactions.

Language and literacy development

The school recognises that, as a primary setting that caters to EYFS, KS1 and KS2 pupils, the development of pupils' language and vocabulary is of the utmost importance. Teachers may, therefore, use AI systems to enhance and assist with pupils' language learning in the classroom, particularly during English lessons and reading time. AI tools may be used to create helpful resources and materials that teachers can use with a whole class or on a one-to-one basis, such as sentence stems or word banks, to provide age-appropriate definitions of unfamiliar words.

AI tools may also be used throughout the school to help pupils with phonics, spelling, reading and writing at various developmental stages. Teachers may use AI tools to provide pupils with support such as pronunciation feedback, spelling lists and tasks focussed on specific phonetic patterns, and, in some cases, multisensory learning to aid memory retention.

At all times, teaching staff will ensure that the language any AI system uses with younger pupils is age appropriate. Teaching staff will receive training on how to prompt AI systems so that resources and interactions are simple to understand and do not prove a barrier to learning. They will also be aware of AI systems' occasional tendency towards bias and inaccuracy, and safeguard children accordingly.

Continuous learning

The school will prioritise using AI platforms that will be accessible to pupils outside of school hours, to allow pupils to continue practicing and learning various skills at their own pace. Teachers will encourage pupils to use the chosen AI tools outside of school time, such as during weekends or half terms, particularly for core subjects, e.g. maths and English. Teachers will ensure that any AI platforms used for continuous learning incorporate interactive, engaging elements, such as videos and animation, to incentivise pupils to use the platform outside of school.

The school will communicate with parents, detailing which AI tools can be accessed from home, instructions on how to access the platforms, and emphasising the importance of continuous learning. The school will make it clear to parents that, excluding set homework, it is not mandatory for pupils to continue to use the tools outside of school hours.

Feedback and marking

Any AI tools used will have the ability to provide pupils with instant feedback on their work, with the aim of reducing workload for teachers, freeing up time and enabling pupils to progress at their own pace. Teachers will ensure that, while using technologies that can assist in marking pupils' work and giving feedback, this is not the only way that pupils' work is being monitored. Teachers will be expected to find a balance between technology and human interaction in order to ensure learning is effective.

6. Misuse of AI tools

The school acknowledges that the misuse of AI tools can happen both accidentally and intentionally, and that education and awareness is key to preventing misuse. The school will follow the Safe Use of AI Policy, Online Safety Policy and Child Protection and Safeguarding Policy to prevent, identify and manage any potential misuse.

Staff members found to be deliberately and/or repeatedly misusing AI tools will be disciplined in line with the school's Disciplinary Policy and Procedures. Pupils found to be deliberately and/or repeatedly misusing AI tools will be sanctioned in line with the school's Behaviour Policy.

Where staff or pupils are found to be misusing AI tools, the Headteacher will review the circumstances and consider revoking access to the AI tools for the concerned individuals.

Regular training sessions will be organised for staff, focussing on the ethical use of AI tools. These sessions will address the distinction between legitimate assistance and over-reliance on AI.

The school will maintain an understanding and awareness that data used to train generative AI models is susceptible to malicious actions, which in turn has a negative impact on pupils using compromised AI systems. The school will therefore be aware of two prominent types of data corruption:

- Prompt injection attacks: these are when attackers input data into the AI model to make it behave in unintended ways, including generating offensive content or sensitive information
- Data poisoning attacks: these are when attackers tamper with data that an AI model has already been trained on to produce similarly undesirable or hateful outcomes.

The IT technician, in collaboration with subject leaders, will regularly review the AI tools being implemented, ensuring that they do not inadvertently promote misuse.

The school will establish a feedback mechanism allowing staff and pupils to report any instances where AI tools might encourage misuse or where they feel uncertain about the ethical boundaries of using such tools. In cases of AI misuse, the school will maintain a transparent process, detailing how the misuse was identified and the steps taken in response. The school will consider forming a committee or a group that specifically focusses on AI ethics within the educational context. This group will help the school remain up-to-date with the latest challenges and advancements in AI, ensuring that the school's policies remain relevant and effective.

The school will recognise that AI tools have limitations and will encourage a healthy scepticism and critical thinking when using or analysing outputs from AI tools.

7. Selection of AI tools

Teachers and leaders will be responsible for researching and identifying the most appropriate and accessible AI tools for their lessons, taking into account:

- The needs and abilities of their pupils.
- Compatibility with the school's IT systems.
- Online safety and safeguarding concerns.
- The subject the AI tool is being used to teach.
- The security of pupil and teacher data when using these systems.

Before fully integrating an AI tool into lessons, the school will consider introducing a trial or evaluation period. During this time, a small group of pupils and teachers can use the tool, providing feedback on its effectiveness, ease of use, and any potential concerns.

Any AI tools intended to be used by the school will not be used until the Headteacher and IT technician have reviewed the systems and given their approval. The school will inform parents whenever a new AI tool is approved for school use and specify which year groups will be given access to the tool.

Teachers will thoroughly research potential AI tools, ensuring that the tools are as reliable and safe as possible. Where there are concerns over the accuracy, reliability or appropriateness of an AI tool, teachers will not submit these tools to the Headteacher for approval.

The school also understands that many generative AI tools, such as ChatGPT, have recommended age restrictions. Whilst some tools may be useful for teachers, the school will take steps to ensure that any AI tool used in class is appropriate for the age group who are using it.

The school will follow the Online Safety Policy and Child Protection and Safeguarding Policy at all times when considering which AI tools to incorporate into classroom learning.

8. Conduct

Staff conduct

All members of staff with access to approved AI tools will act in line with the relevant policies and procedures regarding online safety, child protection and safeguarding, data protection and AI use. Staff using AI tools will receive training on how to use the software appropriately, including how to keep their pupils safe while using AI tools during lessons.

Staff members found to be using unapproved AI tools or using approved AI tools in way that is deemed inappropriate or unsafe, will be disciplined in line with the school's Disciplinary Policy and Procedure.

Staff members will not access AI tools for personal use during school hours, or with school login details, under any circumstances.

Pupil conduct

All pupils with access to approved AI tools will act in line with the relevant policies and procedures regarding behaviour and AI use. Pupils using AI tools will be taught how to use the software appropriately, including how to stay safe online and how to raise concerns.

Pupils found to be using unapproved AI tools, or misusing approved AI tools, will be sanctioned in line with the school's Behaviour Policy, and teachers will consider revoking their access to AI tools either temporarily or permanently.

Pupils will only use AI tools during the relevant lessons, under supervision of the classroom teacher. Pupils will not access AI tools for personal use during school hours, or with school login details.

Parents will be made aware of the AI tools their children are using in school, including potential risks and benefits. Parents will be given guidelines on how to discuss appropriate online behaviour related to AI tool usage with their children.

9. Security and data protection

The school will ensure that personal data is protected in line with data protection legislation and its own data protection policies and procedures. The school will research and be aware of the privacy implications and notices of any AI tools that it selects for classroom use.

When selecting generative AI models for classroom use, the school will ensure that any chosen models comply with data protection legislation.

Staff members will understand that copyright law is distinct from data protection law and that any consents or data processing agreements for personal data are separate from issues of compliance with copyright law.

The school will review and strengthen its cyber-security measures in line with the DfE's 'Meeting digital technology standards in schools and colleges' guidance. This will include conducting a cyber security risk assessment that considers any AI tools used by the school and generative AI's evolving sophistication.

10. Safeguarding

The school acknowledges that generative AI tools can be used to produce content that is dangerous, harmful and inappropriate. The school will follow the Safe Use of AI Policy and Child Protection and Safeguarding Policy when utilising AI platforms, to ensure that pupils are not able to access or be exposed to harmful content.

Parents will be kept informed of how the school is using AI to enhance pupils' education, and who they can speak to about any concerns or issues regarding the use of AI.

The school will take any reported concerns or incidents regarding the use of AI tools seriously and follow the relevant procedures to ensure the wellbeing of its pupils. Where there is a safeguarding concern that requires an investigation, the school will pause its use of the AI tools in question until they can be reviewed, and the investigation is concluded. Any AI platforms found to hold safeguarding risks will be removed from the school's list of approved tools immediately. The school will also ensure its commitment to safeguarding children against misuse of AI as defined in KCSIE, which states that schools have a responsibility to protect children from maltreatment that occurs on or off of school grounds and online.

The school will encourage pupils to speak up about any concerns they have about the AI tools being used.

The school also recognises the potential mental health impacts of AI tools, such as the pressure to conform to AI-generated ideals or information overload. Procedures will be put in place to monitor and support pupils' mental wellbeing in relation to AI tool use.

The school will make all reasonable endeavours to ensure that the safeguarding process with regard to AI is a collaborative effort between the school and home.

Staff training will be regularly updated to ensure that teachers and support staff are equipped to handle the evolving challenges posed by AI tools in the context of safeguarding.

11. Monitoring and review

The governing board and headteacher will review this policy in full on an annual basis and following any incidents that occur due to the use of AI tools.

The next scheduled review date for this policy is September 2026.

Any changes made to this policy are communicated to all members of the school community.