

Presdales School



Title	Artificial Intelligence (AI) Policy
Version	Spring 1 2026
Author/Title	Elizabeth Teal (Digital Learning Lead)
Committee Responsible	FTB
Trust Board Link	
Date approved by Committee	NA
Date approved by Trustee Board	Spring 1 2026
SLT Review Date	Summer 2 2026 (and then yearly)
Trust Board Review	Summer 2 2029

Enquiries & comments

Any enquiries and comments about this publication may be made to:

Telephone: 01920 462210 / **Email:** admin@presdales.herts.sch.uk

Address: Hoe Lane, Ware, Hertfordshire SG12 9NX

AI Guidance for Presdales School 2026

Introduction

The Department for Education (DfE) supports the thoughtful integration of technology in UK schools, emphasising its potential to streamline administrative tasks, improve educational access, support learning outcomes, promote digital literacy, and address specific learning needs to enhance and maintain student engagement.

Artificial Intelligence (AI) powered educational software is rapidly gaining popularity as schools embrace technology. Educational software often uses AI to personalise learning and adapt to student performance, along with reactive AI for quick responses and automated feedback. AI in educational software can also support staff with data analysis and administrative tasks.

Generative Artificial Intelligence (Gen AI) refers to AI systems that generate new content based on vast datasets used to train them. Recent advances in AI have led to the widespread availability of tools such as ChatGPT and Google Gemini, presenting both opportunities and challenges for all stakeholders at Presdales School. When used responsibly, AI can enhance teaching and learning, support student progress, and alleviate staff workload. However, risks include privacy concerns, access inequality, biased outputs, and challenges to assessment integrity.

This guidance aligns with existing school policies and aims to establish a responsible, strategic approach to using AI as a supplemental tool for teaching and learning.

Links to School Policies

This document should be read alongside the following policies, ensuring AI use aligns with the school's core values and expectations:

- Online Safety Policy
 - Anti-Bullying Policy
 - Behaviour Policy
 - Child Protection Policy
 - Data Protection Policy
 - Equality and Diversity Policy
 - Exams Policies
 - Acceptable Use Agreement
-

Guidance on use of Enterprise AI Tools

What are Enterprise AI Tools?

Enterprise AI tools are professionally developed AI platforms or software designed for use across an entire organisation (e.g. Google Gemini for Education). These tools may be provided as part of a larger suite of educational tools (e.g. Google for Education).

Unlike consumer versions of AI tools, enterprise solutions offer:

- **Enhanced Control:** Allowing leaders to manage how staff use AI.
- **Robust Security:** Providing permissions and safety controls to protect our data.
- **Data Protection and Compliance:** Ensuring adherence to data protection regulations.
- **Dedicated Support:** Offering access to training and technical assistance.

If using generative AI, Staff must use enterprise AI tools (or educational products containing generative AI) provided or approved by the school for:

- **Safety and Security:** Enterprise tools are built with enhanced security features and allow us to maintain greater control over data, helping to ensure compliance with data protection policies and safeguarding sensitive information.
- **Access to Support and Training:** Our enterprise tools come with dedicated training resources and technical support, empowering staff to use AI effectively and troubleshoot any issues that may arise.

Responsible Use of AI

Respect for Personal Data, Privacy & Intellectual Property

In accordance with the UK General Data Protection Regulation (UK GDPR) and other data protection laws, Presdales School is committed to ensuring responsible AI use. AI tools require vast amounts of data for training, and using copyrighted data without permission can result in intellectual property violations.

Key guidelines:

- Staff and students must not input identifiable personal data or confidential information into AI systems that cannot guarantee the safety and security of that data in accordance with UK GDPR.
- Any data entered into AI tools could be stored and used by the service providers, potentially compromising privacy, unless stated otherwise.
- AI users should verify the data protection policies of AI tools before using them in an educational context.
- AI users should avoid copyright infringement by ensuring AI-generated content does not breach intellectual property rights.

Accuracy and Fact-Checking

AI-generated content may contain inaccuracies or biases. Staff and students must verify information against reliable sources before using it in academic or administrative contexts. AI should be used as a supplement, not a sole source of factual information.

Avoiding Bias and Discrimination

AI tools can inherit biases from their training data, leading to ethical concerns. Staff must review AI-generated materials for fairness, accuracy, and inclusivity, ensuring they align with the school's commitment to equality and diversity.

Safeguarding

In accordance with the Child Protection, Online Safety, and Anti-Bullying policies, Presdales School is dedicated to ensuring the online safety of students, staff, and stakeholders.

Key guidelines:

- Staff should assess AI tools for age-appropriateness and ensure compliance with age restrictions (e.g., tools requiring users to be 13+/18+).
- Students should not access any AI tools that are not appropriate for their age (e.g., many AI tools require users to be 13+/18+).
- AI tools can create harmful or misleading content therefore all AI-generated content must be evaluated for suitability before use in an educational setting.
- All staff members will receive regular training on AI safety as part of their online safety training, ensuring they can identify and mitigate risks.
- Parents and students will be made aware of the risks associated with AI use and how to report any concerns about AI use in line with the Online Safety policy.

Academic Integrity

Examinations and Assessments

In line with the Behaviour Policy and JCQ guidance, Presdales School upholds principles of honesty and academic integrity.

Students must:

- **Not submit AI-generated content as their own work.**
- **Acknowledge AI use** in assignments where applicable.
- Follow JCQ guidance on AI use in assessments, ensuring all submitted work reflects their **own independent efforts.**

JCQ (2024) states that "students must submit work for assessments which is their own," ensuring originality and independent thought. Misuse of AI includes:

- Copying or paraphrasing AI-generated content without proper attribution.
- Using AI to complete assessments in a way that misrepresents the student's independent work.
- Failing to acknowledge AI use in research or assignments.

Teachers must not accept work for assessment that is not the student's own. If AI misuse is suspected, staff must follow procedures outlined in the school's exams policies and JCQ guidelines.

Curriculum Integration

AI use can enhance learning without compromising academic integrity. Staff and students may use AI tools for purposes such as:

- **Adaptive learning** (e.g., ReadingPlus, Seneca Learning, Sparx Maths) to personalise education.
- **AI-generated study materials** (e.g., Quizlet, Kahoot, Quizziz) to create flashcards, quizzes, and revision aids.
- **Creative and problem-solving tasks**, such as analysing different perspectives in literature.

AI should be used as a support mechanism, not a replacement for critical thinking and independent learning.

Staff Workload and Professional Development

AI offers significant potential for streamlining staff workflows. Schools are encouraged to explore AI for:

- **Lesson planning and resource creation** – for example, AI can generate tailored lesson plans and teaching materials.
- **Automated marking and feedback** – for example, AI tools can assist with assessment and provide real-time student feedback.
- **Professional development** – for example, AI can help teachers identify areas for growth and track progress toward development goals.

While AI can enhance efficiency, staff must:

- Ensure AI-generated materials align with school policies and teaching objectives.

- Maintain professional oversight over AI-generated feedback and assessments.
 - Engage in ongoing training to develop AI literacy.
 - Trial AI thoughtfully with ongoing evaluation of effectiveness and risks
-

Key Definitions

- Artificial Intelligence (AI): Technology that enables machines to simulate human intelligence.
- Generative AI: AI models capable of producing new content based on learned patterns.
- Large Language Models (LLMs): AI systems trained on vast datasets to generate human-like text.

AI Citation Guidelines

- When AI tools are used, students should include a statement such as: “This work includes research or content generated using [AI tool], used for [specific purpose].”
-

Conclusion

This guidance establishes Presdales School’s commitment to using AI responsibly, ensuring that its benefits are harnessed while mitigating risks. Staff and students must remain informed about AI developments, critically evaluate AI-generated content, and adhere to school policies when integrating AI into educational practices. AI should be used as a tool to enhance, not replace, human decision-making and learning.

Bibliography & References

Anderson, M., & Knight, L. (2023). Use of Artificial Intelligence (AI) Policy Template. Retrieved from ictevangelist.com/free-resource-use-of-artificial-intelligence-ai-in-education-school-policy-template/ [23/06/2024].

ChatGPT. (2024, June 26)

Department for Education (2023) Generative Artificial Intelligence in Education. Retrieved from <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education#understanding-generative-ai> [23/06/2024].

Department for Education (2025) Using AI in education settings: support materials. Retrieved from <https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials> [10/06/2025]

JCQ CIC. (2024). AI Use in Assessments: Protecting the Integrity of Qualifications. Retrieved from https://www.jcq.org.uk/wp-content/uploads/2024/04/AI-Use-in-Assessments_Feb24_v6.pdf [23/06/2024].

Mills, K., et al. (2024) AI Literacy: A Framework to Understand, Evaluate, and Use Emerging Technology Retrieved from <https://digitalpromise.org/2024/06/18/ai-literacy-a-framework-to-understand-evaluate-and-use-emerging-technology/>

Russell Group. (2024). Russell Group principles on the use of generative AI tools in education. Retrieved from https://russellgroup.ac.uk/media/6137/rq_ai_principles-final.pdf [23/06/2024].

The Bishop's Stortford High School Generative Artificial Intelligence (AI) Responsible Use Guidance (2024) Retrieved from <https://tbshs.org/wp-content/uploads/2024/02/Gen-AI-Guidance-Jan24-25.pdf> [23/06/2024].

THE BISHOP'S STORTFORD HIGH SCHOOL GENERATIVE ARTIFICIAL INTELLIGENCE (A.I.) RESPONSIBLE USE GUIDANCE <https://tbshs.org/wp-content/uploads/2024/02/Gen-AI-Guidance-Jan24-25.pdf> [04/11/2024]