Artificial Intelligence (AI) Strategy

DEER PARK PRIMARY SCHOOL

[Version 1.1]

Last Reviewed	
Reviewed By (Name)	Annette Lupton
Job Role	Headteacher
Next Review Date	September 2027
Version produced Spring 2026	First Issue

This document will be kept under regular review to reflect changes in guidance, technology, and data protection law. It will be reviewed at least annually by the Data Protection Officer, and sooner if significant legal or regulatory changes occur. The school should also undertake an annual review of this document and earlier where necessary.

Copyright: Education Data Hub

Contents

1. Purpose and Vision 3

2. Strategic Ownership and Leadership 3

3. Risk Appetite and Governance 3

4. Expertise and Capacity Building 3

5. Regulatory Readiness 3

6. Pupil use of AI 4

- **a. Principles of AI Use in Learning** 4
- **b. Educating Pupils on Responsible AI Use** 4
- **c. Staff Responsibilities** 4
- **d. Safeguards and Monitoring** 5

7. Implementation and Review 5

Copyright: Education Data Hub

1. Purpose and Vision

This strategy sets out how our school should adopt and manage Artificial Intelligence (AI) technologies to enhance teaching, learning, and operational efficiency, while ensuring safety, fairness, and accountability. It aligns with the Department for Education's guidance and the UK's AI regulatory principles.

2. Strategic Ownership and Leadership

- The Senior Leadership Team (SLT) should own and oversee the AI strategy, ensuring alignment with school values, safeguarding policies, and educational goals.
- The designated Digital Lead should be responsible for implementation, monitoring, and reporting.
- Regular updates should be provided to governors and stakeholders to ensure transparency and accountability.

3. Risk Appetite and Governance

- The school adopts a cautious but proactive risk appetite, prioritising safety and ethical use while exploring innovation.
- All AI tools must undergo a risk assessment before deployment, considering bias, and educational impact and incorporating a Data Protection Impact Assessment.
- AI use should be governed by clear policies covering procurement, usage, data handling, and staff responsibilities.

4. Expertise and Capacity Building

- Staff should receive ongoing CPD on AI literacy, ethical use, and data protection.
- External expertise may be sought for complex implementations or audits.
- Students should be educated on digital resilience, critical thinking, and responsible AI use.

5. Regulatory Readiness

The strategy aligns with the UK's five AI regulatory principles:

Safety, Security and Robustness

- AI tools must be demonstrably safe and secure, with robust data protection measures.
- Systems should be monitored for errors, bias, and misuse, with clear escalation protocols.

Transparency and Explainability

- Staff and students should be informed when AI is used.
- AI outputs must be understood and explainable to users; blind reliance is discouraged.

Fairness

Copyright: Education Data Hub

- AI tools must be ethically appropriate, especially regarding protected characteristics and small groups.
- Bias should be monitored and corrected through regular audits and feedback loops.

Accountability and Governance

- Clear roles and responsibilities should be defined for staff involved in AI use.
- SLT should oversee governance, with termly reviews and updates to the strategy.

Contestability and Redress

- Staff must be empowered to override AI decisions and use professional judgement.
- A complaints and redress mechanism should be in place for concerns related to AI use.

6. Pupil use of AI

This section of the strategy outlines our approach to the responsible and ethical use of AI by pupils, particularly in relation to assessments, coursework, and learning activities. It includes the latest guidance from the Joint Council for Qualifications (JCQ) and supports our commitment to academic integrity, digital literacy, and safeguarding.

Parents/carers should be informed about our AI strategy and the importance of academic integrity.

a. Principles of AI Use in Learning

AI tools may be used by pupils to support learning, research, and creativity, provided their use is "transparent, acknowledged", and does not compromise the authenticity of submitted work.

Pupils must develop and demonstrate their "own knowledge, skills, and understanding", independent of AI-generated content.

b. Educating Pupils on Responsible AI Use

Pupils should receive age-appropriate guidance on acceptable and unacceptable uses of AI. The school should deliver digital literacy sessions covering:

- How AI works and its limitations
- Ethical considerations and bias
- Proper referencing of AI-generated content
- Risks of over-reliance and plagiarism

c. Staff Responsibilities

Teachers and assessors should:

- Monitor pupil work for signs of AI misuse
- Investigate concerns about authenticity
- Use JCQ-approved procedures for suspected malpractice

Copyright: Education Data Hub

d. Safeguards and Monitoring

We should implement technical and procedural safeguards to prevent inappropriate AI use during assessments.

AI detection tools may be used where appropriate to support authenticity checks.

Pupils using school devices for assessments should have restricted access to AI tools where prohibited.

7. Implementation and Review

- AI use should be embedded into the school digital strategy, curriculum planning, and operational systems.
- A yearly review should assess effectiveness, risks, and opportunities.
- Feedback from staff, students, and parents should inform continuous improvement.
- Review and renew our AI Policy at least annually.
- Review and update all relevant privacy notices with regards to AI use.
- Provide staff with a list of approved / authorised AI tools.
- Provide staff with a tool to carry out initial due diligence around AI tools.
- Deliver regular training sessions for staff on responsible and effective use of AI tools, including safeguarding, data protection, and ethical considerations.

Copyright: Education Data Hub