Draft Policy regarding the Use of Artificial Intelligence (AI) at Testwood School

Key Responsibility	TW
Last Review:	January 2026
Next Review:	January 2027

Revision History

Version	Date	Amendments	Initials
V1	17/12/25	New policy	TW

Vision

Testwood School is committed to harnessing Artificial Intelligence (AI) to support excellence in teaching and learning, operational efficiency, and the future-readiness of students and staff. This policy ensures the responsible, secure, and equitable use of AI across our school.

What is AI?

As part of our commitment to using AI effectively in everyday tasks, all staff are encouraged to develop a clear understanding of what AI can and cannot do. Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence.

All current AIs are examples of Narrow AI, meaning they are trained to perform one specific function, such as generating text, analysing data, or recognising patterns. These systems learn by processing large amounts of training data, which influences how they respond. Generative AI creates new content, such as text, images, or code, by drawing on patterns learned during training.

Because AI models are often trained on human-created data, they can reflect the biases, assumptions, and gaps found in the data they were trained on. AIs are prone to hallucination[1]. Large language models (LLMs), such as ChatGPT, Copilot, or Gemini, can hallucinate, producing incorrect answers. Typically, they do this when they are unable to predict the next word with a high level of certainty. Current AI systems are not sentient. They do not have thoughts, feelings, self-awareness or understanding. Any appearance of intelligence or emotion is a reflection of the data and algorithms and is not genuine awareness or intent.

[1] Large language models most often hallucinate by inventing facts, sources, or references that do not exist, or by misattributing real information to the wrong person or event. They can also produce logical errors, make factual or mathematical mistakes, or fill in missing details with information that sounds convincing but are false

Principles for the use of AI

1. **Purpose-driven deployment**: AI is implemented only where it aligns with our school's mission to improve teaching and learning, operational efficiency, or the future-readiness of students and staff.
2. **Safeguarding, privacy, and trust**: all AI use must adhere to safeguarding standards and data protection law, fostering trust among staff, pupils, and families.
3. **Augmentation, not replacement**: AI tools support – but never replace – the professional judgement of educators and the personal relationships at the heart of education.
4. **Equity and accessibility**: we prioritise AI applications that close gaps, reduce barriers, and empower diverse learners, including those with special educational needs and disabilities (SEND) and those who have English as an Additional Language (EAL).
5. **Transparency and professional development**: we promote understanding of how AI works and invest in staff continuing professional development and learning (CPDL) to ensure informed and confident use across roles.
6. **Ongoing evaluation and co-design**: AI strategy is not static. We will regularly evaluate tools, gather community input, and adapt our approach as the technology and needs evolve.

Approved uses

At Testwood, staff have agreed to use AI only in the following areas to support learning and school operations, such as:

- personalised learning: AI helps tailor resources to each pupil's unique needs, making learning more meaningful and effective
- assessment and feedback: AI tools should not be used for the assessment of student work.
- curriculum support: using AI to improve lesson planning and resource creation
- SEND support: using AI tools to adapt lesson resources for pupils with particular needs
- remote learning: designing homework tasks that reflect and check on knowledge acquisition
- administrative support: AI may assist with non-teaching tasks such as summarising meeting notes or organising school data, helping staff focus more on pupil needs.

Any member of the school community is welcome to ask the Headteacher or the Testwood Artificial Intelligence Leadership and Development (TAILAD) team to review or suggest changes to these agreed uses. New proposed uses will be carefully considered through our regular review process but must not be used until approval has been given.

Avoiding bias

At Testwood, we aim to ensure that AI is used in ways that promote fairness, respect, and inclusion. We know that generative AI systems learn from a vast mix of documents, some of which may include harmful views, such as sexism or racism. Staff should take care to check AI outputs and remove any biased content before it is shared. We are also aware that research has shown AI can treat pupils differently based on names that seem non-European. To avoid this, we remove names from AI prompts so that all pupils are represented equally.

Reviews

We believe that thoughtful technology use can enrich learning and support progress at Testwood. As part of our commitment to responsible innovation, we conduct an annual review of AI in our school to understand its impact. During this review, we seek input from all members of our community to help us build a balanced view of how AI is helping and where we can improve.

Staff

Every member of staff plays a role in ensuring AI is used in a safe, ethical and effective way. This includes:

- checking that the school approves any AI tool before school data is uploaded

Data Type	Definition	Examples	AI Use Guidance
School Data	Operational or teaching information not identifying individuals	Lesson plans, curriculum documents, generic worksheets, timetables without pupil identifiers, internal policies, activity ideas, drafting general emails	Can be used in approved AI tools only (Gemini, Copilot)
Approved AI Tools	Tools formally vetted for safe use with school data	Google Gemini (Workspace Education), Microsoft Copilot	Only approved tools may process school data, all other AI tools are limited to generic non-confidential tasks
Personal Data	Any information identifying a pupil, parent or staff members	Names, UPNs, candidate numbers, photos, assessment results linked to an individual, safeguarding notes	Must never be input into AI tools unless fully anonymised and approved under GDPR
Sensitive Personal Data	High-risk information requiring extra protection	Ethnicity, religion, sexual orientation, health, SEN/EHCP records, biometric data	Must never be input into AI tools under any circumstances – even approved AI tools

- Carefully reviewing AI-generated work to confirm its accuracy and suitability.
- Referring to JCQ guidance on student use of AI during NEAs or coursework.
- Failure to follow this policy may result in disciplinary action

AI tools

The following AI tools are **approved** for use with school data.

- Google Gemini (using school-managed educational log-in)
- Microsoft Co-Pilot (using school-managed educational log-in)

Staff wishing to use unapproved AI tools to upload school data should contact the Network Manager who will conduct a Data Protection Impact Assessment.

Student use of AI

To ensure that AI is used safely, fairly, and responsibly, all pupils at Testwood must follow these rules when using AI in school or at home for schoolwork.

1. Use AI only with permission Only use AI for learning activities - lessons, homework, or projects - when your teacher has given approval.
2. Do not use AI to cheat AI must never be used to complete coursework, homework, or assessments on your behalf. All work you submit must be your own. Using AI to produce answers and presenting them as yours is cheating.
3. Check the accuracy of AI outputs AI can provide incorrect or incomplete information. Always check the facts and make sure your work is correct and appropriate
4. Be transparent about AI use If you have used AI to help with your work, clearly explain how. For example, write 'AI was used to help find ideas, which I then rewrote in my own words.'
5. Do not share personal information Never enter your name, address, phone number, passwords, or any other personal details into AI tools.
6. Respect copyright and ownership Do not copy and paste AI-generated work without giving proper credit.
7. Use only school-approved AI tools Use only the AI websites, applications, or services that have been approved by the school. Do not use unapproved tools on school devices or with school accounts.
8. Report unsafe or inappropriate content If AI provides unsafe, rude, or upsetting responses, or you see someone using it incorrectly, report this to a teacher immediately.
9. Student use should be in line with JCQ guidance where relevant.

Appendix A: Vetting Process for New AI Tools

No new AI tool, especially one that requires a login, handles school data, or interacts directly with students, may be used until it has completed the following internal school vetting process:

1. **Request:** Staff member submits a formal request to the Headteacher and the Data Protection Officer (DPO).
2. **DPIA Completion:** The DPO must complete a **Data Protection Impact Assessment (DPIA)** to evaluate:
    - The type of data the tool processes (including metadata and input prompts).
    - Where the data is stored (location/jurisdiction).
    - Whether the input data is used to train the AI model.
    - Compliance with UK GDPR and the school's safeguarding policies (KCSIE).
3. **Risk Assessment:** The Headteacher must conduct a risk assessment to determine the educational benefit versus the risks of hallucination, bias, and data exposure.
4. **Final Approval:** Only upon approval from the Headteacher and DPO will the tool be added to the official **School Approved AI Tools List** (maintained by the Network Manager).

Note: Tools that fail the DPIA (e.g., free tools that use data for training) **must not be used** for tasks involving internal school information.

Glossary of terms

Academic integrity The principle of being honest and responsible in academic work, avoiding cheating, plagiarism, or unfair assistance.

AI tool approval The process by which the school reviews and authorises AI systems for use, ensuring they meet safety, privacy, and educational standards.

Artificial Intelligence (AI) A field of computer science where systems are designed to perform tasks that typically require human intelligence, such as understanding language, recognising images, making decisions, or generating content.

Artificial General Intelligence (AGI) A type of artificial intelligence that can understand, learn, and apply knowledge across a wide range of tasks at a level equal to or exceeding that of a human. Currently no one has created Artificial General Intelligence.

Artificial Narrow Intelligence (ANI) AI systems designed to perform a specific task or a limited range of tasks with high efficiency and accuracy. ANI does not possess general reasoning or learning capabilities beyond its programmed domain. All current AI systems are ANI, including Generative AI.

Bias When AI outputs show unfair preference or prejudice due to patterns in the training data. This can lead to discrimination or inaccurate results.

Closed AI tool An AI system restricted to authorised users, often running in a secure school environment, with stricter data controls.

Data protection Measures taken to ensure that personal information is collected, stored, and used lawfully and securely, in line with GDPR and school policies.

Digital footprint The information about a person that exists online because of their activities which can be affected by how they use AI tools.

Ethical use of AI Using AI in ways that are fair, transparent, and aligned with the school's values and safeguarding responsibilities.

General data protection regulation (GDPR) United Kingdom and European Union laws that sets rules for how personal data must be handled to protect people's privacy and rights.

Generative AI AI tools that can create new content - text, images, audio, video, code - in response to a prompt or question. Examples include ChatGPT, DALL·E, Gemini and Copilot. All generative AI systems are examples of artificial narrow intelligences.

Hallucination - AI When an AI tool produces false, misleading, or made-up information as if it were fact.

Human oversight The process of checking and verifying AI outputs to ensure accuracy, fairness, and appropriateness before use.

Machine learning A type of AI where a system learns patterns from data to make predictions or decisions without being directly programmed for every task.

Open AI tool An AI service available to the public through the internet. May store prompts and data entered into it.

Personal data Information that can identify an individual, such as their name, address, or date of birth.

Plagiarism Presenting someone else's work, ideas, or words as your own without proper credit. AI-generated work can still be plagiarism if copied from other sources.

Prompt The instructions or questions given to an AI tool to guide its response. The quality and clarity of a prompt affect the output produced.

Safeguarding Protecting children from harm, including from risks posed by online tools and AI-generated content.

Sensitive data A special category of personal data, such as medical information, racial or ethnic origin, or religious beliefs, which requires extra protection.

Training data The information used to 'teach' an AI system. This data can include text, images, audio, or other types of information from many sources.