Thameside Primary School: AI Policy

Approved by Governors: September 2026

Review date: September 2027

Contents

Aims and scope	3
Legislation	3
Regulatory principles	4
Roles and responsibilities	4
Staff and governors use of AI	7
Educating pupils about AI	9
Use of AI by pupils	10
Assessment Integrity in Primary Settings	11
Staff training	11
Referral to our child protection and safeguarding policy	11
Breach of this policy	12
Monitoring and transparency	13
Links with other policies	13
Appendix 1: Approved uses of AI tools (table) 2: Examples of personal, sensitive and identifiable data 3: Staff Expectations for AI Use 4. Use of Artificial Intelligence (AI) for Lesson Design and Resource Creation	 14 16 16 17

Policy reviewed by:	Sophie Greenaway
Key Changes:	• Clarified approved and prohibited uses of AI across the school. • Strengthened guidance on data protection, SEND information and safeguarding records. • Added requirements for human oversight and professional accountability when using AI. • Introduced guidance on checking AI-generated content for bias, inaccuracies and "hallucinations". • Added an AI incident reporting process and clearer breach procedures. • Strengthened pupil guidance on the responsible and critical use of AI. • Increased transparency around AI use and annual review of approved AI tools. • Added a staff expectations statement to support safe and consistent use of AI. • Appendix 4 added

1. Aims and scope

Here at Thameside Primary School we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by school staff, governors and pupils. This includes generative chatbots such as ChatGPT and Google Gemini (please note, this list is not exhaustive).

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR

1.1 Definitions

This policy refers to both 'open' and 'closed' generative AI tools. These are defined as follows:

- **Open generative AI tools** are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information
- **Closed generative AI tools** are generally more secure, as external parties cannot access the data you input

2. Legislation

This policy reflects good practice guidelines/recommendations in the following publications:

- AI regulation white paper, published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence
- Generative artificial intelligence (AI) and data protection in schools, published by the Department for Education (DfE)

This policy also meets the requirements of the:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by The Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020
- Data Protection Act 2018 (DPA 2018)

3. Regulatory principles

We follow the 5 principles set out in the AI regulation white paper.

REGULATORY PRINCIPLE	WE WILL …
Safety, security and robustness	• Ensure that AI solutions are secure and safe for users and protect users' data • Ensure we can identify and rectify bias or error • Anticipate threats such as hacking
Appropriate transparency and explainability	• Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	• Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate
Accountability and governance	• Ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	• Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology • Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment

4. Roles and responsibilities

4.0 AI lead

Our Generative AI lead is the Headteacher They are responsible for the day-to-day leadership, ownership and management of AI use in the school – see below.

4.1 Governing board

The governing board will:

- Take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation in line with the school's AI strategy
- Ensure the headteacher is appropriately supported to make informed decisions regarding the effective and ethical use of AI in the school
- Adhere to the guidelines below to protect data when using generative AI tools:
  - Use only approved AI tools (see section 5 and appendix 1)
  - Seek advice from the data protection officer and the designated safeguarding lead, as appropriate

- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools
- Fact-check results to make sure the information is accurate

4.2 Headteacher

The headteacher will:

- Take responsibility for the day-to-day leadership and management of AI use in the school
- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- Liaise with the DSL to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy
- Ensure that the guidance set out in this policy is followed by all staff
- Review and update this AI policy as appropriate, and at least annually
- Ensure staff are appropriately trained in the effective use and potential risks of AI
- Make sure pupils are taught about the effective use and potential risks of AI
- Sign off on approved uses of AI, or new AI tools, taking into account advice from the DPO and data protection impact assessments

4.3 Data protection officer (DPO)

The data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our Data Protection Officer: Judicium Consulting Limited

Address: 72 Cannon Street, London, EC4N 6AE

Email: dataservices@judicium.com

Web: www.judiciumeducation.co.uk

Telephone: 0345 548 7000 option 1 then option 1 again

4.4 Designated safeguarding lead (DSL)

The DSL is responsible for monitoring and advising on our compliance with safeguarding requirements including in relation to the use of AI, such as:

- Being aware of new and emerging safeguarding threats posed by AI
- Updating and delivering staff training on AI safeguarding threats
- Responding to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE) and the school's child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices

The school's DSL is the Headteacher and is contactable via head@thameside.reading.sch.uk

4.5 All staff

As part of our aim to reduce staff workload while improving outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools. Any use of AI must follow the guidelines set out in this policy.

To protect data when using generative AI tools, staff must:

- Use only approved AI tools (see section 5 and appendix 1)
- Seek advice from the Headteacher, as appropriate
- Report safeguarding concerns to the DSL in line with our school's child protection and safeguarding policy
- Check whether they are using an open or closed generative AI tool
- Ensure there is no identifiable information included in what they put into open generative AI tools (see appendix 2: Examples of personal, sensitive and identifiable data)
- Fact-check results to make sure the information is accurate

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

4.6 Pupils

Pupils must:

- Follow the guidelines set out in section 7 of this policy ('Use of AI by pupils')

5. Staff and governors' use of AI

5.1 Approved use of AI

We are committed to helping staff and governors reduce their workload. Generative AI tools, such as ChatGPT, can help make certain written tasks more efficient, but they do not replace the professional judgement, subject expertise or safeguarding responsibilities of a trained adult.

At Thameside, staff may choose to use generative AI in the following approved ways:

- Only AI tools listed in Appendix 1 are considered approved for routine use. Staff wishing to use any alternative AI platform must seek prior approval from the Headteacher. Approval may require consultation with the Data Protection Officer and completion of a Data Protection Impact Assessment (DPIA).
- Moderating pupil writing by uploading photographs or transcriptions of anonymised work (e.g. with no names or identifiable features) to compare, evaluate or generate feedback.
- Drafting curriculum documents, teaching resources, or subject overviews.
- Creating or improving report comments, policy drafts, or display text.
- Supporting planning for assemblies, educational letters, or home learning materials.
- Generating scaffolded versions of lesson materials to support differentiated learning.

All use must comply with our **data protection expectations**:

- No names, initials, photos with faces, or references to specific children should be used in AI tools.

- If pupil work is shared via photo or text, it must be **fully anonymised** and cannot include any identifiers.
- Staff must never upload safeguarding, health, behaviour, child protection, SEND casework, EHCP documentation, social care information, professional reports, or records containing personally identifiable pupil information into open AI systems.

All plans, policies, reports, or resources created with AI must be:

- **Used transparently and professionally.** Staff and governors should be able to explain how AI has been used if requested by senior leaders, governors, auditors or regulators.
- **Checked carefully** for factual accuracy, tone, and alignment with school ethos and current statutory guidance.
- **Approved by the member of staff** as their own professional contribution before wider use or distribution.

AI tools should be viewed as a supportive assistant, not a replacement for expertise. No significant educational, safeguarding, SEND, behaviour, staffing, admissions or disciplinary decision should be made solely on the basis of AI-generated output. Human professional judgement must always be applied. Their use should always be purposeful, ethical, and proportionate to the task. If unsure whether AI is appropriate for a specific use, staff should consult with a senior leader or the DPO.

Staff remain responsible for all content produced with AI support. Routine attribution is not required for internal school documents, planning, communications or resources. Where AI has made a significant contribution to published materials or where disclosure is specifically requested, staff should be able to explain how AI was used.

5.2 Process for approval

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Staff should contact the headteacher to discuss any ideas they may have with regards to using AI, so the headteacher can take the suggestions forward if they deem it to be a satisfactory new method of working.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO and data protection impact assessments.

5.3 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data (see appendix 2) into unauthorised generative AI tools or chatbots.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Thameside Primary will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. Please also refer to section 10 of this policy.

5.4 Intellectual property

Most generative AI tools use inputs submitted by users to train and refine their models. Pupils own the intellectual property (IP) rights to original content they create, which is likely to include anything that shows working out or is beyond multiple-choice questions. Pupils' work must not be used by staff to train generative AI models without appropriate consent or a valid exemption under copyright law.

At Thameside, when using generative AI tools such as ChatGPT to support assessment moderation using anonymised pieces of pupil work, we will ensure that the "chat history" setting is turned off. This setting disables data logging and ensures our inputs are not used to train AI models. This forms part of our wider data protection and intellectual property responsibilities.

Exemptions to copyright are limited - we will always seek legal advice if we are unsure whether our actions fall within the law.

Consent is not normally required for internal educational purposes, such as assessment, moderation, quality assurance, professional development or curriculum planning, provided pupil work is anonymised and is not used to train AI models. Consent would be required before identifiable pupil work is used externally, published, shared publicly, or used in any way that could contribute to the training of AI systems.

5.5 Bias

We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical thought must be applied to all outputs of authorised AI applications. This means fact and sense-checking the output.

Staff should be aware that AI tools can produce inaccurate, misleading or entirely fabricated information ("hallucinations"). Outputs must therefore be checked against reliable sources before being used in professional work, communications, planning, policy documents or teaching materials.

We will ensure we can identify and rectify bias or error by training staff in this area.

We also regularly review our use of AI to identify and correct any biases that may arise.

If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual complaints procedure.

5.6 Raising concerns

We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with our school's child protection and safeguarding policy.

5.7 Ethical and responsible use

Where AI has materially contributed to a document, report, policy, presentation or communication, staff should be prepared to disclose its use if requested by senior leaders, governors, auditors or regulators.

We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our school's Equality scheme & accessibility plan when using generative AI tools
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output
- Fact and sense-check the output before relying on it

Staff and governors must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

5.8 AI Subscriptions for Staff

The use of AI tools (e.g. ChatGPT, TeachMate AI etc.) by staff must align with the school's teaching, learning, and operational objectives, and comply with safeguarding and data protection policies.

The school may approve and fund specific AI platforms for designated roles or purposes (e.g. subscription to TeachMateAI or ChatGPT for the Writing Lead for moderation purposes). However, the school will not fund individual subscription requests or begin covering costs for separate users of approved tools.

Staff can use the free version of approved AI tools for day-to-day tasks. When doing so, staff must ensure that any tool used is accessed with safe settings enabled - such as "no history" or "private mode" - to avoid data being stored or used for model training.

Use of AI must remain professional, transparent, and in line with the school's Acceptable Use and Online Safety policies.

6. Educating pupils about AI

At Thameside, we recognise the importance of equipping pupils with the digital literacy, critical thinking, and ethical understanding needed to navigate artificial intelligence in society. Our computing curriculum, delivered through Purple Mash, provides structured, age-appropriate learning from EYFS to Year 6 in AI, online safety, and digital wellbeing.

AI education begins in EYFS through discussions about technology, digital tools and safe use of devices. From Year 1 onwards, pupils build a deeper understanding of algorithms, search technologies, online safety, misinformation, digital citizenship and artificial intelligence through both the Computing and PSCHE curriculum.

What Pupils Learn (via our Purple Mash Computing Scheme):

- **Responsible Creation and Use of Digital Content**
  Pupils learn how to safely use Purple Mash tools (e.g 2Write, 2Blog, 2Connect) and understand issues such as personal data protection, respect for copyright, and appropriate digital behaviour across all ages.
- **Online Safety and Awareness of Risk**
  Through Purple Mash's **2BeSafe** online safety units, pupils progressively build an understanding of phishing, misinformation, bullying, digital footprints, and algorithms—all aligned with the *Education for a Connected World* framework.
- **Evaluation of AI-Generated Content**
  Pupils are taught that AI outputs may be unreliable or biased and learn strategies to cross-check information, ask questions, and consider context. This supports healthy scepticism and encourages reflection on AI's limitations.
- **How Digital Information is Organised and Ranked**
  Lessons introduce search tools, databases, spreadsheets, blogging, and coding (e.g. 2Code, 2Calculate), helping pupils understand how information is structured, accessed, and communicated digitally.
- **Ethical Considerations and Personal Responsibility**
  Pupils explore the implications of AI on self-representation and privacy—for example, how to manage online identity, safe blogging, and respectful interaction in online spaces.

Staff Guidance

- Teachers are encouraged to use Purple Mash *both to teach computing concepts and to model critical engagement with technology*.
- Pupils should practice using AI ethically and safely in guided activities - learning not to rely on it but to question and verify.
- When previewing content generated from AI (e.g. collection of vocabulary, research prompts), teachers should always contextualise and evaluate it with pupils.

7. Use of AI by pupils

We recognise that AI has many uses to help pupils learn.

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images

All AI-generated content must be properly attributed and appropriate for the pupils' age and educational needs. Pupils should be taught that AI-generated responses are not always correct and that information obtained through AI should be checked against trusted sources where appropriate.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- To write presentations or ownwork, where AI-generated text is presented as their own work
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

This list of AI misuse is not exhaustive.

Where AI tools have been used as a source of information, pupils should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

Pupils must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate or share explicit or offensive content, including, but not limited to, generating inappropriate or sexualised images of pupils
- Input offensive, discriminatory or inappropriate content as a prompt

8. Assessment Integrity in Primary Settings

At Thameside Primary School, we ensure that assessment reflects pupils' own understanding and ability. While pupils in primary education are unlikely to use generative AI tools independently, staff will take reasonable steps to ensure that work used for assessment purposes represents the child's own learning.

- Where pupils produce work electronically (e.g. research projects, writing tasks), staff will support and supervise the process to ensure that AI tools are not used inappropriately.
- In internal moderation (e.g. writing samples), staff may use AI tools such as ChatGPT to support professional judgement - but only with anonymised work, in line with data protection and intellectual property guidelines.
- All teacher-assessed judgements remain the professional responsibility of the teacher.
- We will continue to follow best practice guidance from the DfE and our local authority regarding AI use in education.

9. Staff training

All staff will receive appropriate training to ensure they understand how to use generative AI tools safely, responsibly, and effectively within the context of a primary school setting.

- Staff and governors **will be expected** to complete the **TES Develop module** titled: ***"Artificial Intelligence and Safeguarding: Understanding the Impact on Children"***, which explores how AI affects children's digital experiences, and how educators can respond to emerging safeguarding risks.
- Staff and governors are also **encouraged to watch** the following short video by the **National College**:
  AI and Education: What Teachers Need to Know
  This video provides a clear and accessible overview of how generative AI is influencing the education landscape, and what teachers need to consider in their practice.

These resources form part of our commitment to helping all staff build digital confidence, remain informed, and protect the wellbeing and privacy of pupils when engaging with emerging technologies.

10. Referral to our child protection and safeguarding policy

The school is aware that the use of generative AI may in some circumstances lead to safeguarding concerns including, but not limited to:

- Sexual grooming
- Sexual harassment
- Sexual extortion
- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying

Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately.

Any such incident will be dealt with according to the procedures set out in the school's child protection and safeguarding policy and child protection referral process.

11. Breach of this policy

11.0 AI-related incidents

Any actual or suspected AI-related incident must be reported immediately to the Headteacher. This includes:

- Accidental disclosure of personal data
- Inappropriate AI-generated content
- Safeguarding concerns involving AI
- Suspected misuse by staff or pupils
- Significant AI errors that could adversely affect pupils, staff or parents

Incidents will be reviewed in accordance with relevant school policies, including safeguarding, behaviour and data protection procedures.

11.1 By staff

Breach of this policy by staff will be dealt with in line with our staff code of conduct.

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours
- On an individual's own device or a school device
- At home, at school or from a remote working location

Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing us with access to:

- The generative AI application in question (whether or not it is one authorised by the school)
- Any relevant passwords or login details

You must report any breach of this policy, either by you or by another member of staff, to the headteacher immediately.

11.2 By governors

Governors found in breach of this policy will be subject to investigation by the Chair of Governors and/or the Headteacher, in line with the school's Code of Conduct for Governors. Where necessary, this may include:

- A formal discussion and reminder of responsibilities
- Further training or guidance
- Referral to the Local Authority or Trust governance body for review
- In serious cases, consideration of removal from the governing body in line with statutory regulations and governance procedures

Breaches will be addressed in a proportionate and supportive manner, with the aim of upholding the integrity and ethical standards of governance at Thameside Primary School.

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our Relationships and behaviour policy.

12. Monitoring and transparency

The school will be open and transparent about its use of AI. Parents and carers may request further information regarding how AI is used within teaching, learning, administration and school operations.

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by the Headteacher whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

The policy will be shared with the full governing board at least annually.

All teaching staff are expected to read and follow this policy. All staff are responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of AI usage across the school.

The approved AI tools listed in Appendix 1 will be reviewed at least annually and whenever a significant change occurs to the functionality, security arrangements or terms of use of a platform.

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be

considered in the ongoing evaluation and development of AI use in school.

13. Links with other policies

This AI policy is linked to our:

- Data protection policy
- Safeguarding/child protection policy
- Assessment rationale
- Homework guidelines
- Relationships and Behaviour policy
- Staff code of conduct
- Marking and feedback guidelines
- ICT acceptable use policy
- E-safety policy
- Equality scheme & accessibility plan

SGreenaway, Sept 2026

Appendix

Appendix 1: Approved uses of AI tools (table)

Note that open-source AI tools / open AI tools, meaning tools that anyone can access and modify, should only be used for tasks that don't require personal information to be input.

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
KeyGPT	• SLT • Teachers • Governors • Admin	• Letter to parents/carers • Job descriptions and adverts • Interview questions
ChatGPT	• SLT • Teachers • Governors • Admin	• Moderating anonymised pupil writing using photos (with chat history turned off) • Drafting emails, risk assessments, newsletters, policies, and reports (to be reviewed and approved by staff) • Research summaries and workload-reduction tasks (not for decision-making without review) • Support with reviewing curriculum documents and assessment task generation • Generating scaffolding ideas and resources for lessons • Generating exit ticket questions or discussion prompts • Generating stories for assemblies or assembly plans
Teachmate AI	• SLT • Teachers	• Generating planning templates • Drafting curriculum overviews or resources • Time-saving classroom tasks (e.g., quiz generation), provided accuracy is verified • Creating visual aids • Planning support (e.g. generating lesson ideas or sequencing objectives) • Supporting the drafting of anonymised SEND support documentation, subject to staff review and compliance with data protection requirements. • Simplifying curriculum content • Generating comprehension or retrieval questions

APPROVED AI TOOLS	APPROVED FOR	APPROVED USES
Microsoft Copilot	• SLT • Teachers • Governors • Admin	• Creating or formatting Word documents, slides or tables • Drafting newsletters, meeting minutes or summaries • Summarising lengthy documents (e.g. safeguarding updates) • Rewording or improving drafts e.g. emails professionally • Creating staff checklists or templates
Google Gemini	• SLT • Teachers • Admin Staff • Governors	• Drafting documents within Google Docs or Gmail • Summarising meeting notes • Rewriting or improving clarity of existing text • Generating planning outlines or templates (non-pupil data only) • Brainstorming ideas for displays, events, or communications
Claude	• SLT • Teachers • Governors • Admin	• Drafting letters to parents/carers, staff and external agencies • Reviewing and improving policies, reports and school documentation • Creating curriculum resources, lesson outlines and knowledge organisers • Generating assembly plans, staff meeting agendas and presentation content • Summarising lengthy documents for review by staff • Drafting newsletters, website content and communications • Producing interview questions and recruitment materials • Generating differentiated learning activities and scaffolded resources (with staff review) • Supporting the drafting of anonymised SEND support documentation, subject to staff review and compliance with data protection requirements

Notes:

- All uses must comply with the **AI Policy** and ensure **Chat History is turned off** (for tools like ChatGPT) to avoid data being used for training.
- Any content generated remains the **professional responsibility** of the staff member using it.
- AI should support, not replace, professional judgement.

Appendix 2: Examples of personal, sensitive and identifiable data

Identifiable data refers to any information that can be use - on its own or in combination with other data - to **identify a specific person**.

For example, this includes:

Direct identifiers:

- Full name
- Home address
- Email address
- Date of birth
- Phone number
- National Insurance number
- Pupil UPN (Unique Pupil Number)

Indirect identifiers (which may identify someone when combined with other information):

- A child's class and a unique feature (e.g., "the only Year 6 pupil who uses a wheelchair")
- IP addresses
- Photos or videos of an individual
- Voice recordings
- Specific behavioural, medical or safeguarding information

Special category data (which is even more sensitive under UK GDPR):

- Health or medical details
- Ethnic origin
- Religious beliefs
- SEND status
- Information about a child's home life (e.g., foster care status)

Appendix 3: Staff Expectations for AI Use

All staff using AI agree to:

- Use only approved AI tools.
- Avoid entering personal or sensitive information into open AI systems.
- Apply professional judgement to all outputs.
- Verify accuracy before use.
- Follow safeguarding and data protection requirements.
- Report concerns or incidents promptly.
- Use AI to support, not replace, professional responsibilities.

Appendix 4: Use of Artificial Intelligence (AI) for Lesson Design and Resource Creation

Artificial Intelligence (AI) can be a valuable tool for reducing workload and supporting the creation of teaching and learning resources. AI should be viewed as a professional aid rather than a replacement for teacher expertise and professional judgement.

Staff remain responsible for reviewing, adapting and quality-assuring any AI-generated material before it is used with pupils. The aim of using AI should be to improve efficiency whilst maintaining the high standards of teaching, learning, inclusion and accessibility expected at Thameside.

1. Professional Principles

When using AI to generate lessons, presentations, activities, models, assessments or resources, staff are encouraged to consider:

- Whether the resource supports pupils' learning effectively.
- Whether the resource is appropriate for the pupils being taught.
- Whether the level of challenge is suitable.
- Whether the resource aligns with Thameside curriculum expectations.
- Whether the resource remains accessible to all learners.

AI may generate content quickly, but professional review and adaptation remain essential.

2. Lesson Design Expectations

When creating or adapting resources using AI, staff should aim to ensure that:

Learning is Clear

Where possible:

- Each slide focuses on a single learning point.
- Explanations are concise and clear.
- Worked examples are explicitly modelled.
- Activities support the intended learning outcome.
- Unnecessary content is removed.

A useful question to consider is:

"What is the most important thing pupils need to know, understand or be able to do at this point in the lesson?"

Cognitive Load is Managed

AI can sometimes generate resources containing large amounts of text, multiple images or extensive background information.

As a result, resources should:

- Present information in small, manageable steps.
- Avoid unnecessary distractions.
- Prioritise essential knowledge.
- Support pupils with weaker prior knowledge.
- Support pupils with SEND.
- Allow pupils to focus on the intended learning.

The aim is not necessarily to make learning easier, but to make thinking clearer.

3. Presentation and Resource Design

When generating PowerPoint presentations using AI, staff should seek to align resources with Thameside's established presentation design principles.

Fonts

Where appropriate:

- **Artemis** is generally used as the main presentation font.
- A font size of approximately **36pt** is typically suitable for most slide content.
- Larger font sizes may be appropriate for headings.
- **NTPreCursiveFK** may be used where an early writing font is required.
- **BeClear** may be appropriate where Widgit symbols are being used.

Staff should use professional judgement to ensure text remains readable from all areas of the classroom.

Backgrounds

Wherever possible:

- Slides should use a soft pastel background.
- Pale yellow backgrounds may support accessibility and readability for some pupils.
- High colour contrast between text and background should be maintained.

Layout

Wherever possible:

- Layouts should be consistent across a lesson.
- Information should be well organised.
- Crowded slides should be avoided.
- Decorative elements should be kept to a minimum.

- Animations should only be used where they support learning.

Visuals

Images should:

- Support understanding.
- Clarify concepts.
- Add meaning to learning.
- Be factually accurate.

Consideration should also be given to ensuring that pupils encounter positive and representative images reflecting a diverse society.

4. Accuracy and Quality Assurance

AI can occasionally generate inaccuracies.

Before using AI-generated materials, staff should review:

- Subject knowledge.
- Facts and dates.
- Definitions.
- Vocabulary.
- Diagrams.
- Labels.
- Graphs.
- Mathematical calculations.
- Spelling and grammar.

Particular care should be taken when generating assessment materials, worked examples and curriculum content.

5. Planning for Checking Understanding

Effective learning depends upon teachers knowing what pupils understand during the lesson, not simply at the end of it.

When creating lessons using AI, staff are encouraged to plan opportunities to gather evidence of learning throughout the lesson.

Rather than relying solely upon questions such as:

"Does everybody understand?"

teachers may find it more useful to use approaches that allow all pupils to demonstrate their thinking.

Examples may include:

- Mini-whiteboards
- Retrieval quizzes
- Turn and talk
- Cold calling
- Hinge questions
- Error spotting
- Self-explanation
- Live feedback
- Conferencing

The information gathered can then be used to inform subsequent teaching.

6. Inclusion and Accessibility

When using AI to generate resources, staff are encouraged to consider whether materials remain accessible to all pupils.

This may include consideration of:

- Reading demands.
- Vocabulary complexity.
- Presentation design.
- Cognitive load.
- Visual clarity.
- SEND needs.
- Prior knowledge requirements.

Adaptation will often be necessary to ensure resources meet the needs of a particular class or group of pupils.

7. Professional Accountability

The member of staff choosing to use an AI-generated resource retains responsibility for its suitability and quality. AI can support planning, presentation design and resource creation, but professional expertise remains central to effective teaching. At Thameside, AI should be used to reduce workload, increase efficiency and support high-quality teaching whilst preserving the importance of professional judgement, curriculum knowledge and responsive classroom practice.

Key Principle *AI can help create resources. Teachers create learning.*