



AI Policy

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Contents

Introduction	3
1. Purpose and Scope.....	4
2. AI Guidance	4
3. Data Privacy and Security.....	5
4. Using AI tools in Teaching and Learning.....	5
5. Use of AI for Administrative Tasks.....	5
6. AI Governance and Oversight	6
7. Collaboration and Professional Development	6
8. Conclusion.....	6

Introduction

This AI policy applies to all Staff, Governors and visitors of the Quantock Education Trust, with primary and secondary differentials, which explains how AI tools are to be used by teachers, administrators, and other staff members at both the primary and secondary levels. The policy focuses on use of AI tools and data privacy, whilst acknowledging the distinct needs and responsibilities at each educational level.

This policy has been informed by the guidance set out in the [Department for Education's Statement on Generative Artificial Intelligence in Education](#).

All QET users of generative AI will comply with relevant laws, regulations, policies and guidelines governing [Keeping Children Safe in Education](#), intellectual property, copyright, data protection and other relevant areas. We prioritise the safeguarding of our pupils and their online safety, and will not knowingly use any AI technology that puts them at greater risk. Staff will not share any intellectual property, including pupils' work, to be used to train Generative AI models without appropriate consents or exemptions in place. Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used.

All users, including school leaders, staff and governors are responsible for reading, and understanding, this policy before using any AI technology. Users must report any suspected breaches of this policy to their line manager.

What is meant by Generative AI?

From [Department for Education's Statement on Generative Artificial Intelligence in Education](#):

Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.

Generative AI tools are built on large language models (LLMs). LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.

They can:

- answer questions
- complete written tasks
- generate images, text or code
- respond to prompts in a human-like way

Other forms of generative AI can produce:

- audio
- simulations
- videos

1. Purpose and Scope

Purpose:

This policy is written to ensure that AI tools used by all QET staff are aligned with the trusts educational goals, support efficient administrative tasks, enhance teaching practices, and foster continuous professional development.

Scope:

The policy covers all trustees, governors, staff members, including teachers, administrators, support staff and temporary staff. It covers the specific responsibilities, guidance and standards for AI use in primary and secondary education.

2. AI Guidance

All users:

All users are permitted to explore and use AI based tools and technologies to assist in managing their work. AI tools will be used responsibly, by checking for accuracy, appropriateness and relevance, ensuring they complement staff professional judgment and expertise, without replacing them.

All users remain professionally responsible and discuss openly the use of AI tools with their line manager, including the purpose of the AI tools, the type of data that may be being used and the overall outcome of its use.

Teaching staff can use AI to assist in writing pupil reports, ensuring accuracy and efficiency while maintaining their professional judgment. Where AI has been used to support with report writing, the staff member will always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback.

Primary Education:

Primary educators may use AI tools to enhance engagement in early learning, such as personalized learning tools, automated assessments for foundational skills (reading, math), and AI-powered classroom assistants that help manage classroom activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure pupil learning objectives are met.

Secondary Education:

Secondary educators AI use may focus on more advanced AI tools for personalized learning, student assessments, and classroom management, such as AI-based learning platforms, predictive analytics, and student performance tracking systems. Teaching staff can use AI-powered marking software to speed up scoring fact-based responses to objective questions, and will review and verify AI-generated marks and feedback to ensure accuracy, especially when evaluating subjective responses.

Online safety:

Guidance provided to protect against harmful or inappropriate content online, including content generated by AI can be found in the the school's [Online Safety policy](#) .

3. Data Privacy and Security

All users will be aware of any data that is being shared with the AI tools, and how it can be used by AI, and whether this is in line with data privacy laws. All users must not enter any personal information (personal data, intellectual property or private information including commercially sensitive information, such as contracts) into any Generative AI model.

All users need to understand and comply with data privacy laws such as FERPA, GDPR (for applicable regions), and local laws governing children's data. All users who use AI tools will ensure their use does not cause a data breach, and if there are any concerns then it must be reported to the data protection officer immediately.

The QET will ensure transparency in how data is used for academic assessments.

All users will apply strict data protection standards, including safeguarding student and staff data used in AI applications. Our full data protection policy can be found [here](#).

If any user has concerns, or queries, about how AI tools are using data then they must speak to their line manager, and in turn the Senior Leadership Team.

4. Using AI tools in Teaching and Learning

AI tools that are used for enriching teaching materials such as creating personalized learning experiences, lesson planning, and providing learning analytics with assessments to aid timely feedback to students on their progress, tracking progress over time must be used with professional judgement. Included in this would be using AI to identify and address gaps in knowledge, recommend specific resources to students, and provide detailed performance reports.

AI tools are only to be used when they help educators adjust their teaching methods based on student data, especially in subjects requiring advanced knowledge, or to create interactive learning experiences to make learning more engaging for students, but not used to replace human intervention such as direct student-teacher interaction.

Staff need to understand that certain software includes built in AI tools used to enhance product features and overall user experience. These are designed to assist in reducing workload.

All Staff must understand, and in turn ensure that students understand, the implications of students using AI during the production of coursework or non-examined assessment work, and the consequences to the students in using AI in any such work.

5. Use of AI for Administrative Tasks

AI can be used for administrative efficiency in tasks such as scheduling, student attendance, resource allocation, tracking academic progress and reporting. Staff training to use AI tools that can automate routine administrative tasks will be provided.

AI tools are designed to help manage larger datasets related to student assessments, track extracurricular involvement, and analyse behavioural trends to predict student needs.

6. AI Governance and Oversight

All users are expected to ensure that any AI tools they interact with are used responsibly and any decisions based on AI data are subject to human review.

The Senior Leadership team and relevant staff across the QET will oversee AI implementation in education, ensuring that tools are appropriate for staff, meet the intended purpose, and that data privacy and ethical concerns are addressed.

7. Collaboration and Professional Development

Collaboration and training sessions among school staff across the QET will focus on best practices for integrating AI tools into learning, while ensuring that students' well-being and emotional development are prioritized.

QET will include continuous professional development which is essential to ensure that all staff remain up to date with AI tools and understand how to balance their use with traditional, interactive teaching methods.

School staff are expected to collaborate across departments to integrate AI in ways that benefit students' specialized interests and prepare them for their future careers.

8. Conclusion

The Quantock Education Trust is committed to harnessing AI technologies responsibly to improve teaching and learning outcomes and support all administrative staff with their workload. By applying ethical principles, promoting transparency, and implementing measures to safeguard students, we aim to use AI effectively to benefit all users across the QET.

This policy will be reviewed annually, or when there are relevant changes to statutory guidance, whichever happens soonest.