



Great Marlow School

Excellence • Compassion • Integrity

Use of Artificial Intelligence (AI) Policy

Recommended by the Leadership Team: November 2025

Approved by Governors: December 2025

Adopted by Governors: December 2025

Review Due: Autumn 2026

Contents

1. Aims and purpose
2. Legislation
3. Regulatory principles
4. Roles and responsibilities
5. Staff and governors use of AI
6. Educating students about AI
7. Use of AI by students
8. Formal assessments
9. Staff training
10. Breach of this policy
11. Monitoring and transparency
12. Links with other policies

Great Marlow School: Artificial Intelligence (AI) Policy

1. Aims and Purpose

The purpose of this policy is to establish the guidelines for the use of artificial intelligence (AI) tools at Great Marlow School for the ethical, secure and responsible use of AI technologies across our whole school community.

At Great Marlow School we understand the valuable potential that artificial intelligence (AI), including generative AI, holds for schools in regards to pedagogical methods, personalised learning experiences and educational innovation.

Along with the educational benefits of AI we are also aware of the risks, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations.

This policy covers the use of AI tools by school staff, governors and students.

This policy aims to:

- Support the use of AI to enhance teaching and learning and enhancing learning outcomes
- Support staff to explore AI solutions to improve efficiency and reduce workload and streamline administration
- Encourage innovation by staff and students
- Prepare staff, governors and students 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 students
- Protect the privacy and personal data of staff, governors and students in compliance with the UK GDPR

Definitions

AI Literacy: AI literacy is the ability to understand and critically evaluate how artificial intelligence works, its applications, and its societal implications. It includes recognising the capabilities and limitations of AI systems.

AI System: An AI system is a computer-based system that uses algorithms and data to simulate human intelligence processes such as learning, reasoning, problem-solving, and decision-making. These systems can be rule-based or driven by machine learning and deep learning methods.

Algorithmic Bias: Algorithmic bias occurs when an AI system produces skewed or unfair results due to prejudices in its training data or design. This can lead to discrimination or unequal treatment based on factors such as gender, race, or socioeconomic status.

Algorithmic Fairness: Algorithmic fairness refers to the practice of designing AI systems that make unbiased decisions and treat all individuals or groups equally, avoiding discrimination in outcomes.

Artificial Intelligence (AI): Technologies that perform tasks that typically require human intelligence, such as visual perception, speech recognition, decision-making, and language translation.

Data Privacy: Data privacy involves policies, regulations, and practices that ensure individuals' personal data is collected, stored, and processed securely and with consent, safeguarding it from misuse or unauthorised access.

Data Protection: Safeguards to ensure personal data is handled responsibly and in compliance with relevant legislation.

Educational Data: Educational data refers to information collected in educational settings, including student performance, attendance records, learning progress, curriculum details, teacher evaluations, and other metrics. It can be used to enhance learning outcomes, optimise teaching strategies, and guide educational policy.

Generative AI: Generative AI refers to artificial intelligence systems designed to create new content such as text, images, audio, video, or other data. It uses models trained on vast amounts of data to generate outputs that resemble human creativity and problem-solving. Examples include ChatGPT and DALL-E.

Human-in-the-Loop: Human-in-the-loop (HITL) is an approach to AI where human input is integrated into the training, decision-making, or deployment processes. This allows for oversight, feedback, and intervention to ensure the system operates effectively and ethically.

Machine Learning: Machine learning is a subset of artificial intelligence that involves training algorithms to identify patterns in data and make decisions or predictions without explicit programming. It relies on data to improve its performance over time.

Personal Data: Personal data is any information that relates to an identified or identifiable individual, such as name, address, email, phone number, IP address, or sensitive data like health records. It is subject to privacy regulations to protect individuals' rights.

Plagiarism: Plagiarism is the act of using someone else's work, ideas, or intellectual property without proper acknowledgement or permission, presenting it as one's own. In education and creative fields, it is considered unethical and often subject to penalties.

Transparency: In the context of AI, transparency refers to the clarity and openness about how AI systems make decisions, the data and algorithms they use, and the rationale behind their outcomes. It helps build trust and ensures accountability.

2. Legislation

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

<https://www.gov.uk/government/publications/ai-regulation-a-pro-innovation-approach/white-paper>, published by the Department for Science, Innovation and Technology, and the <https://www.gov.uk/guidance/data-protection-in-schools/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)

<https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

3. Regulatory principles

We follow the five 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

The generative AI leads are responsible for the day-to-day leadership, ownership and management of AI use in the school.

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 and/or AI lead is/are 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)

- Seek advice from the data protection officer / IT / AI 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
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

4.2 Headteacher

The headteacher and AI leads will:

- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- 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, considering advice from the DPO, AI lead, 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 DPO is Fahad Ahmed and is contactable via fahmed@bucks.gms.sch.uk

4.4 Safeguarding lead

The safeguarding lead 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)

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 using 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)
- Seek advice from the data protection officer / IT / AI 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
- Acknowledge or reference the use of generative AI in their work
- 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 Students

Students must:

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

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 can make certain written tasks quicker and easier to complete but cannot replace the judgement and knowledge of a human expert.

Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.

Any plans, policies or documents created using AI should be clearly attributed. Any member of staff or governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff or governors for use if they are confident of the accuracy of the information, as the content remains the professional responsibility of the person who produced it.

Always consider whether AI is the right tool to use. Just because the school has approved its use does not mean that the resulting output will always be appropriate.

As AI is a rapidly evolving area, the approved tools will be monitored and updated accordingly.

Approved tools	Approved uses
KeyGPT	• Letter to parents/carers • Job descriptions and adverts • Interview questions
Microsoft TEAMS AI	• Using the homework tool for supporting with homework
ChatGPT – ensuring no GDPR breaches and sharing of personal information	• For research purposes, not to impersonate or plagiarise • To gain ideas for lessons • For organisation purposes for example to create a timetable or schedule • To analyse data
Kahoot! / Seneca Learning	• Create personalised quizzes
	• For creating mindmaps, podcasts, revision

Google LM	resources
Microsoft copilot	• As ChatGPT
Canva	• To support lesson planning and resource creation

NB: Staff must site where AI has been used to generate resources

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 and AI leads are responsible for signing off on approved uses of AI, or new AI tools, considering advice from the AI lead, the DPO (Fahad Ahmed) 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 into unauthorised generative AI tools or chatbots.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, Great Marlow School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. [[Privacy Statement including GDPR](#)] 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.

Students own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions.

Students' work must not be used by staff to train generative AI models without appropriate consent or exemption to copyright.

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.5 Bias

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

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. [[Complaints and Resolution Policy](#)]

5.6 Raising Concerns

We encourage staff and governors to speak to the 'AI lead' 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. This will then be dealt with or passed on to the wider leadership team for review and action if deemed necessary.

5.7 Ethical and responsible use

We will always:

- o Use generative AI tools ethically and responsibly
- o Remember the principles set out in our school's equality policy when using generative AI tools [[Equality, Diversity and Inclusion Policy](#)]
- o 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
- o Fact and sense-check the output before relying on it

Staff and governors must not:

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

6. Educating pupils about AI

Here at Great Marlow School, we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

Include details of how pupils are taught in your curriculum about the potential benefits of using AI tools to aid their learning, while also covering subjects such as:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

Students will be explicitly taught the limitations, safety and effective usage of AI in RSHE lessons, tutor time and assemblies where appropriate.

7. Use of AI by students

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

Students 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 students' age and educational needs.

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

- During assessments, including internal and external assessments, and coursework (NEA)- mention something about the fact that individual departments have their own AI guidance see JCQ Student Guidance
- To write their homework or class assignments, 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, students should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

At Great Marlow School we consider any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in the JCQ guidelines.

Students 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 explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

Students will be explicitly taught the benefits and pitfalls of AI via RSHE lessons.

Posters will be displayed in classrooms highlighting rules around plagiarism and AI usage.

AI use in student work that contributes towards a final grade at Key Stages 4 or 5

The Exams Team will ensure that Heads of Department of subjects that include any Non-Examination Assessments (NEAs), coursework or controlled assessments are provided with up-to-date JCQ and GMS guidance about the use of AI in these pieces of work. Key information will also be sent to parents, carers and students. Staff will explain to students what acceptable use of AI looks like in a particular subject (if it is allowed at all) before any NEA, coursework or controlled assessment is started. Students will sign to say that this has been done and that they have understood what they can and cannot do. On completion of the work, if a student signs to declare the work to be their own and staff suspect AI misuse, this will be reported to the relevant exam board as suspected malpractice. There are many potential consequences - one being the loss of an exam grading altogether.

8. Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments. See our exams / assessment policy for more details.

We will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on [AI use in assessments](#).

Posters will be in all classrooms with guidance for students and reminders on AI infringements for teachers to refer to during writing of NEAs/exams. Posters with guidance for teachers will also be made available for all staff in collaborative offices.

General Principles:

- Transparency: Students must acknowledge any AI tools used during the creation of their work, especially in assignments, coursework, or other assessed activities.
- Originality: All submitted work should primarily reflect the student's own knowledge and understanding. AI tools must not be used to plagiarise or replace independent thought.
- Ethics: Educators and students must ensure that the use of AI adheres to academic integrity and does not give an unfair advantage.

For Students:

- AI-generated content must be clearly referenced and identified in the same way as other sources (e.g., books, websites).
- Students are discouraged from relying excessively on AI tools, as assessments are designed to evaluate their personal skills and knowledge.

For Teachers:

- Teachers are advised to educate students about the appropriate and ethical use of AI tools.
- They should monitor and address potential misuse, such as the submission of unacknowledged AI-generated work.

For Examinations and Assessments:

- AI tools must not be used during examinations unless explicitly permitted.
- Any coursework involving AI tools must strictly comply with the rules of the qualification and assessment body.

Focus on Data Privacy:

- Both teachers and students must ensure that any AI tools used are compliant with data protection regulations (e.g., GDPR) to safeguard personal and sensitive information.

The JCQ's guidelines promote ethical, transparent, and fair use of AI to maintain academic integrity while recognising the potential benefits of these technologies in education.

9. Staff Training

At Great Marlow School, we recognise the transformative potential of artificial intelligence (AI) in education. To equip our students and staff with the skills necessary to thrive in a rapidly evolving digital world, we are committed to integrating AI training into our curriculum and professional development programs.

All staff will receive training on:

- Best practice around dealing with AI and plagiarism
- The benefits and pitfalls of AI and how to educate and safeguard students
- AI tools and how to implement them to manage workload and wellbeing
- Any updates from JCQ and government practices on AI

Staff will sign that they have accessed training on AI usage within schools

10. Breach of this policy

10.1 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 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.

10.2 By trustees

Trustees found in breach of this policy will [insert details here covering how breaches of this policy by a governor will be handled in your school.]

10.3 By students

Any breach of this policy by a pupil will be dealt with in line with our behaviour policy [[Behaviour for Learning Policy](#)].

11. Monitoring and transparency

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 AI leads 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. The 'AI lead(s)' are responsible for ensuring that the policy is followed.

The AI leads and The Leadership Team will monitor the effectiveness of AI usage across the school.

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 students, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

12. Links with other policies

This AI policy is linked to our:

GMS Policies

- Teaching and Learning Policy (Feedback, assessment, homework)
- ICT Acceptable Use Policy
- Equality, Diversity and Inclusion Policy
- Behaviour for Learning Policy

And policies relating to examinations

MET Policies

- Data protection and freedom of information Policy
- Staff code of conduct
- E Learning and Online Safety Policy