

# TCS Artificial Intelligence Policy

**Policy responsible:** SLT AI lead

**Approved by:**

**Statutory/Discretionary:** Discretionary

**Review cycle:** Annual

**Last reviewed:** Summer 2025

## Contents

Introduction .....	1
AI usage for students .....	1
AI usage for teaching staff .....	2
AI usage for support staff .....	3
GDPR compliance and safe AI use .....	4
Parents and carers. ....	4
Monitoring and review .....	5
Further information .....	5

## Introduction

Testbourne Community School aims to integrate AI into teaching and learning in a way that enhances staff productivity while ensuring students develop independent thinking skills. All staff and students will be introduced to AI to know what it is, how it works (e.g. pattern prediction), and what distinguishes generative AI (like CoPilot) from narrow tools. The school will prohibit student use of AI in classrooms for year 7 and 8 but we may allow students of year 9 to 11 limited access to Microsoft 365 CoPilot under supervised conditions. Teachers will be provided structured AI tools to streamline workload and improve lesson quality as these evolve and become available. All AI usage will align with GDPR, JCQ and data protection regulations.

The policy is split into 3 usage sections so that the requirements for students, teaching staff and support staff are clear.

## AI Usage Policy for Students

- AI tools such as, Copilot, ChatGPT, Gemini and other large language models are not permitted in classrooms or on school-issued devices for students in year 7 and 8. This policy adheres to the age restrictions on these large language models. Students

in year 9 and at KS4 may be shown how to use Microsoft 365 Copilot safely within Computer Science lessons, but this usage will not replace their own work or substitute independent thinking.

- Unless otherwise directed by examining bodies, assessments and NEA work must be completed without AI-generated content and with clear guidance from staff on academic integrity. Where allowed by examination boards, should students use AI-generated content then they must fully reference their sources ensuring that any work that is not produced independently is clearly signposted.
- Student work must be their own – Misuse of AI tools (e.g. submitting AI-generated content as original work) is considered malpractice. AI use for students, of applicable age, can be accepted with teacher permission when it is used for research, inspiration, structure and is correctly referenced. This is only allowed for work that is not part of school assessments or non-examined assessment (NEA) work for external qualifications.
- Where AI is allowed and or used in lessons, it must be acknowledged and even when acknowledged, students will not earn credit if the work is not independently produced. Where AI is used, students will be shown how to reference this properly.
- Where permitted, students must submit a signed declaration stating how AI was used in the creation of their work.
- Teachers will investigate any concerns about authenticity and will not accept work they believe is not genuinely the student's own.
- Computer Science and Personal Development lessons will educate students on ethical AI use; the school will promote the importance of developing original thought and research skills. This is especially important at KS3 so that students are fully aware of the dangers and regulations around AI use by KS4.
- AI detection tools may be used to ensure compliance with these policies and students will be prewarned of potential sanctions imposed regarding the misuse of AI such as the loss of marks, disqualification from formal qualifications or being barred from future qualifications.

## AI Usage Policy for Teaching Staff

Teachers may use AI to enhance areas such lesson planning, marking and administration, but must do so in a way that aligns with best practices and GDPR regulations.

Approved AI applications include:

- Lesson Planning: AI that assists in generating lesson frameworks, quizzes, resources and reducing preparation time.
- Marking and Feedback: AI tools that automate marking of multiple-choice and short-answer assessments. AI that also provides structured feedback on written work.
- Administrative Tasks: AI that supports tasks such as creating/adapting emails, summarising documents, creating assemblies and generating reports (where sensitive or personal data has been anonymised).
- Adaptive teaching and SEND Support: AI that generates differentiated learning materials aiding students with additional learning needs.

The above list is not exhaustive, and teachers are provided with documents and training that outlines all the potential uses of AI. Those documents and training sessions will be continually updated.

All teachers will also be encouraged to plan and create their own lessons and resources. Testbourne Community School considers this vital to teacher development. This is especially relevant for trainees and ECTs at the school, although it has relevance for staff at all levels. Where teachers do use AI to assist in lesson or resource creation, they will be responsible for ensuring that the lesson plan and resources are accurate, non-biased, tailored and fit for purpose.

Teachers also have the responsibility to follow JCQ guidelines around student work and AI. This includes

- Teachers must not reward AI-generated work, even if it has been acknowledged.
- AI tools must not be used as sole assessors – a staff member must always determine the final mark.
- Teachers must keep clear documentation of AI impact on marking.
- Teachers must engage in detection and prevention of submission of AI-generated work. They must look for signs like unusual vocabulary, style shifts or unverifiable references.
- Staff must understand that it is malpractice to knowingly accept AI-generated work and that this may lead to sanctions issued by the examination boards.

## AI Usage Policy for Support Staff

Support staff will be encouraged to use AI to reduce and streamline administrative tasks. Support staff will also be trained on safe usage and GDPR compliance. No personal or sensitive information will be entered into AI systems; instead, anonymised alternatives such as code substitutions will be used.

Approved AI applications for support staff include.

### Admin Support

- Automate tasks like data entry and scheduling.
- Assistance for writing emails, letters, and reports.
- Analyse attendance and behaviour data/trends.

### Learning Coaches

- Create differentiated resources.
- Support lesson planning and instant feedback.
- Assist with generic language translation for EAL students.

### Pastoral/Return to Learning

- Summarise behaviour data and trends.
- Draft behaviour plans or meeting notes.
- Communicate with teaching staff and tutors.
- Communicate with parents.

### Site & Facilities Teams

- Automate maintenance and stock logs.

- Predict supply needs.
- Summarise inspection or safety reports

#### Library

- Scanning of books and suggestions of what to keep or replace based on the library's needs. Finding a book to match a student's favourite genre.

The above list is not exhaustive, and support staff are provided with documents and training that outlines all the potential uses of AI. Those documents and training sessions will be continually updated.

## GDPR Compliance and Safe AI Use

- AI tools will comply with UK GDPR regulations to ensure data privacy and security.
- All AI tools used in school will meet minimum safety and transparency criteria as laid out in the DfE's Product Safety Expectations. This includes explainability of outputs, clarity on data storage, safeguarding protections and clear copyright status.
- All AI use will adhere to the principles set out in Keeping Children Safe in Education. Filtering and monitoring systems will be reviewed regularly when AI is used to ensure pupil safety.
- No personal or sensitive student or staff data will be input into AI systems.
- Only school-approved AI platforms with clear data protection policies are used. Testbourne school uses Microsoft 365 CoPilot for its AI platform and this is provided as part of the school's Microsoft licence. This platform has robust security measures, including encryption and access controls.
- Staff are free to use other platforms outside of the school. Where teachers do use other platforms outside of the school and away from school devices, they must still comply with GDPR regulations when this applies to schoolwork.
- Where staff do not use Microsoft 365 CoPilot, we encourage them to use narrow 'walled garden' AI tools that focus on specific tasks (e.g. lesson planning) as these are generally less risky than generative AI which can produce potentially biased or inaccurate content.
- Staff training includes GDPR guidelines for AI, ensuring compliance across departments, exams and NEAs.
- AI-generated materials are reviewed for bias, accuracy and appropriateness before classroom use.
- Teachers must seek permission before entering the work of others into a large language model. This is to avoid copyright infringement.

## Parents and carers

As part of our commitment to AI safety and responsible technology use, Testbourne Community School will inform parents about the potential risks associated with AI. We will communicate the importance of guiding students to use AI tools critically and ethically, raising awareness of issues such as misinformation, plagiarism, bias and data privacy. Parents will be made aware that while AI can support learning, it also poses risks like over-reliance, exposure to inaccurate content and inappropriate use of generative tools (e.g.

deepfakes or impersonation). We will also highlight concerns around screen time and mental health when AI is used excessively or without context. Through communication at the beginning of the academic year and timely updates, we aim to equip parents with the knowledge to help their children, if they are of suitable age, to navigate AI safely and responsibly at home.

## Monitoring & Review

- AI usage will be informally reviewed every term to assess effectiveness, ethical implications and compliance. The school's policy may be adapted to fit in with relevant changes to AI as this area is developing and evolving rapidly. A formal review will occur at the end of each academic year for the purpose of assessing the impact on teaching quality, workload and student outcomes to inform AI policy evolution.
- A staff AI committee will be established to provide guidance, monitor developments and update policies.
- Regular feedback sessions with staff will be provided to ensure continuous improvement and adaptation of AI tools.

Further information and references (links correctly functioning at 30/06/25)

[Generative artificial intelligence \(AI\) in education - GOV.UK](#)

[Using AI in education settings: support materials - GOV.UK](#)

[AI Use in Assessments: Your role in protecting the integrity of qualifications - JCQ Joint Council for Qualifications](#)

[Keeping children safe in education 2024](#)