

THE ASTLEY COOPER SCHOOL



USE OF ARTIFICIAL INTELLIGENCE (AI) BY STAFF & STUDENTS - SCHOOL POLICY

June 2026

Acting Headteacher: Mr I Tilbury

St Agnells Lane, Hemel Hempstead, HP2 7HL

Tel (01442) 394141

E-mail admin@astleycooper.herts.sch.uk

Document Status

Status	Version No.	Date	Reason	Authors
Draft	1.0		First version release. Needed for 2025 examinations. Provided an examinations and NEA draft policy based on JCQ information.	MRY/RBA
Draft	2.0	July 2025	First draft of Staff AI Policy with reference to other policies and guidelines. Based upon information brought together from AI working party and example/model policies including 'The Key' exemplar model policy	
Draft	2.1	October 2025	Turnitin approved. Uses clarified in Appendix A	
Draft	2.2	March 2026	Ran document through CoPilot which gave some useful feedback concerning Breach of Policy by Governors Policy review period Approved AI Tools Table Staff Training Table	
Draft	3.0	April 2026	Policy Title changed to <i>Use Of Artificial Intelligence (AI) By Staff & Students - School Policy</i> . Created an additional simplified document for students on the use of AI and removed duplicate or similar details from this documents appendix. Made this document more concise.	
Draft	3.1	June 2026	Further updates to review period.	
Release to FGB for review	3.2	June 2026	Comments implemented from School Governor.	

Contents

Document Status.....	2
Contents.....	3
1. Aims and scope.....	4
2. Legislation.....	4
3. Regulatory principles.....	5
4. Roles and responsibilities	6
5. Staff and governors use of AI.....	8
6. Educating pupils about AI	11
7. Use of AI by pupils	12
8. Formal assessments.....	13
9. Staff training.....	13
10. Referral to our child protection and safeguarding policy.....	13
11. Breach of this policy	14
12. Monitoring and transparency	15
13. Links with other policies.....	15
Appendix A: Approved AI Tools and Uses (table).....	17
Appendix B: Staff Training	19

1. Aims and scope

Here at The Astley Cooper 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

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

4.1 AI leads

Our AI leads are Dr M Ryde and Mr R Baker who are part of the SLT. They are responsible for the day-to-day leadership, ownership and management of AI use in the school. They also support other leads in the school such as the DSL, DPO, SLT and the headteacher on AI issues. The AI leads sit on an AI Working Party which consists of staff working across the school in various roles.

4.2 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 leads 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 and appendix 1)
 - Seek advice from the data protection officer / IT / AI lead 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
 - Acknowledge or reference the use of generative AI in their work
 - Fact-check results to make sure the information is accurate

4.3 Headteacher

The headteacher will:

- Liaise with the data protection officer (DPO) and AI leads to ensure that the use of AI is in accordance with data protection legislation
- Liaise with the DSL and AI leads 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 work with AI leads to update this AI policy, with an annual formal review and interim updates delegated to AI leads when required.
- Work with AI leads to 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, AI leads, and data protection impact assessments

4.4 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 outsourced to HfL and our internal leads are Ms Karen Padley who is contactable via internal on ext. 202 and Dr Mike Ryde ext. on 235.

4.5 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 Mr Brett Daddow and is contactable via ext. 219.

4.6 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 AI lead.
- 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
- 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.

4.7 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

We will harness the power of AI to enhance education, support teachers, and create inclusive learning environments. We recognise that AI is a fast-moving technological development and that we should look to update our AI policies termly, or as needed.

- **Transparency and accountability:** We will be transparent and accountable in our AI decision-making processes. 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 doesn't mean it will always be appropriate.

- **Understanding AI:** AI will soon be a part of most productivity and creativity tools, blending with human output. We aim to guide teachers to use AI effectively and make good decisions.
- **AI accuracy and bias:** We will be mindful about identifying biases that derive from the data AI has been trained on or the ethical overlay that humans have added.
- **AI limitations:** While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations.
- **Equity and inclusivity:** We will consider using AI to broaden our communities, bridge the digital divide, and create a supportive and inclusive AI culture.
- **Mental Health:** We will be mindful of the potential of AI to impact both positively and negatively on mental health. Teachers will teach pupils to use AI responsibly.
- **Student Empowerment:** AI should encourage active engagement, independent thinking, and the development of skills and dispositions for life. The capacity of AI to 'steal the struggle' from students is acknowledged and should be avoided.
- **Creative Collaboration:** We should embrace AI's opportunities to work together to be creators, not just content generators.

Appendix A. contains a table of approved AI tools

5.1 Approved use of AI

This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, e.g., Google Workspace. This policy relates to all content creation, including text, artwork, graphics, video and audio.

Teachers can use AI for:

- Assessment, feedback and marking during formative assessments (but not final comments during summative assessment for NEAs or coursework)
- Checking for the inappropriate use of AI and plagiarism
- Content generation (content should be verified for appropriateness and correctness)

As some generative AI tools retain information input by the users, we will only use tools approved to work securely in our domains, primarily within Google Schools and Microsoft 365. See Appendix A: Approved uses of AI tools (table)

You may use the tools outlined in Appendix A to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. You should check and verify ideas and answers against reputable source materials.

All work submitted by students must indicate any parts of the assignment which were written or created by AI. If being submitted as a formal assessment, the responsible teacher should make sure the work is first analysed by an AI and plagiarism detector. If there are any positive detections, the internal procedure for inappropriate use or misconduct should be followed as applicable.

5.1.1 Responsibilities of teachers

The following individuals and groups are responsible for the implementation and maintenance of the policy:

- School leadership: responsible for providing resources, guidance and support for the implementation of the policy.
- Teachers: responsible for implementing the policy in their classrooms, including providing instruction on the ethical and responsible use of AI technologies.
- Administrative staff: responsible for ensuring that AI technologies are used in compliance with the policy, including data privacy and security policies.

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 AI Leads to discuss any ideas they may have with regards to using AI.

The headteacher is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the AI leads, the DPO and data protection impact assessments. The AI leads will seek approval and agreement on ideas put forward to them.

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, the Astley Cooper School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy, [GDPR 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. This 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 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 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.

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 Policy](#).

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

We will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our school's equality policy when using generative AI tools, [Equalities Policies and Objectives](#).
- 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

5.7.1 Access and Equity

AI technologies implemented in school will be designed and used in a manner that promotes equity and inclusion.

Efforts will be made to ensure that AI technologies are accessible to all students, regardless of abilities or disabilities. The school will work towards removing barriers to access and providing necessary accommodations.

The deployment of AI technologies will be done in a manner that ensures equitable access to educational resources and opportunities for all students

6. Educating pupils about AI

At The Astley Cooper School we acknowledge that pupils benefit from a knowledge-rich curriculum that enables them to become informed, responsible users of technology and to understand its impact on society. Strong foundational knowledge will ensure that pupils develop the skills needed to make effective, safe and ethical use of generative AI.

As part of this, pupils will be taught essential **digital literacy skills**, including:

- Understanding how AI systems generate information, including the possibility of inaccuracies or fabricated content.
- Evaluating the reliability, credibility and bias of AI-generated responses.
- Distinguishing between original work and AI-assisted work.
- Knowing when AI use is appropriate and when it is not permitted.
- Understanding data privacy, including what personal information should never be entered into AI tools.
- Recognising the ethical implications of AI, including fairness, transparency and responsible use.

We have produced a set of guidelines for students to follow when using AI. See 7. Use of AI Student Guidance

7. Use of AI by pupils

We recognise that AI has many uses to support pupils' learning. Pupils may use the AI tools detailed in **Appendix A: Approved Uses of AI Tools**, unless otherwise stipulated in the table. They may use these tools:

- As a research aid to help them explore new topics and ideas.
- When specifically studying or discussing AI in schoolwork, for example in Computer Science lessons or Art homework about AI-generated images.

7.1 Expectations for citations and academic integrity

To maintain academic honesty and ensure pupils develop strong research skills:

- Any use of AI to support schoolwork **must be acknowledged**. Pupils should include a brief statement such as: *"I used [tool name] to help generate ideas / summarise information / check grammar."*
- AI tools **must not** be cited as authoritative sources. Pupils must verify information using reliable, human-authored sources (books, academic websites, teacher-provided materials).
- When AI is used to locate or summarise information, pupils must still provide **proper citations** for the original sources they rely on.
- AI-generated text must not be presented as the pupil's own original writing. Pupils are expected to paraphrase, evaluate and build upon information rather than copy it.
- For assessments where independent work is required, pupils must follow teacher instructions about whether AI use is allowed. If AI use is prohibited, pupils must not use it in any form.

7.2 Examples of acceptable use

- Using AI to generate a list of key vocabulary terms before researching them in textbooks or online.
- Asking an AI tool to explain a concept at an appropriate reading level, then checking the explanation against trusted sources.

- Using AI to brainstorm ideas for a creative writing task, while ensuring the final work is entirely the pupil's own.
- Using AI to check grammar or spelling in a draft.
- Using AI to compare different viewpoints on a topic, followed by independent evaluation.

7.3 Examples of non-acceptable use

- Submitting AI-generated text, images or code as the pupil's own original work.
- Using AI to complete homework tasks that are intended to assess personal understanding (e.g., exam-style questions, extended responses, coursework).
- Entering personal data, sensitive information or details about other pupils or staff into AI tools.
- Using AI to bypass learning, such as asking for answers to maths problems, translations in language lessons, or solutions to coding tasks.
- Using AI tools that are not approved by the school or that require age-restricted accounts.
- Using AI to create inappropriate, harmful or misleading content.

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 [Artificial Intelligence Use In Examinations & Coursework Policy](#) for more details.

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

9. Staff training

An outline plan of sessions is shown in Appendix B. A final training programme (CPD) will be communicated and detailed separately to this policy. This will cover an introduction to AI in the school environment. Sessions will also detail specialised tools to be used in the school environment, such as software to detect Plagiarism, Similarity Checking and AI use. Further sessions will cover additional tools such as Generative AI and ways in which the tools can be used to increase productivity and improve quality of resources.

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 policy](#).

11. Breach of this policy

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 dealt with under the governing board's code of conduct and complaints procedures. Depending on the circumstances, actions may include formal advice and training, written warnings, referral to the clerk/chair for investigation, and, where necessary, removal from committees or recommendation to the appointing body regarding removal from office. Where safeguarding or data protection issues arise, these will be escalated to the DSL and DPO respectively, and external authorities informed as required.

11.3 By pupils

Any breach of this policy by a pupil will be dealt with in line with our [Behaviour for Learning policy](#) and, if required, our [child protection and safeguarding policy](#).

12. 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 the 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 Acting Headteacher, Ian Tilbury is responsible for ensuring that the policy is followed.

The AI leads 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 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:

- Artificial Intelligence Use In Examinations & Coursework Policy
- GDPR and Data protection policy
- GDPR and Data security policy
- Child protection policy
- Behaviour for learning policy
- Inappropriate Network Use Procedure (Behaviour Addendum)
- Code of conduct
- ICT acceptable use policy
- Online safety policy
- Equality policy and objectives

13.1 Links with associated documents

- Using AI at School (for students)

13.2 Responsibilities of Students

The following individuals and groups are responsible for the implementation and maintenance of the policy:

- Students: responsible for using AI technologies in an ethical and responsible manner, as outlined in this policy.

- Parents/Guardians: responsible for supporting their children's appropriate and ethical use of AI technologies in compliance with this policy.

13.3 AI Misconduct Policy

There will be consequences for breaking our trust in you if you do not use and learn from AI tools responsibly.

When it relates to NEA, pupils will be required to sign authentication statements, and any suspected misuse of AI will need to be reported to the relevant awarding body. All cases of academic misconduct will be referred to the Deputy Head, Ian Tilbury.

13.4 References (Ofsted and sector guidance)

- Ofsted – How Ofsted looks at AI during inspection and regulation (updated 21 Oct 2025).
- Ofsted – Ofsted's approach to AI (landing page, updated 21 Oct 2025).
- Ofsted – Ofsted's use of AI (updated 21 Oct 2025).
- Schools Week summary of Ofsted guidance (27 Jun 2025) – inspection will consider AI impact, not tools.

Appendix A: Approved AI Tools and Uses (table)

AI Tool / Category	Approved Uses	Restrictions / Not Permitted	Notes
Microsoft Copilot, Google Gemini (with school accounts only) / School-approved generative AI	- Research support (e.g., generating questions, identifying key terms) - Summarising information - Grammar and spelling support - Idea generation for creative tasks - Explaining concepts at an appropriate reading level	- Producing full answers for homework or assessments - Generating essays, extended responses, or coursework - Entering personal data, photos, or identifying information - Using personal accounts if under age restrictions	Pupils must must acknowledge use in work. Verify all information using reliable sources.
TurnItIn / Similarity Checking	- Checking for Plagiarism, AI use, Similarity to other NEA/coursework - Marking homework* - Interim assessment feedback* 'A configurable Word Processor/Editor' Environment for assessments*	Not for marking final assessments, NEA or coursework for examination submissions.	For use by: - Exams officer(s) - BTEC IVA - Teaching staff
Microsoft Copilot, Google Gemini (with school accounts only) / AI-assisted writing tools	- Checking spelling, grammar, punctuation - Improving clarity of writing - Suggesting alternative vocabulary	- Rewriting entire assignments - Masking the pupil's own writing style - Using premium features requiring personal accounts	Use as a support tool, not a replacement for writing.
Microsoft Copilot, Google Gemini (with school accounts only) / AI image generators	- Creating images for art projects when permitted - Exploring AI art techniques as part of curriculum	- Creating inappropriate, misleading, or harmful images - Using images in assessed work unless explicitly allowed	Must follow copyright and ethical guidelines.
Microsoft Copilot, Google Gemini (with school accounts only) / AI translation	- Checking vocabulary - Translating single words or short phrases - Supporting understanding of foreign-language texts	- Translating full paragraphs or homework tasks - Using translations in place of learning vocabulary or grammar	Teachers may require pupils to show working or drafts.
Microsoft Copilot, Google Gemini (with school accounts only) / AI coding assistants	- Debugging code - Explaining programming concepts - Suggesting improvements	- Generating full solutions to programming tasks - Using personal accounts without permission	Pupils must understand and explain any code they submit.
KeyGPT	- Letters to parents/carers - Job descriptions and adverts - Interview questions - Model Policies		For use by: - Teachers - Governors

Approved uses of AI tools Notes:

- i. The table outlines the AI tools that pupils may use, the purposes for which they are approved, and any restrictions or expectations associated with their use. Teachers may provide additional guidance for specific subjects or assignments*
- ii. 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.*
- iii. AI may be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above similarity and originality checking tools will give lower scores for AI-generated content which has been subsequently amended by students, as they base their scores on the predictability of words.*
- iv. Spending time getting to know how the detection tools work will help teachers and assessors understand what they are and are not capable of. AI detection tools, including those listed above, employ a range of detection models which vary in accuracy depending on the AI tool and version used, the proportion of AI to human content, prompt types and other factors (such as an individual's English language competency).*
- v. In instances where misuse of AI is suspected it may be helpful to use more than one detection tool to provide an additional source of evidence about the authenticity of student work. The use of detection tools, where used, should form part of a holistic approach to considering the authenticity of students' work; all available information must be considered when reviewing any malpractice concerns. Teachers will know their students' best and so are best placed to assess the authenticity of work submitted to them for assessment – AI detection tools can be a useful part of the evidence they can consider*

Appendix B: Staff Training

GENERAL TRAINING	TYPE OF TRAINING	FOR
Introduction	Non tool specific, general introduction to AI for those not familiar with the technology.	All staff
Safe Use of AI	Using AI effectively, ethically and safely.	All staff
Leveraging AI for Teaching	School-wide approaches used for AI; e.g. AI in the classroom, lesson planning, marking and feedback	Teaching Staff

AI TOOL TRAINING	TYPE OF TRAINING	FOR
Turnitin	Checking for AI use in NEA/Coursework* Marking Homework* Interim Assessment Feedback* ‘Setting word processor’ for assessments* *Main functionality and uses TBC.	Exams Officer(s) BTEC IVA Teaching Staff
Microsoft CoPilot	Safe use of CoPilot Typical and approved uses	All staff
Google Gemini and Google approved ad-ons	Safe use of Gemini Typical and approved uses	Teaching Staff
KeyGPT	Letter to parents/carers Job descriptions and adverts Interview questions Model Policies Main uses and functionality* *TBC	SLT Subject Leaders/HoDs Admin Staff creating letters to parents, creating or editing policies.