



Use of Artificial Intelligence (AI) Policy

Approved by	CEO		
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Summary of Changes

Version	Date	Summary of Changes	Approved By
1	April 2025	First approval	CEO
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1. Aims and scope

Here at The Park Federation Academy Trust, 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 trust community.

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

This policy aims to:

- Support the use of AI to enhance teaching and learning with appropriate human oversight
- Support staff across the trust to explore AI solutions to improve efficiency and reduce workload
- Prepare staff across the trust, Directors, local 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 across the trust, Directors, local governors and pupils, including in compliance with intellectual property law
- Protect the privacy and personal data of all staff across the trust, Directors, local governors and pupils in compliance with the UK GDPR

2. Legislation and guidance

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

- [Generative artificial intelligence \(AI\) in education](#), published by the Department for Education (DfE)
- [Generative AI: product safety standards](#), published by the DfE
- [How Ofsted looks at AI during inspection and regulation](#), published by Ofsted
- [AI use in assessments](#), published by The Joint Council for Qualifications

This policy 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 \(DPA 2018\)](#)
- [Data \(Use and Access\) Act 2025](#)
- The [LGFL Generative AI Policy Toolkit](#).

3. Roles and responsibilities

The implementation and maintenance of this policy are shared among various individuals and groups across The Park Federation Academy Trust:

- The Trust Board (Directors): Responsible for high-level strategy, final policy approval, and ensuring UK data law compliance across the entire Federation.
- Local Academy Governors: Responsible for academy-level oversight, monitoring local classroom impact, and reviewing safeguarding and filtering logs provided by the Headteacher.
- Digital Integration Team: A combination of senior leaders and Directors who monitor the implementation of AI within the Trust and report to the Finance and Operations Committee.
- School Leadership (SLT): Responsible for defining the pedagogical rationale for any adopted AI tool, maintaining the Trust's approved AI register, and integrating AI risk reviews into the annual Online Safety Audit.
- Designated Safeguarding Lead (DSL): Responsible for evaluating AI-related safeguarding risks (such as deepfakes or emotional over-reliance on chatbots). The DSL serves as the primary point of contact for safety concerns arising from school-approved AI tools and must regularly review network filtering and monitoring alerts.
- Data Protection Officer (DPO): Responsible for ensuring compliance with UK GDPR and mandating that a formal Data Protection Impact Assessment (DPIA) is successfully completed and logged before any new AI tool is approved for use.
- Teachers: Tasked with the ethical implementation of approved AI. Teachers must remain the final "human in the loop" decision-makers and actively teach pupils to be critical consumers of digital content.
- Support and Administrative Staff: Responsible for ensuring that administrative AI usage contains no personal or confidential pupil data, utilising approved platforms to safely streamline trust operations and ease workloads.
- Technical Staff: Responsible for enforcing technical protections, ensuring HTTPS decryption is active for granular blocking, and configuring filtering profiles so that unvetted consumer AI platforms remain blocked by default.
- Pupils: Generative AI tools will only be used by members of staff and will not be accessed directly by pupils. However, as part of the online safety and RSHE curriculum, Pupils will receive age-appropriate lessons on digital literacy. This includes learning how AI works, recognising synthetic content (deepfakes), and understanding the importance of safety when interacting with embedded AI in everyday technology (such as smart speakers or apps).
- Parents/Guardians: Encouraged to partner with the school in understanding the benefits and risks of AI, supporting safe and responsible technology habits at home.

3.0 Trust-level AI lead

Our generative AI trust lead is the Director of Digital Lead. They are responsible for the strategic oversight of AI use across the trust.

3.1 Board of Directors

The Board of Directors will:

- Take overall responsibility for monitoring this policy and holding school leaders to account for its implementation in line with the trust's AI strategy
- Review and update the AI policy as appropriate, and at least annually

- Ensure school leaders are appropriately supported to make informed decisions regarding effective and ethical use of AI across the trust
- Digital Integration Team to sign off on approved uses of AI, or new AI tools, taking into account advice from the data protection officer (DPO), AI lead and reference where necessary data protection impact assessments.

Directors will adhere to the guidelines below when using generative AI tools themselves:

- Use only approved AI tools (see section 5 and appendix 1)
- Ensure there is no identifiable information included in what they put into generative AI tools (unless strictly necessary and they have been approved to do so – check with your DPO/AI lead where appropriate)
- Seek advice from the CEO/data protection officer / IT / AI lead / Digital Integration Team, as appropriate
- Acknowledge or reference any use of generative AI in their work
- Fact-check results to make sure the information is accurate

3.2 Academy leaders

Academy leaders will:

- Liaise with the Digital Lead, IT Network Manager or data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation
- Liaise with the designated safeguarding lead (DSL) to ensure that the use of AI in the academy is in accordance with Keeping Children Safe in Education (KCSIE), and the academy child protection and safeguarding policy
- Ensure that the guidance set out in this policy is followed by all staff
- 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

3.3 Trust data protection officer (DPO)

The trust-level 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 contactable via email at dpo@theparkfederation.org.

3.4 Designated safeguarding leads (DSL)

DSLs are 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 KCSIE and the school's child protection and safeguarding policy
- Understanding the filtering and monitoring systems and processes in place on school devices

3.5 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 Digital Lead, data protection officer / IT leads / DSL, as appropriate
- Report safeguarding concerns to the DSL in line with the trust's child protection and safeguarding policy

- Ensure there is no identifiable information included in what they put into generative AI tools (unless it is strictly necessary and they are approved to do so – they should check with the DPO/AI lead where appropriate)
- 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.

3.6 Pupils

Pupils must:

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

4. Process for approving AI use

The Digital Integration team is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO, Digital lead and IT Network Manager.

Any use of generative AI by staff and pupils will be risk assessed, which will include plans for mitigating against unauthorised use cases. The intended use case will be specified and have clear benefits that outweigh the risks.

As part of this process, we will seek assurances from suppliers of AI tools about how their products meet the DfE's [AI product safety standards](#).

If it is strictly necessary to use an AI tool to process personal data, we will carry out a data protection impact assessment (DPIA) in addition to the risk assessment. The DPO will advise on this. If the use case is approved, we will also update our privacy notices accordingly.

In the case of AI tools intended for use by pupils, the risk assessment process must consider:

- Age restrictions set by AI tools
- Statutory requirements of [KCSIE](#) and our child protection and safeguarding policy
- [Filtering and monitoring standards](#) to make sure we have the appropriate systems in place to protect pupils from harm
- The DfE's [AI product safety standards](#)

Our approval approach is:

Level One - products that do not share personal data will be approved by the IT Network Manager who maintains sight of Cyber Essentials and KCSIE filtering requirements

Level Two – products that require a data protection impact assessment will be approved by the DPO

Level Three – products that include AI and are assessed by the Digital Integration Team that consists of three Board Directors, Chief Operating Officer, Head of Technical IT and the IT Network Manager.

5. Use of AI by staff across the trust, Directors and local governors

5.1 Approved use of AI

At The Park Federation Academy Trust, we are committed to helping staff, Directors and local 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. Technology, including generative AI, should not replace the valuable relationship between teachers and pupils.

Any content produced using AI requires critical judgement to check for appropriateness and accuracy. 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, trustee or local governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff, Directors or local 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 trust has approved its use doesn't mean it will always be appropriate.

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. They should contact their senior leader to discuss any ideas they may have with regard to using AI, so they – in consultation with others, as appropriate – can assess whether they deem it to be a satisfactory new method of working.

The Trust will continue to assess and approve secure platforms for staff use. Currently Google Workspace, Gemini and NotebookLM are amongst the approved products.

5.2 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into generative AI tools or chatbots that have not been approved as safe for this use case.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Park Federation Academy Trust will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. Please refer to section 11 of this policy.

5.3 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. In addition, materials created by teachers may be copyright material. Examples of what may be deemed original creative work include:

- Essays, homework or any other materials written or drawn by a pupil aside from multiple-choice questions responses
- Lesson plans created by a teacher
- Prompts entered into generative AI tools

The Park Federation Academy Trust will not allow or cause intellectual property, including pupils' work, to be used to train generative AI models without appropriate consent or exemption to copyright.

The Park Federation Academy Trust is aware that secondary infringement could happen if AI products are trained on unlicensed material and outputs and then used in schools or published more widely, such as on the trust's website. This may include:

- Publishing a policy that has been created by an AI tool that used input taken from another school's policy without that school's permission

- Using an image on a website that has been created by an AI tool using input taken from the copyright holder without their permission

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

5.4 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.

The Park Federation Academy Trust will ensure we can identify and rectify bias or error by training staff in this area.

We will 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 complaint's procedure.

5.5 Raising concerns

We encourage staff to speak to their academy leaders in the first instance if they have any concerns about the potential use of AI, or the use of AI that may have resulted in errors that led 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 the trust's child protection and safeguarding policy.

5.6 Ethical and responsible use

The Park Federation Academy Trust will always:

- Use generative AI tools ethically and responsibly
- Remember the principles set out in our trust's equality policy 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-check and sense-check the output before relying on it
- Maintain a human in the loop checking the outputs of AI tools

Staff members, Directors and local 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 AI Note-Taking Tools in Virtual and Face-to-Face Meetings

Prohibition of Unapproved Third-Party Tools: Unauthorised third-party AI note-taking applications, bots, or external transcription services (such as Otter.ai, Read.ai, or Fathom) are strictly prohibited across all Trust devices, accounts, and meetings.

Authorised Platform: The Trust authorises Gemini (within the Trust's secure Google Workspace environment) for transcribing proceedings, generating meeting notes, and collating action items during or following meetings.

Mandatory Participant Notification

Before activating Gemini for transcription or summarisation in any meeting—whether virtual or face-to-face—the meeting organiser must clearly notify all participants that Gemini AI is being used.

Approved Meeting Use Cases

Gemini may be utilised for:

- Post-meeting processing: Generating accurate transcripts, summaries, and action item lists once the meeting has concluded.
- In-meeting catch-up summaries: Generating real-time meeting summaries during an active session for participants who join late or need to catch up.

Safeguarding Exception: Gemini must not be used to record or transcribe active child protection or safeguarding disclosures. These must be recorded directly on CPOMs in accordance with Section 11.2.

HR confidential staff meetings: Gemini or any other AI enabled product must not be used under any circumstances to record, transcribe, or process confidential meetings.

6. Educating pupils about AI

Here at The Park Federation Academy Trust, 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 best use of generative AI.

The Trust's curriculum integrates AI literacy concepts within its existing Computing and PSHE/RSHE provisions.

The curriculum covers themes 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

7. Use of AI by pupils

The Park Federation Academy Trust recognises that AI has many uses to help pupils learn.

Pupils may use AI tools:

- That have been approved for their use in the academy
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images

Pupils will not directly interact with or use Generative AI in schools.

8. Formal assessments

The Park Federation Academy Trust will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

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

9. Staff training

Staff will receive training on the use of AI, which will include:

- How staff can develop a good understanding of AI
- Covering AI use in staff training on safe internet use and online safeguarding
- Ensuring staff have access to continuing professional development (CPD) opportunities on AI

10: Technical Safeguards

Strategic Realignment

The Trust does not operate a separate infrastructure framework for Artificial Intelligence. Instead, all technical protections, blocks, and monitoring protocols governing AI systems are fully integrated into **The Park Federation Online Safety Policy** (Please refer to Section 4.2 and Appendix 7 of that policy for comprehensive technical guidance). This Policy also links with **The Park Federation Child Protection and Safeguarding Policy**

10.1. Referral to our child protection and safeguarding policy

The trust 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 Trust's child protection and safeguarding policy.

10.2 Mandatory Filtering Configurations

In alignment with the DfE Technology Standards, all AI-related network activity is managed by the **TPFAT Network Manager** via the following baseline controls:

- **Category Overrides:** The network category for '*AI Chat and Image Generators*' is locked and **blocked by default** for all pupils and unauthorised staff groups via **LGfL WebScreen**.
- **Search Safeguards:** Strict enforcement of **Google SafeSearch** and **YouTube Strict** remains active across all school servers to prevent accidental exposure to unverified generative content.
- **Granular Interventions:** Designated Hub DSLs retain the necessary authorisation to bypass standard technical queues to instantly block emerging AI safety threats at the filtering level if a significant safeguarding concern arises.

10.3 Device and Classroom Monitoring

- **Automated Alerts:** The Trust's active monitoring software (**Senso**) is configured to flag and log any unauthorised attempts by staff or pupils to bypass filters, access public large language models, or enter prohibited terms.

Technical compliance, blocks, and category updates are formally audited during the Trust's joint termly web-filtering meetings chaired by the Hub DSL.

11. Reporting a Breach of this policy

11.1 How to Report a Breach

Any identified or suspected misuse of AI within the school community must be reported immediately through established Trust lines:

- **Pupil Safety & Well-being:** Concerns involving children—such as exposure to harmful chatbot advice, emotional attachment to AI companions, or child-on-child abuse via AI-generated synthetic media (deepfakes/altered imagery)—must be reported immediately to the **Designated Safeguarding Lead (DSL)**.
- **Staff Misuse & Data Breaches:** Incidents where a staff member inputs sensitive personal data into an unapproved tool, or breaches the Staff Code of Conduct, must be reported directly to the **Principal**. (Concerns regarding a Principal escalate to the CEO).
- **Technical Infrastructure Breaches:** Discoveries of network bypasses or filtering gaps must be flagged immediately to the **IT Network Manager**.

11.2 Mandatory Recording Platforms

- **Child Protection logs (CPOMs):** All pupil-facing AI incidents, disclosures, or instances of cyberbullying via AI must be logged formally on **CPOMs** under the relevant safeguarding and welfare categories.
- **Technical Log:** Any network-level or technical infrastructure breaches must be recorded on the **Online Safety Incident Log**.
- **Data Protection Log:** Data leaks or UK GDPR breaches involving unapproved large language models must be escalated to the Trust **Data Protection Officer (DPO)**.

11.3 Discovery of AI-Generated Nude/Semi-Nude Images

If a member of staff discovers or suspects an AI-generated indecent image of a child on a device, they must strictly adhere to the statutory **KCSIE "DO NOT"** rules:

- **DO NOT:** Take a screenshot, print, save, download, or forward the image.
- **DO:** Safely confiscate and secure the device, turn it off, record the contextual details immediately without re-viewing the content, and hand it over to the DSL without delay.

11.4 By staff

Breach of this policy by staff will be dealt with in line with the trust's 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 the academy 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 the trust with access to:

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

You must report any breach of this policy, either by you or by another member of staff, to your senior leader immediately.

11.5 By Directors or local governors

Directors or local governors found in breach of this policy will be investigated by the CEO.

11.6 By pupils

Any breach of this policy by a pupil will be dealt with in line with the trust's behaviour 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 CEO and presented to the Finance and Operations Committee whenever there is a significant change to either AI use by the trust 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 Board of Directors at least annually.

All teaching and support staff are expected to read and follow this policy.

The Digital Lead will monitor the effectiveness of AI usage across the trust.

We will ensure we keep members of the trust 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 across the schools in our trust.

13. Links with other policies

This AI policy is linked to our:

- Data protection policy
- Child protection/safeguarding policy
- Assessment policy
- Homework policy

- Behaviour policy
- Staff code of conduct
- ICT acceptable use policy
- Online safety policy
- Equality policy
- Complaints policy

Appendix 1: Acceptable use of AI Agreement

The Park Federation Academy Trust Acceptable Use Policy (AUP) for Artificial Intelligence (AI)

Purpose

The purpose of this AUP is to establish guidelines for the ethical, secure, and responsible use of AI technologies across The Park Federation Academy Trust in line with the Data Protection Act (2018). This agreement aims to provide clear guidelines for all users (pupils, teachers, support staff, leaders, governors, and administrators) on the appropriate use of AI in our academies.

Ethical Use of AI

- Generative AI tools will only be used by members of staff and will not be used by pupils.
- AI can be used to support learning, teaching and administrative tasks. AI is to be a supportive tool with the user expected to be the final decision-maker on what is used in the workplace.
- AI must not be used to produce content that includes personal or sensitive information such as safeguarding reports, SEND reports or HR-related information.
- Staff must use AI tools in a manner that upholds the Trust's values and maintains the integrity of the educational environment.

Privacy and Security

- Personal data must be handled responsibly and securely. Personal Identifiable Information must never be shared with AI models.
- All users must comply with the General Data Protection Regulation (GDPR) and other relevant data protection laws when using AI tools.

Acceptable Use Principles

- AI technologies to be used for educational or administrative purposes.
- Unethical activities, including cheating, plagiarism and violating privacy, are strictly prohibited.
- AI-generated output must be used critically, responsibly and without over-reliance.
- Generative AI tools should not be used live in the presence of pupils, as all AI-generated content must be verified for accuracy, reliability and suitability.
- Only AI tools approved by the Trust for educational purposes should be used within the Trust's network and Google Workspace. Any unapproved tools or apps are prohibited.

Cyber Hygiene

- Regular updates, strong passwords, and not sharing credentials are essential.
- Personal Data should be anonymised before being used in an AI model.

Assessing AI-Generated Information

- Verify all AI-generated output for accuracy and reliability.
- Critical thinking and cross-verification with multiple sources are essential.
- Users should be aware of potential biases in AI technologies and are encouraged to use AI tools in ways that promote inclusivity and fairness.

Responsibilities

- All staff are expected to follow these guidelines for safe and positive use of AI.
- All staff are responsible for monitoring adherence to this policy. Where a member of staff has good reason for concern regarding the ethical use of AI, they should follow the procedures in the whistleblowing policy.
- The Park Federation will provide ongoing professional development opportunities to staff to promote digital literacy and responsible use of AI tools.

Violations and Consequences

- Breaches of this policy may result in appropriate disciplinary actions.

Review and Updates

This policy will be reviewed regularly to reflect evolving AI technologies.

Approved uses of AI Technologies

AI tools can be used to support learning, teaching and administrative tasks, provided that all AI-generated output has been verified by an appropriate human decision-maker to ensure it is reliable, accurate and suitable.

Examples of acceptable uses in the workplace:

- Supporting the creation of learning and/ or admin resources
- Summarising documents
- Supporting the writing of letters and emails
- Generating images for a specific purpose e.g. to aid learning
- Creating knowledge organisers
- Creating model texts
- Writing questions
- Creating training materials
- Tone-checking
- Simplifying tasks
- Creating homework tasks
- Assisting with lesson planning
- Assisting with content for the academy website
- Writing school newsletters
- Assisting with content for written work
- Creating assessments such as low-stakes quizzes

I confirm that I have read and understood the above information on the use of AI.

Print Name

Sign.....

Date.....

Items featured in this agreement were first discussed by Senior Leadership Teams in their academy’s and then further discussed by the Principals of the Trust academies. December 2024.

Appendix 2 Purpose and Vision setting statements created by Principals

Purpose

Understanding and using AI can keep staff members abreast of AI advancements that their own pupils may be using now and in the future. Moreover, AI can enable teachers to model how to adopt a critical mind in the use of AI and means we are fulfilling one of the aims of TPFAT in preparing children and adults for the working world of the future.

At The Park Federation Academy Trust, we will use artificial intelligence to improve efficiency as well as to facilitate healthy workloads. AI can be used to fill the gaps teachers may have in their subject knowledge and help them to teach effectively across the curriculum. AI can also support the quicker creation of personalised resources that would otherwise take a great deal of time to create. The creation of personalised resources can support improved progress for a pupil.

Vision

If, as a Trust, we are using AI highly effectively, what will this look like?

Pupils from The Park Federation Academy Trust academies will be well-prepared for the use of AI once in secondary schools. They will know the benefits and drawbacks of AI. This knowledge will help them to make well-informed decisions when encountering AI. Pupils will learn and use the specific language of digital literacy, and this will put them on at least par with others. AI Education will be delivered through specifically designed lessons that enable pupils to understand benefits and drawbacks, recognise potential use of AI and the ethical use of AI.

will be woven into the fabric of the children's education. This will mean our pupils are strong, healthy digital citizens well placed to help themselves and others.

Teachers will receive training and take part in professional dialogue about the subject. They will be critical thinkers and discerning users of AI. They will know when best to use AI and when not. They will not be over-reliant on AI, and the end goals of pupil attainment will be kept in mind at all times. AI will enhance teaching and learning, and teachers will happily receive feedback to aid their improved use of the technology. Teachers will be suitably confident in their ability to utilise AI. AI will never be used live in lessons.

Administrative staff, including colleagues in our Central Trust Team, will use AI to boost efficiency. It will be used smartly to ease workloads but contain no personal data. Central Trust team colleagues and other administrators will be included in all appropriate AI training.