SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

ARTIFICIAL INTELLIGENCE (AI) POLICY

Policy owner:	Deputy Head, Academic
Approved by:	Executive Head
Date of last review:	September 2026
Next review:	September 2027

This policy should be read in conjunction with the following documentation:

- SHS High Learning Potential (HLP) and More Able, Gifted and Talented Policy
- SHS Learning Enrichment Policy
- SHS EAL Policy
- SHS Curriculum Policy
- ISI Independent School Standards
- DfE Teacher Standards
- SHS High Learning Potential (HLP) and More Able Gifted and Talented Register
- The Pupil/Parent Acceptable Use Agreement

The curriculum at Shrewsbury House School supports and reinforces the aims of the School which are to:

- Nurture a love of learning, whilst developing an innate desire to aim high in all aspects of the curriculum.

- Encourage reflection, curiosity and enquiry, supporting our pupils' development as innovative critical thinkers and independent learners.

- Seek opportunities to combine different disciplines to advance knowledge and solve problems.

- Develop key mathematical, scientific and linguistic skills, allowing all pupils to acquire speaking, listening, literacy and numeracy skills across all phases.

- Provide a variety of co-curricular opportunities that encourage our pupils to discover and explore their interests and talents.

- Build resilience in our pupils by supporting our pupils' mental, emotional, and physical health and well-being, while fostering resilience. Support pupils to actively listen and to vocally contribute ideas clearly.

- Further enhance our pupil's moral character through the development of their social and cultural knowledge and understanding.

- Foster global awareness and develop empathy and respect in line with the school's values.Cultivate digital literacy and the required skills to use technology effectively and safely.

- In Years 7 & 8, prepare our pupils for their futures through an awareness of an ever-changing world by ensuring that they have the necessary knowledge and skills to lead purposeful and responsible lives.

- Actively promote fundamental British values, including: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

1. Introducing our Artificial Intelligence Policy

1.1 Artificial Intelligence (AI) technology is already widely used in both commercial and everyday applications, and its influence is anticipated to grow exponentially, impacting almost all industries and job sectors including education.

1.2 Generative artificial intelligence (AI) describes algorithms (such as ChatGPT and Gemini) that can be used to create new content, including audio, code, images, text, simulations, and videos. Whilst this offers opportunities for schools and their pupils, it also increases risk.

1.3 AI is an integral part of the modern world and offers numerous opportunities for enhancing teaching, learning, and administrative processes. This policy establishes guidelines for the responsible and effective use of AI within our School. By embracing AI technology, we aim to:

- Enhance academic outcomes and educational experiences for pupils.
- Support teachers in managing their workload more efficiently and effectively.
- Educate staff and pupils about safe, responsible and ethical AI use.
- Incorporate AI as a teaching and learning tool to develop staff and pupils AI literacy and skills.
- Prepare staff 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 for all pupils; especially, pupils on the Learning Enrichment/SEND, HLP/MAGT register and EAL pupils.
- Improve and streamline school operations to minimise cost and maximise efficiency.

1.4 All users of AI will comply with applicable laws, regulations, policies and guidelines governing Keeping Children Safe in Education, intellectual property, copyright, data protection and other relevant areas. There will be no unauthorised use of copyrighted material or creation of content that infringes on the intellectual property of others. We will prioritise the safeguarding of our pupils and their online safety and will not knowingly use any AI technology that puts their safety or privacy at risk. Staff 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.

1.5 We recognise that the technology is rapidly evolving and are committed to being at the forefront of developments, adapting our ways of working as necessary. We recognise the guidance provided for the education sector by the Department of Education and the guidance set out in their Statement on Generative Artificial Intelligence in Education. This AI policy has been informed by that guidance; as guidance and technology change, the policy therefore will need to remain under annual review.

1.6 We will be transparent about the use of AI technology so that stakeholders, including: staff, pupils, parents and other partners understand where and how AI is used and who is responsible. Any stakeholder feedback or questions about the use of AI will be considered and responded to appropriately.

1.7 By adhering to this policy, we aim to develop a responsible and inclusive environment for the use of AI in education upholding privacy, fairness, and transparency for the benefit of all involved.

2. Scope and Responsibilities

2.1 This Policy applies to all staff, including temporary staff, consultants, governors, volunteers, and contractors, and anyone else working on our behalf. It is also applicable to pupils, but this group will require support and guidance from staff as part of their learning.

2.2 All staff are responsible for reading and understanding this policy before using any AI technology.

2.3 SLT are responsible for ensuring that all staff read and understand this policy before using AI technology and that they follow this policy, including reporting any suspected breaches of it.

2.4 There are a number of staff in the school who are key contributors to AI policy and development:

- The Deputy Head Academic acts as a lead for our school regarding the use of AI technology, monitors compliance with this policy and works with other staff to communicate, promote and regulate AI use, providing or arranging for training to be given where necessary.
- The Head of IT, alongside the Data Protection Officer, are responsible for advising us about our data protection obligations in relation to AI use.
- The IT Department provides technical support and guidance on the operation of AI.
- Our Safeguarding Governor will provide Governor oversight on the use of AI.

2.5 Training will emphasise how AI can augment staff roles, providing them with more time and resources to focus on tasks such as personalised instruction, pupil engagement, and critical thinking.

2.6 By combining the benefits of AI technology with professionals' expertise, experience, and professional judgment, we can create a collaborative and effective educational environment that maximises the benefits of both human and AI capabilities.

2.7 This policy also links to other school policies, including the Child Protection and Safeguarding, Data Protection, Online Safety and Acceptable Usage, Online Safety Policy, Curriculum Policy and should be read in conjunction with them.

3. Use of AI by Staff

3.1 Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work such as Gemini. Examples of such tasks may include marking and feedback, report writing, lesson planning, professional development and facilities management. AI can provide valuable support while still incorporating professional judgment and expertise.

3.2 AI tools will be used responsibly, ensuring they complement staff professional judgment and expertise, without replacing them.

3.3 Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used.

3.4 Staff will receive appropriate training and support to effectively integrate AI into their work including professional development opportunities focused on AI tools and their effective integration into school administrative and teaching practices. Training and support will be planned as part of staff professional development during INSET or the Professional Learning programme.

3.5 AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI- based platforms (such as Century Tech and Atom Learning) can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure pupil learning outcomes are met.

3.6 AI tools can be utilised to automate certain aspects of marking of pupil work, such as multiple-choice or fill-in-the-blank assessments. Teaching staff can use AI-powered marking software (such as Quizlet AI Test Marker and Kahoot) to speed up scoring fact-based responses to objective questions, providing more time to support pupils individually.

3.7 Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used.

3.8 Teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff will review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgment, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.

3.9 Teaching staff can also support pupils to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow pupils to receive instant personalised and valuable feedback and improvement strategies on their work, helping to identify misconceptions and gaps in knowledge, as well helping them develop more structured or creative writing. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.

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

3.11 Staff can use AI as a starting point to gather relevant information and identify patterns in pupil attainment, but they should rely on their expertise to provide a comprehensive and holistic evaluation of each pupil's progress. By using AI responsibly in pupil progress analysis, staff can streamline the process, save time, and ensure consistency. However, they remain the key decision-makers in evaluating and providing feedback on pupils' academic achievements and overall development.

3.12 Where staff use AI as part of their work, they will be clear where it has been used and what additional professional review or revision has been carried out. Staff will not use school AI tools or data for personal gain or for any means in contravention of applicable laws.

4. Use of AI by Pupils

4.1 The school prioritises pupil safety and wellbeing in all uses of technology. In accordance with Keeping Children Safe in Education (KCSIE) guidance, any misuse of AI technology involving deepfakes, synthetic media, AI-generated explicit images or cyberbullying will be treated as a serious safeguarding breach. Such incidents will be managed directly under the School's Child Protection and Safeguarding Policy and escalated immediately to the Designated Safeguarding Lead (DSL).

4.2 At present, all pupils will not be permitted to use AI- based platforms to produce homework or complete tasks independently that require the standard human thought processes to be applied. This is to ensure that a creative thinker and problem-solver continues to be developed at Shrewsbury House School. Once the Common Entrance and Scholarship exams have finished in Year 8, pupils will be introduced to and carefully guided into how to use AI for knowledge building, problem-solving, data analysis, and creative expression in preparation for their senior school entry and future education.

4.3 A strong culture of responsible AI use of the agreed platforms will be fostered through engaging pupils in curriculum-driven conversations about data privacy, bias, safeguarding, and the social impact of AI applications.

4.4 Pupils will be told not to enter personal, sensitive or confidential data into Generative AI tools including any information that could be used to identify them.

4.5 AI education will be incorporated into the curriculum to provide pupils with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.

4.6 AI tools and technologies may be integrated into teaching and learning activities by staff across various subjects and year groups, providing pupils with hands-on experience and opportunities to develop AI awareness in a classroom setting.

5. Potential Misuse of AI

5.1 Pupils will receive education on responsible and ethical AI use, including the potential risks and consequences of using AI tools to complete prep or independent tasks relating to Shrewsbury House School. Pupils are not to use AI to complete their homework or write any content to be submitted to staff. Boys will be encouraged by staff to be clear and transparent when questioned about their work and whether it has been created with the assistance of AI.

5.2 Teaching staff will emphasise the importance of critical thinking, creativity, and originality in pupil work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to pupils regarding the appropriate use of AI tools during assessments, ensuring that their work reflects their own efforts and understanding.

5.3 Key messages are delivered as part of the Computing Curriculum and re-emphasised in all subjects where pupils are completing work for external grading.

5.4 The school will follow and adhere to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications or individual Exam Board requirements

www.jcq.org.uk/knowledge-hub/ai-use-in-assessments-your-role-in-protecting-the-integrity-of-qualifications/

5.5 Teaching staff will employ various assessment methods to evaluate pupil understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilising diverse assessment strategies, teaching staff can verify pupils' comprehension beyond what AI tools can assess, promoting deep learning and authentic pupil engagement.

5.6 Teaching staff will educate pupils on the potential misuse of AI by those seeking to deceive or trick pupils into actions that they would otherwise not contemplate, for example interaction with others who are not who they claim to be but who can imitate who they claim to be using AI technology.

6. Ethical Use of AI

6.1. The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Whether staff are using AI for teaching or school administrative purposes, or with pupils who will make use of this technology, they should be mindful of, and instruct pupils about, the following considerations:

6.1.2 Bias - data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.

6.1.3 Accuracy – information may be inaccurate when generated so any content should be fact-checked.

6.1.4 Currency – some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

7. Data Protection implications of using AI

7.1 Staff and pupils should be aware that any information entered into a Generative AI model is no longer private or secure. Staff and pupils must not enter any personal information (personal data, intellectual property or private information (including commercially sensitive information, such as contracts) into any Generative AI model. Staff should make themselves aware of and inform pupils about the data collection, storage, and usage practices associated with AI technologies, particularly Generative AI. Staff should not enter any PII (personally identifiable information) into any any platforms other than those highlighted in paragraph 7.2

7.2 Only agreed Generative AI models should be used. At present, these are: Gamma, Google Gemini, Century Tech, Quizlet, Kahoot, Discovery Learning (Doodle) and Atom Learning. Pupil access strictly adheres to the provider's Terms of Service and age restrictions.

8. Cyber Security

8.1 Shrewsbury House School will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies, including:

- Implementing rigorous cybersecurity protocols and access controls through measures such as encryption, security patches and updates, access controls and secure storage.
- Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity.

- Ensuring that any suspected or confirmed security incidents are reported to the IT Development Manager and the Data Protection Officer.
- Carrying out an evaluation of the security of any AI tool before using it. This includes reviewing the tool's security features, terms of service and data protection policies. This work will form part of the DPIA process.
- Maintaining vigilance against material that may be a deepfake (a synthetic media which can be used to create realistic and convincing videos or audio of people saying or doing things they haven't. These can be used to spread misinformation or impersonate someone to commit cyber fraud).
- Training staff and pupils to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cyber-crime.