

West Exmoor Federation



Use of Artificial Intelligence (AI) Policy

September 2025

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If you require help in the interpretation of this policy, contact the DPO, Gary Brock

Version 1.0 Document Date: September 2025 West Exmoor Federation (Lynton CE Primary) (Parracombe CE Primary) (Kentisbury Primary)

Policy Statement

Artificial Intelligence (AI) is increasingly being used across education to support teaching, learning, and administration. West Exmoor Federation recognises the opportunities AI presents for enhancing efficiency and innovation. However, AI must be used in a safe, ethical, and responsible manner, ensuring compliance with safeguarding, data protection, and academic integrity principles.

This policy ensures compliance with:

- Keeping Children Safe in Education (KCSIE) 2025
- UK GDPR and Data Protection Act 2018
- DfE Guidance on Generative AI in Education 2025
- JCQ Guidance on AI in Assessments 2025
- Meeting digital and technology standards in schools and colleges (DfE 2025)
- West Exmoor Federation Acceptable Use Policies (AUP), Online Safety Policy, and Data Protection Policy

This policy applies to all staff, students, and third-party providers who use AI in the Federation environment.

Scope

AI is rapidly becoming an integral part of education, influencing teaching methods, administrative processes, and student learning. This section outlines where AI applies within West Exmoor Federation and the principles governing its responsible use.

This policy applies to all AI tools, platforms, and applications used within West Exmoor Federation, including:

- AI tools used for teaching, learning, assessment, and administration
- Any third-party AI platforms accessed by students or staff in a school-related capacity
- AI systems embedded in school-approved software and services
- AI must not be used in a way that compromises ethics, pupil safety, data privacy, fairness, or academic integrity.

Roles and Responsibilities

The Federation Board of Governors will be responsible for:

- Compliance with statutory guidance and legislation.
- Keeping their understanding of AI tools used within the trust current and up to date.
- Ensuring all governors and staff undergo child protection and safeguarding training, including online safety AI induction at regular intervals.
- Ensuring the Federation follows the DfE's digital and technology standards as far as possible.

The Executive Headteacher will be responsible for:

- Monitoring the use of AI tools used within the Federation and make the decision if and when to obtain a license for a specific AI tool liaising with the Federation's IT Support as necessary.
- Integrating the use of AI tools in the Federation into relevant policies, training, guidance and procedures. Ensuring that staff receive regular, up-to-date training on safeguarding (that includes use of AI).
- Communicating with parents/trainees to ensure they are kept up to date with how AI tools are being used in the Federation and how the Federation is ensuring the tools are being used safely and effectively.
- Audit and evaluate use of AI on a regular basis.
- Ensuring IT support provide technical support in the development and implementation of the school's AI practices, policies and procedures, tailored to the needs/educational phase.
- Ensuring IT support service are implementing appropriate security measures.

The **DPO** will be responsible for:

- Keeping up-to-date and informed with AI technologies relevant to the Federation.
- Understanding and maintaining the awareness of what the use of AI means for data protection in the Federation.
- Advising on data protection compliance with AI use, ensuring that the Federation adheres to data protection regulations.

The **DSL (Executive Headteacher)** will be responsible for:

- Online safety in the Federation.
- Keeping up-to-date with safeguarding in relation to the use of AI in education settings.
- Providing regular updates to the Deputy DSLs on the use of AI tools and their connection to safeguarding.
- Collaborating with appropriate staff members on matters related to online safety.
- Keeping records of reported online safety issues relating to the use of AI tools, as well as the actions taken to address them.

All **staff and trainee teachers** will be responsible for:

- The safe and effective use any AI tool used.
- Maintaining and modelling a professional standard of conduct while using AI tool.
- Following relevant policies and guidance (including the Online Safety and Acceptable Use Agreement).
- The security of AI tools and the data they use or have access to.
- Familiarising themselves with any relevant AI tools used by the Federation and the risks they pose.
- Reporting concerns in line with the school's reporting procedure.

Pupils will be responsible for:

- Complying with the Online Safety and Acceptable Use Agreement, along with other relevant policies and school rules.
- Not entering personal data into generative AI tools (including email address).
- Reporting any concerns to a member of staff.

Data Protection, cyber security and online safety

AI tools must be used in line with West Exmoor Federation policies (as referenced within this policy).

The Federation will follow the procedures in these policies to continue to protect all stakeholders from harmful online content that could be produced by AI tools.

The Federation will:

- Protect personal and special category data in accordance with data protection legislation. Staff will not enter data that is classed as personal or special category data into AI tools under any circumstances. Any data entered will not be identifiable and will be considered released to the internet.
- Not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.
- Ensure that pupils are not accessing or creating harmful or inappropriate content online.
- Review and strengthen cyber security by referring to the DfE's cyber standards (<https://www.gov.uk/guidance/meeting-digital-and-technologystandards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>) and be mindful that generative AI could increase the sophistication and credibility of cyber-attacks.
- Ensure (and test) filtering and monitoring is in place (DfE guidance: [Filtering and monitoring standards for schools and colleges](#))

Using AI tools effectively and appropriately

'Generative AI tools can make certain written tasks quicker and easier but cannot replace the judgement and deep subject knowledge of a human expert. It is more important than ever that our education system ensures pupils acquire knowledge, expertise and intellectual capability' (DfE, 2025).

The Federation will ensure that AI tools and activities are suitable for the school phase are used appropriately to achieve the following aims and opportunities:

- To use technology safely and effectively to deliver excellent education that prepares pupils for future workplaces.
- To reduce workload (particularly on non-pupil facing activities).
- To assist with the production of high-quality documentation.
- To support the teaching of the computing curriculum.
- To develop thinking by checking responses, providing counter-arguments and generating questions.
- To support research.
- To identify and use appropriate resources and approaches.
- To actively involve parents in understanding and supporting the safe use of AI tools, providing regular updates and resources.
- To address the ethical implications of AI use, including potential biases and the importance of promoting fairness and inclusivity. To establish clear procedures for pupils, parents, and staff to provide feedback on AI use and report any concerns.
- Over time include case studies or examples of successful AI integration in both primary and secondary settings to illustrate best practices.

Preventing the misuse of AI tools

The Federation recognise that AI tool misuse can be accidental and intentional, and that education is essential to prevent this. The Federation will consider where it is necessary to restrict access to online AI tools on Federation devices and networks, especially on devices used assessments.

The Federation will keep in mind that the content produced by AI tools can be:

- Inaccurate

- Inappropriate
- Biased
- Taken out of context and without permission
- Out of date or unreliable

Generative AI returns results based on the dataset it has been trained on – for example, a generative AI tool may not have been trained on the English curriculum and may not provide results that are comparable with a human-designed resource developed in the context of our curriculum.

The Federation agree the following principles:

- Generative AI tools cannot replace the judgement and deep subject knowledge of a human expert. It is essential that pupils acquire their own knowledge, expertise and intellectual capability.
- Pupils and trainees should not use generative AI as the first step in their thinking.
- Pupils and trainees should not circumvent their learning (e.g. when asked to reflect on a task).
- We must teach pupils and trainees that access to generative AI is not a substitute for having knowledge in our long-term memory and that sense-checking results is reliant on a schema against which to compare them.
- AI should not be used to generate personalised feedback to pupils on formative and summative assessment. The justification of a mark/grade should be a human judgement.
- Where AI is used to create administrative documents, the staff member who produced them remains responsible for the quality and content. Staff should not assume AI-generated documents match the quality or context of those created by humans.
- Any content produced by generative AI tools requires professional judgement to check for appropriateness and accuracy.
- **Staff/pupils must not use AI to generate documents/evidence with personal data, as the software may store and reuse this information. Any data entered will not be identifiable and will be considered released to the internet.**
- Assessed work must always be the pupil's own writing and must not contain computer generated text directly (or for academic referencing, without citation).
- Pupils will be made aware of the importance of referencing AI tools correctly when using AI tools to produce work, to allow teachers and assessors to review how AI has been used (cite date and name of the AI tools used/work generated).

Identifying the misuse of AI tools

Staff will continue to use the skills and observation techniques already in use to assure themselves that pupils' work is authentically their own. They will be aware of and look out for potential indicators of AI use, which include, but are not limited to:

- **Inconsistent style or tone:** AI-generated text may display shifts in style, tone, or vocabulary that are unusual for the writer's typical work.
- **Lack of personal or contextual knowledge:** AI-generated content may lack specific, local, or topical knowledge, showing a general or generic approach rather than detailed, context-aware insights. It will not account for the subject knowledge of the individual using it.
- **Overuse of specific phrases or terminology:** AI tools might rely on repetitive phrases or technical jargon that are not appropriate for the intended audience or level of work.
- **Missing citations or references:** AI-generated content might lack proper citations or references, especially in academic or research contexts, or use references that are unverifiable.
- **Unusual formatting:** AI tools might produce content with abnormal structures, such as excessive concluding statements, repetitive sections, or unusual use of paragraphs.
- **Incorrect or confidently wrong information:** AI may confidently state incorrect facts or provide misleading information within otherwise coherent text.
- **Overly formal or complex language:** AI-generated text may use complex sentence structures or advanced vocabulary inappropriately, which could seem out of place for the level of the work.

- **Lack of depth or critical thinking:** AI might generate content that lacks the nuanced analysis or depth expected from a human expert, producing more generic or surface-level responses.
- **Absence of visual aids:** In assignments or reports where visual aids (graphs, charts, etc.) are usually expected, AI-generated content may lack these elements, even if they would enhance the quality of the work.
- **Errors in perspective:** AI tools may exhibit inconsistent use of first-person and third-person perspectives, especially when text has not been fully edited after being generated by the AI.
- **Outdated information:** AI tools may reference information that is outdated or lacks reference to recent events, reflecting the cutoff date of the AI's data source.
- **Over-reliance on common phrases:** AI-generated content often includes overused expressions or standard phrases, especially in essays or reports where originality is expected.
- **Overly generic responses:** The content may feel impersonal or overly broad, lacking the depth or specificity that would be expected from a human with experience or knowledge in the subject area.
- **Lack of engagement with the question or prompt:** AI may provide a response that doesn't directly address the specific question or prompt, reflecting the AI's tendency to generate general or tangential content.

Teaching staff will employ various assessment methods to evaluate pupil/trainee 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.
- Through use of assessment strategies, staff can verify pupil/trainee comprehension beyond what AI tools can assess, promoting deep learning and authentic engagement.
- Allocating time for sufficient portions of assessed work to be completed under direct supervision (where appropriate).
- Examining intermediate stages in the production of assessed work to ensure that this is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages.
- Investigating any work that is suspected of being generated through misuse of AI tools.
- Issuing tasks which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models.

Current AI detectors are not yet reliable enough to conclusively identify AI-generated text. They can give false positives, inaccurately flagging human-written text as AI, and can be biased against nonnative English writers. The Federation should not rely solely on AI detectors to detect academic misconduct. Where detectors are used, staff must be aware of their limitations, and transparent processes are needed to investigate flagged texts, given the chance of false positives. Assessment redesign should be prioritised over AI detection.

Assessment

The Federation will follow published [guidance](#) by the Joint Council for Qualifications on AI use in assessments to support teachers and exam centres in protecting the integrity of qualifications. This guidance includes information on what counts as AI misuse and the requirements for teachers and exam centres to help prevent and detect malpractice.

Pupils (and staff undertaking qualifications) will be made aware of consequences relating to inappropriate uses of AI tools and of the Federation's approach to plagiarism and malpractice. They will also be made aware of the risks of using AI tools to complete assessments, which include:

- Submitting work that is incorrect or biased.
- Submitting work that provides dangerous and/or harmful answers.
- Submitting work that contains fake references.
- Failing to accurately reference content generated by AI.

The Federation will ensure that pupils fully understand expectations during assessments. The Federation will also ensure that parents are informed of the risk of using AI tools, what constitutes as misuse, and the Federation approach to malpractice.

Teachers, assessors and other relevant staff members will discuss the use of AI tools and agree a joint approach to managing pupil and trainee use of AI tools in the Federation.

- Pupils and trainees will only be permitted to use AI tools to assist with assessments where the conditions of the assessment permit the use of the internet, and where they are able to demonstrate that the final submission is the product of their own independent work and thinking.
- Pupils and trainees will be made aware of the consequences of submitting a false declaration, and any AI misuse that is detected after a declaration has been signed will be reported to the relevant awarding organisation.
- The misuse of AI by pupils or trainees constitutes malpractice, as defined in the JCQ [‘Suspected Malpractice: Policies and Procedures’](#). Pupils will be made aware that possible sanctions for committing malpractice through the misuse of AI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. The Federation will not, under any circumstances, accept work which is not a pupil’s or trainee’s own.

Safeguarding

The Federation recognises that generative AI tools can produce harmful, inappropriate, or dangerous content. To prevent pupils from accessing such material, the Federation will adhere to the procedures outlined in the Safeguarding and Child Protection Policy, as well as the Online Safety Policy. The Federation will also ensure that parents are informed about who to contact regarding any concerns related to AI use.

Pupils will be educated on the risks associated with AI tools and taught how to use them safely. They will also be informed about how to report any concerns or incidents involving generative AI and know who to approach with any concerns.

The Federation will ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE’s [filtering and monitoring standards](#).

Dfe Training Materials

<https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials>

Policy Review

This policy will be reviewed annually by the Data Protection Officer.

Policy history

Policy Date	Summary of Change	Contact	Implementation Date
September 2025	New policy	Jayne Peacock	Formally adopted by FGB 09.08.25

