Marjory Kinnon School

Artificial Intelligence (AI) Policy

February 2026

The Policy was approved by the Full Governing Body: February 2026

1. Introduction

1.1 Policy Objective

This policy aims to provide a robust framework for the ethical and efficient use of generative AI technologies within Marjory Kinnon School. Its main intent is to empower both teachers and learners by integrating AI into the teaching and learning processes whilst emphasising responsible and safe use, inclusivity, and the maintenance of high ethical standards.

We understand that generative AI holds incredible potential for enhancing pedagogical methods, customising learning experiences, aiding administrative efficiency and driving educational innovation.

1.2 Applicability & Scope

This policy applies to all staff, pupils, governors, volunteers, and visitors who utilise our generative AI resources both on and off the premises. It covers all forms of generative AI technology that support learning, teaching, assessment, pupil wellbeing and administrative processes.

Users should adhere to this policy whenever they engage with the generative AI tools provided by the school, ensuring the predictive text and content generated aligns with our educational objectives and ethical standards.

This policy will also extend to any party intending to introduce a new generative AI tool to our school system. The tool will be scrutinised in accordance with our evaluation processes to ensure compliance with academic standards, usability, privacy considerations, and accessibility needs before being deployed for use.

In the next sections, we will detail roles and responsibilities, ethical standards, data privacy and security, and steps ensuring accessibility and inclusivity aligned with our continuous learning and improvement ethos. Each of these essential elements will help reinforce our collective understanding of a technology that promises to nurture an innovative, engaging and inclusive learning environment.

2. Roles & Responsibilities

2.1 Senior Leadership Team

The Senior Leadership Team holds the ultimate responsibility for the implementation and oversight of this policy. The body ensures that the school's use of generative AI aligns with its educational objectives, legal obligations, and ethical standards. It will also guarantee that reasonable human and financial resources are allocated to facilitate safe and effective AI usage, where reasonable to do so.

The Senior Leadership Team is also responsible for promoting an organisational culture that values responsible AI usage, maintaining a balance between innovation and ethical considerations. The SLT will work collaboratively with teachers, pupils, and experts, ensuring that all AI processes adhere to the policy. The SLT will also be responsible for addressing any concerns related to the use of generative AI brought to their attention by any member of the school community.

2.2 Teaching Staff

Teachers play a pivotal role in the successful implementation of generative AI technology. They should use the AI tools provided for enhancing pedagogical techniques and improving pupil engagement. It is their responsibility to guide pupils in using these tools responsibly. The AI tool the school recommends is Microsoft 365 Copilot. Furthermore, they need to stay informed about advancements in the field of generative AI and adapt their teaching practices accordingly.

2.3 Pupils

Pupils will be encouraged to use AI-generated resources responsibly.

Generative AI technologies present new opportunities for supporting pupils with learning difficulties. Personalised content and interactive features can cater to varied learning styles and pace, thus facilitating a more inclusive learning environment. Our school is committed to leveraging these technologies to support diverse learning needs and ensure equal access to educational resources.

2.4 Catering to Individual Learning Needs

With generative AI, we can create personalised learning pathways that consider each pupil's unique attributes, abilities, and learning preferences. The technology allows us to provide individualised learning materials that can adjust to the pupil's progression, thereby boosting engagement levels and improving academic outcomes. All educators and pupils should strive to harness the potential of generative AI to enhance the school's learning environment.

Our goal is to ensure that generative AI technologies are used in a way that benefits all pupils, irrespective of their abilities or learning styles. We believe that all pupils should have the opportunity to achieve their full potential, and with generative AI, we are well-positioned to make this possible. The continuous endeavour to ensure accessibility and inclusivity is part of our commitment to equal opportunities and will remain a priority in our educational approach.

3. Ethical Use of Generative AI

3.1 Responsible Use by Teachers

Teachers are expected to model responsible and ethical use of generative AI technologies. This includes the appropriate integration of these technologies into their lessons, in a manner that enhances teaching and learning, without compromising academic integrity. Moreover, teachers should strive to use these tools to inspire creativity and original thinking among pupils, rather than for direct content creation. Teacher's discretion is key in ensuring that the use of generative AI aligns with our school's educational objectives and ethical standards.

Use by Teacher	Considerations
Drafting ideas for lesson plans and other activities.	The output may be factually incorrect or lack sound pedagogical foundations. Nonetheless, it may be a useful starting point.
Help with design of quiz questions or other exercises.	Generative AI can quickly generate multiple choice quizzes and assessment ideas, but they should be reviewed carefully as above.
Customising materials (simplifying language, adjusting to different reading levels, creating tailored activities for different interests).	Generally, when asked to customise material, generative AI won't introduce new concepts, and so is less likely to introduce factually incorrect information.

Providing custom feedback to pupils.	Generative AI should not be used to mark pupil work unless in an appropriate and agreed format (e.g. multiple-choice quiz).
Writing reports.	Our parental body expect reports to be written by their teachers and not by generative AI. Teachers must not use it for this purpose.
Detecting whether work is written by AI.	ChatGPT might claim it can detect whether it wrote text, but it can't.
Anything involving personal information.	You should never put personal information into any system where we do not have a proper contract in place and have made a full assessment of its data privacy policies etc. Generative AI services like ChatGPT are no exception.

3.2 Responsible Use by Support Staff

Support staff, including administration and ICT teams, should also adhere to responsible use of generative AI technologies. They play a vital role in managing and overseeing the correct application of these technologies within the school's operations. Any interaction with the generative AI tools should prioritise the protection of pupil data and respect for privacy. It's crucial for support staff to understand their responsibilities for ethical use and to ensure these tools are employed in a secure manner that benefits the school community.

3.3 Responsible Use by Pupils

Generative AI technologies hold great potential for enhancing learning, but this also brings responsibilities. Pupils are expected to use these tools in a manner that respects our academic and ethical principles. MKS pupils' needs make it unlikely that they will need to use AI to write essays or create content but where an occasion may arise they must acknowledge the sources of AI-generated content and use these tools to support, rather than replace, their original thinking and creativity.

3.4 Integrity

While generative AI technologies can provide beneficial insights, it is important that the work pupils produce is reflective of their understanding and knowledge. Pupils must not represent AI-generated content as their own original work. Instead, it should serve as a tool to stimulate their ideas and enrich their assignments while upholding the values of honest and integrity.

3.5 Embracing Originality

Generative AI is an incredibly powerful tool for aiding learning especially for SEND pupils but should not overshadow the importance of original thought and independence.

4. Data Privacy, Security & Compliances

4.1 Data Protection Measures

The implementation of generative AI technologies necessitates the collection and processing of a variety of data. Our school is committed to protecting this data with robust security measures consistent with technological advancements. These measures include encryption, secure network infrastructures, controlled access permissions, and regular security audits. To ensure seamless GDPR compliance, regular training will be conducted for staff, particularly those who interact directly with generative AI technologies. This training will be designed to equip them with the skills required to handle data responsibly and to recognise potential data protection issues proactively.

4.2 Compliance with Privacy Regulations

We recognise and respect our obligations under the General Data Protection Regulation (GDPR) and other UK data protection laws to safeguard pupil and staff data privacy when deploying generative AI technologies. Accordingly, the school ensures that all data is processed within the rights of data subjects, including the right to access, correct, or erase personal data.

In line with our commitment to ethical conduct and best practices, Marjory Kinnon School adhere rigorously to the General Data Protection Regulation (GDPR) for the safe and responsible handling of data within our generative AI technologies. Given the intrinsic data-driven nature of these technologies, safeguarding personal information becomes paramount.

Data is collected for legitimate purposes, such as enhancing learning experiences and improving administrative efficiency, and is retained only as long as necessary for these purposes. Generative AI tools often require access to a large dataset to function effectively. While we strive to enhance the educational experience through AI, we equally prioritise the privacy of our staff, pupils, and all stakeholders involved.

Data collected for AI processes will be limited to what is necessary for the stated educational or administrative purpose. Explicit consent will be sought from all individuals whose data will be processed by any generative AI tool. This includes, but is not limited to, staff, pupils, and parents. Any data processing undertaken will align with the consent provided, and individuals reserve the right to withdraw consent at any point.

Data used or generated by generative AI tools will be anonymised where possible and stored securely. Retention periods will be kept to an absolute minimum, with data deleted once it has served its purpose and is no longer required. Individuals have the right to access their personal data processed by these technologies, as well as the right to correct inaccurate or incomplete information.

4.3 Pupil Data Storage and Management

Generative AI technologies often necessitate storage of vast amounts of data, which includes sensitive personal information of pupils. The school recognises the importance of careful data management. Data obtained from the use of generative AI tools is securely stored on protected servers and only shared with trusted third parties, if necessary, in line with our data protection policies.

Ensuring data privacy and security is not a one-time activity but a continuous process that must evolve with technological advancements and expanding regulatory frameworks. This policy outlines the school's commitment to maintaining a secure and trusted learning environment where generative AI technologies are employed responsibly. The school strives to balance the benefits of innovation with the necessity of privacy, setting a strong foundation for the pupils' digital future.

5. Evaluation & Quality Assurance

5.1 Assessing Accuracy, Relevance & Appropriateness

The adoption of any generative AI tool in our school setting requires careful evaluation. We must assess the accuracy, relevance, and appropriateness of both the tool itself and the content it generates. These evaluations are critical to ensure that these technologies align with our educational objectives and uphold our commitment to providing quality education to our pupils.

Data validity and accuracy are paramount; therefore, any discrepancies or inconsistencies found in AI-generated content should be diligently reported and rectified. The appropriateness of AI-generated content must also be assessed against our school's curriculum standards, ethical guidelines, and the diverse cultural and personal backgrounds of our pupils and their special educational needs.

5.2 Feedback Mechanism

A feedback mechanism is vital for the iterative development of generative AI adoption within our school. Teachers, pupils, and parents should be encouraged to provide feedback on their experiences, possible areas of improvement, and any concerns with the generative AI tools utilised. This feedback will guide the modification and improvement of the AI tools for enhanced learning outcomes.

The school's commitment to the continuous evaluation of generative AI tools ensures that the technology's capabilities align with the educational, ethical, and personal needs of our pupils, effectively benefiting teaching and learning processes. It further ensures the school's generative AI initiative remains dynamic, responding efficiently to changes and advancements in AI technology.

6. Continuous Learning & Policy Improvement

6.1 Professional Development & Learning Resources

As generative AI continues to evolve, it's crucial for the educational community to stay updated with the latest developments. To this end, the school will provide ongoing training and resources for teachers, ensuring they understand how to use generative AI technologies and incorporate them into their teaching methods effectively and ethically. At the same time, pupils will be educated on the ethical use and potential of generative AI in learning.

6.2 Regular Policy Review

This policy will not remain static; it will evolve alongside advancements in generative AI technologies and changes in regulatory landscapes. The member of the SLT responsible for the policy, in collaboration with the wider school leadership team, will regularly review and update this policy to reflect new knowledge, learnings, and best practices in the field of generative AI in education.

The school's commitment to continuous learning and improvement goes beyond the classroom. It integrates into our processes, our methodologies, and our policies. This approach will ensure that our school remains at the forefront of technological advancements in education, leveraging the significant benefits of generative AI to deliver enriched, engaging, and personalised learning experiences for all our pupils.

Appendix A –JCQ (Exam Board) Guidance on Use of AI in Assessments

These are extremely strict and anyone working in subjects with non-exam assessments (NEA) at any level should read the whole policy and familiarise themselves with the contents (as may be amended from time to time): JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of- Qualifications.pdf

The document's executive summary outlines the salient points which staff must bear in mind: *"While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds assessors of best practice in this area, applying it in the context of AI use".*

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres all work submitted for qualification assessments must be the candidates' own.
- Candidates who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Candidates must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidate and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded. Please see the Acknowledging AI Use section of the full policy: JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of- Qualifications.pdf
- Assessors must only accept work for assessment which they consider to be the candidates' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres).

- Where assessors have doubts about the authenticity of candidates work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating pupil malpractice, including the misuse of AI.

The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate. The Examinations Officer will alert staff to any updated guidance as and when necessary.

Appendix B - Glossary of Generative AI Terms

Artificial Intelligence (AI): A field of computer science that focuses on creating systems capable of performing tasks that usually require human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding.

Generative AI: A subset of AI that involves creating something new from existing data. This could range from creating a piece of text to generating an image or music. It uses a form of machine learning called generative modelling, which allows the AI to make decisions, not just predictions.

Machine Learning (ML): An application of AI that provides systems with the ability to automatically learn and improve from experience without being explicitly programmed. It focuses on the development of computer programs that can access data and use it to learn for themselves.

Deep Learning: A type of machine learning that mimics the workings of the human brain in processing data for use in decision-making. Deep learning is a key technology behind driverless cars, enabling them to recognise a stop sign or distinguish a pedestrian from a lamppost.

Neural Networks: A set of algorithms, modelled loosely after the human brain, designed to recognise patterns. They interpret sensory data through a kind of machine perception, labelling or clustering of raw input.

Natural Language Processing (NLP): A field of AI that gives machines the ability to read, understand and derive meaning from human languages.

Chatbot: A software application used to conduct an online chat conversation via text, instead of providing direct contact with a live human agent.

Text Generation: A process in which AI systems generate text that simulates human language.