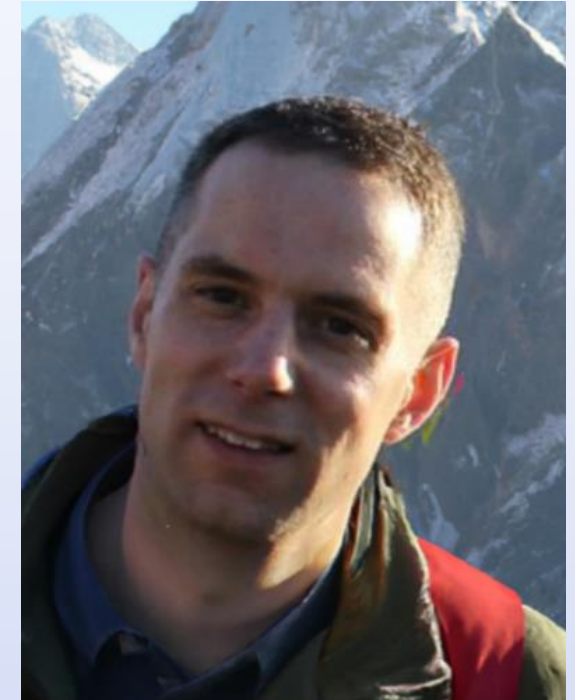
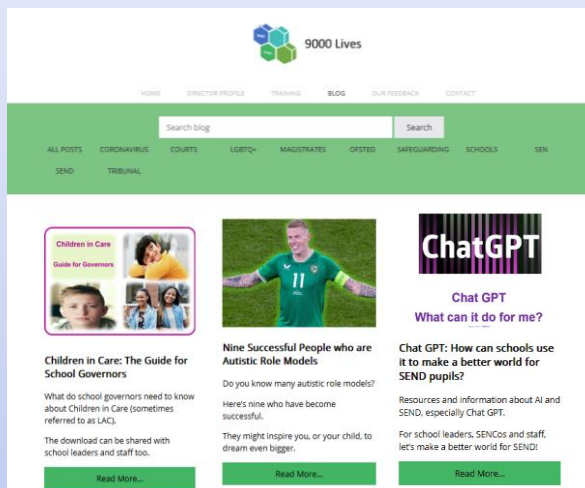


# SEEAT INSET Day

## AI for Secondary Staff

- What AI is on the your devices (and those of colleagues and pupils)?
- Risks & benefits of AI
- You using AI
- Next steps?



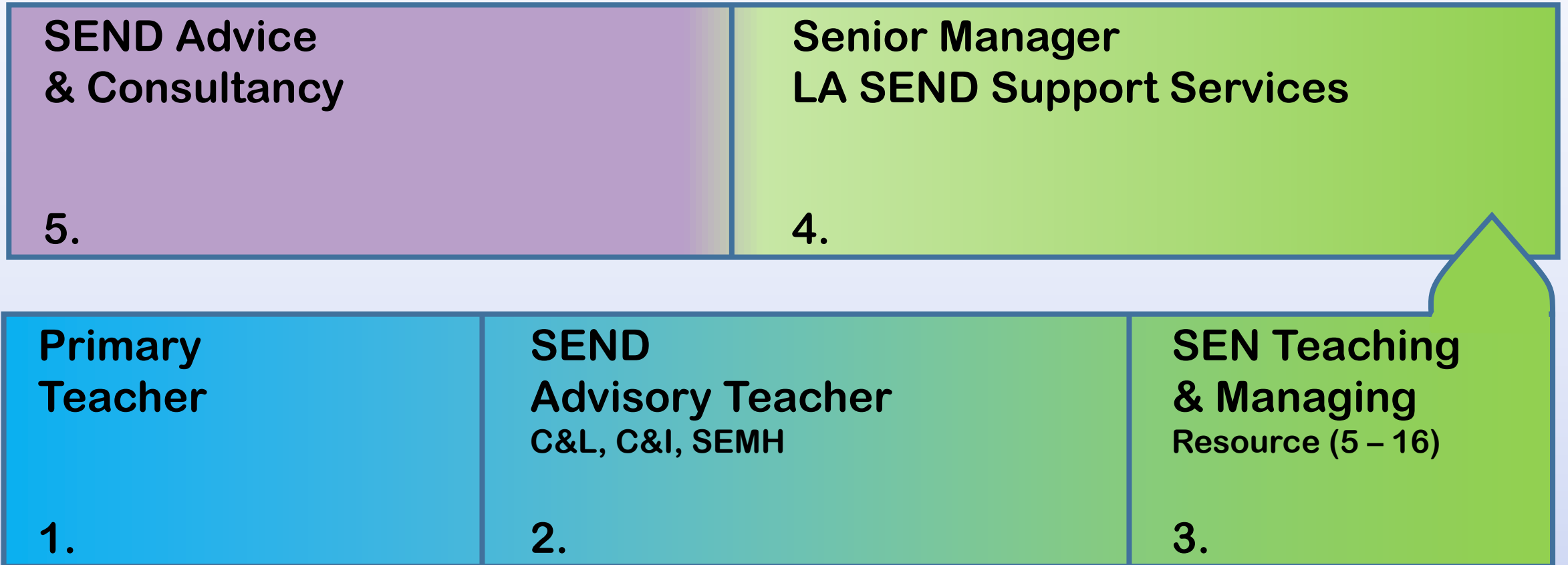
**Aaron King**

Director, 9000 Lives

www.9000Lives.org  
Twitter: @9000Lives\_org



# Background



# Discussion




1. What do you know about A.I. already?
2. How did you learn what you know so far (i.e. where did you get your information from)?
3. Is it being used by your school, pupils or governing body?




# What is Open AI?

First, let's think about Google - One site with text, maps and more...

 Yell  
<https://www.yell.com> > biz > sponge-dog-windsor-647... ⋮

[Sponge Dog, Windsor | Dog & Cat Grooming](#)


Find **Sponge Dog** in Windsor, SL4. Get contact details, videos, photos, opening times directions. Search for local Dog & Cat Grooming near you on ...

 Facebook  
<https://www.facebook.com> > spongedogs ⋮

[Spongedogs Grooming Parlour | Oldham](#)

Spongedogs Grooming Parlour - Dog & Cat groomer - 144 7562 284205 - Rating ...




 Vet Times

[Sponge dog spared: thanks](#)

A shih-tzu that swallowed a whole kitchen sponge was saved by vet charity PDSA. Jade Bird, Alfie and PDSA vet nurse Caroline Watson.

27 Jul 2015



[www.9000Lives.org](http://www.9000Lives.org)  
Twitter: @9000Lives\_org

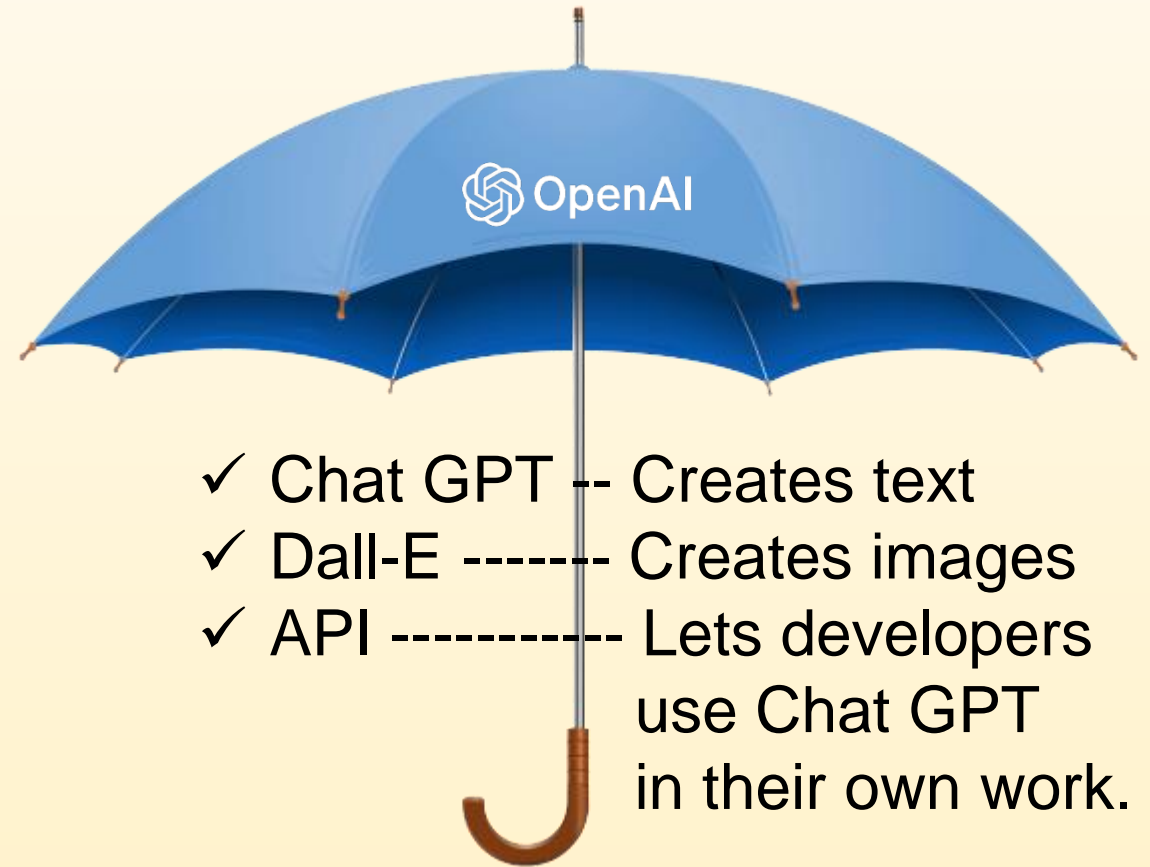


# Open AI is a similar umbrella to Google...

One site gives you text, images and more...



- ✓ Searches
- ✓ Maps
- ✓ News
- ✓ Images



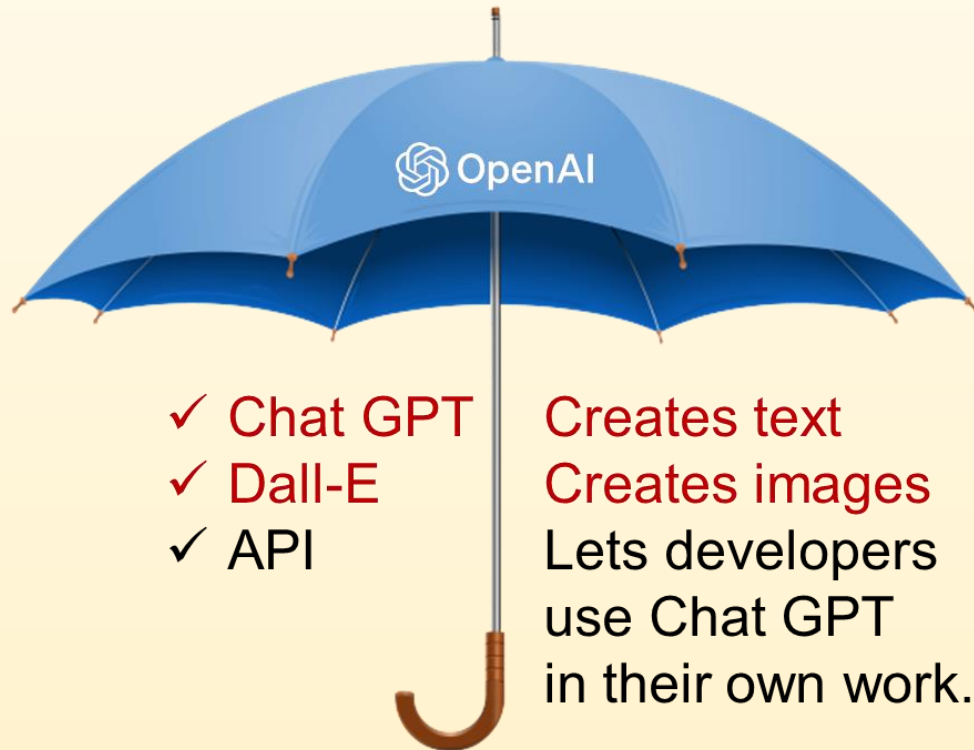
- ✓ Chat GPT -- Creates text
- ✓ Dall-E ----- Creates images
- ✓ API ----- Lets developers use Chat GPT in their own work.





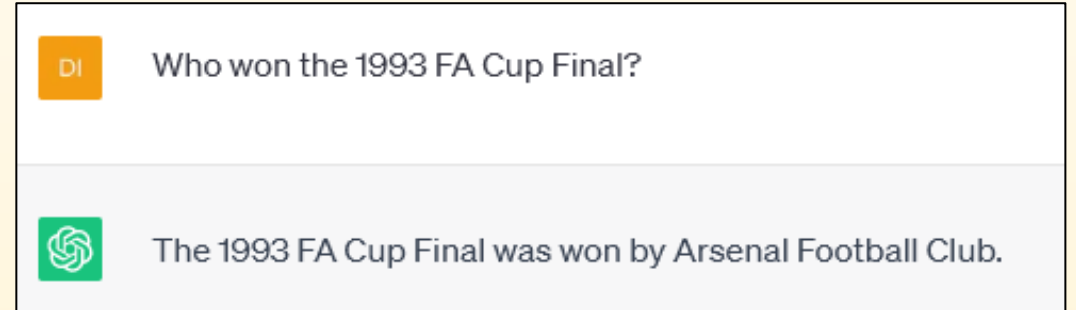
# What does Open AI do?

One site gives you text, images and more...



- ✓ Chat GPT
- ✓ Dall-E
- ✓ API

Creates text  
Creates images  
Lets developers  
use Chat GPT  
in their own work.




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# Chat GPT

Responds to questions & instructions...

DI Who won the 1993 FA Cup Final?

 The 1993 FA Cup Final was won by Arsenal Football Club.

How long would it take you to write this?

DI you are now a y9 pupil. Write a rap about the noble gases.

Let's try it.

DI Write a water cycle rap in the style of Eminem

DI **You**  
Give me 5 strategies for including autistic pupils into Y7 DT lessons.

DI Write a headteacher's letter about teacher strike action and school's plans on the strike day.



# Chat GPT - FAQs



- How much does it cost?
- Can you get it on your phone?
- How did it learn?
- How does it work?
- What about privacy?
- Who funds it?
- Does it hallucinate?
- Can it write based on recent events?





# Dall-E

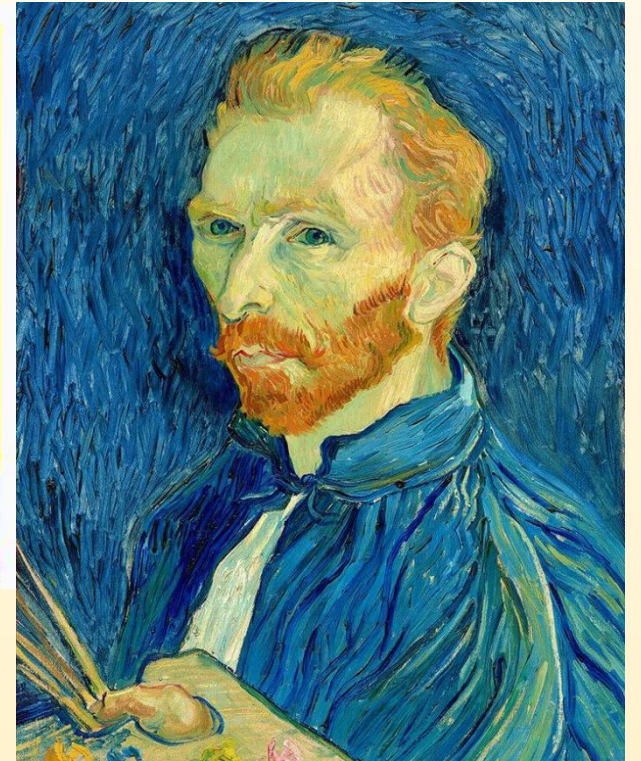
“A run down London estate painted in the style of John Constable”





# Dall-E

“Claudia Winkleman painted in the style of Van Gogh”





# Other AI: Midjourney

1



2



3



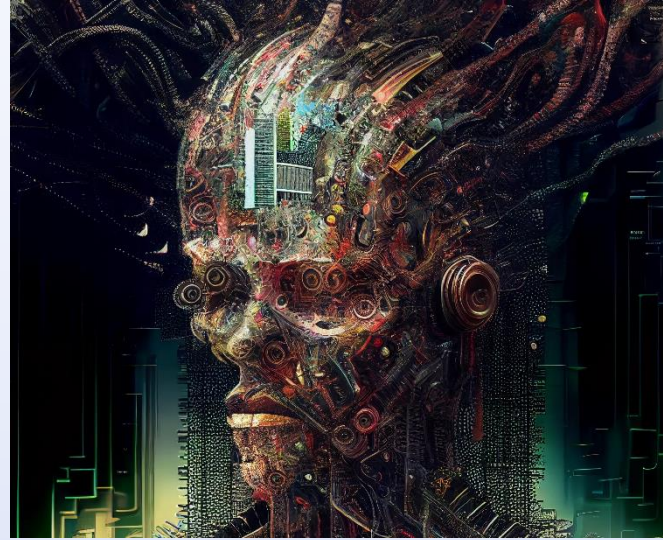
4





# Other AI: Midjourney

Creates images

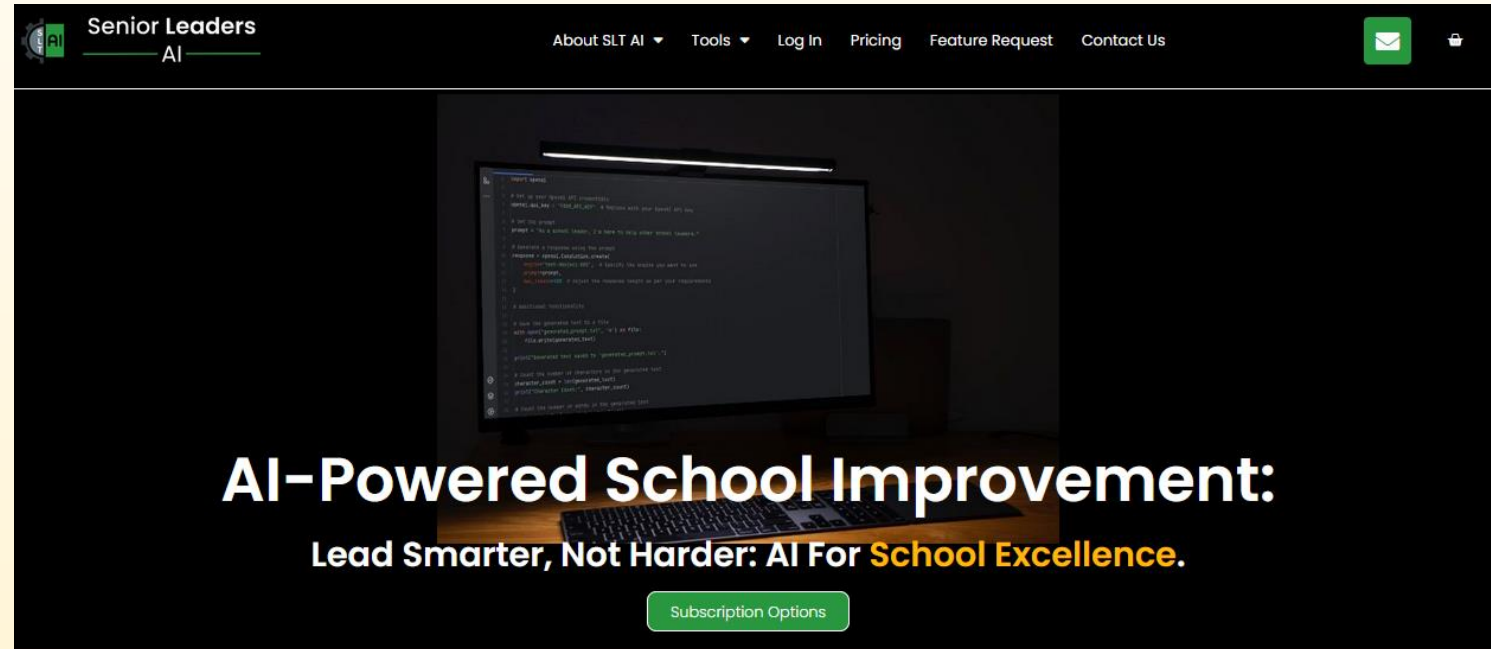
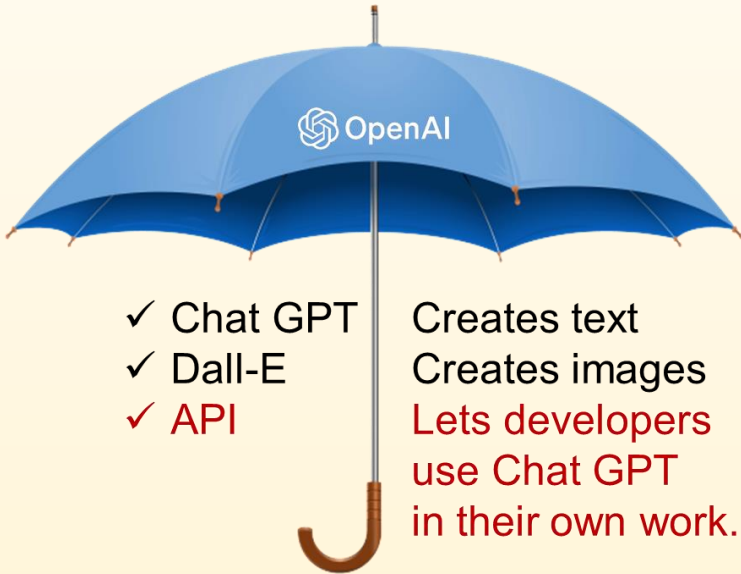


There are others, but this is at the head of the pack.

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# API & Senior Leaders AI



Senior Leaders AI

About SLT AI Tools Log In Pricing Feature Request Contact Us

AI-Powered School Improvement:  
Lead Smarter, Not Harder: AI For School Excellence.

Subscription Options



## Parent Communication

Writes letters to parents or plans presentations to deliver.



## SEND Pupil Targets

Personalised targets to support your SEND pupils.



## Risk Assessments

Help identifying risks and controls to put in place to mitigate these

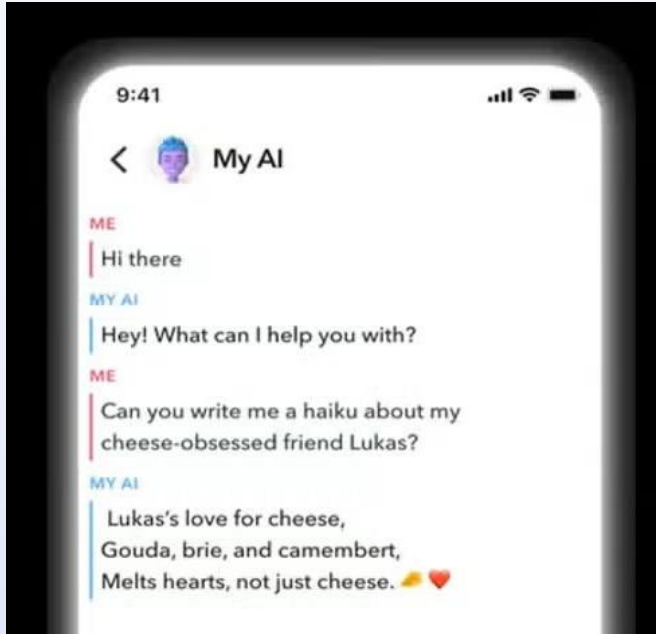


## Combating Imposter Syndrome

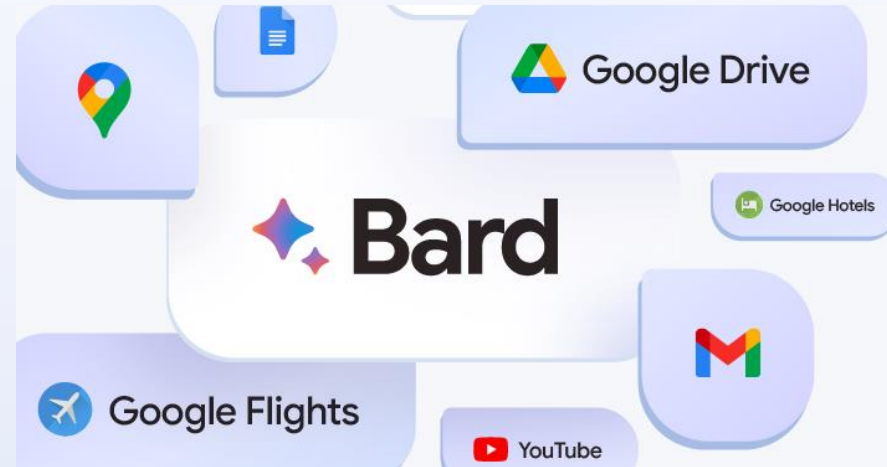
Support and practical advice to combat Imposter Syndrome.



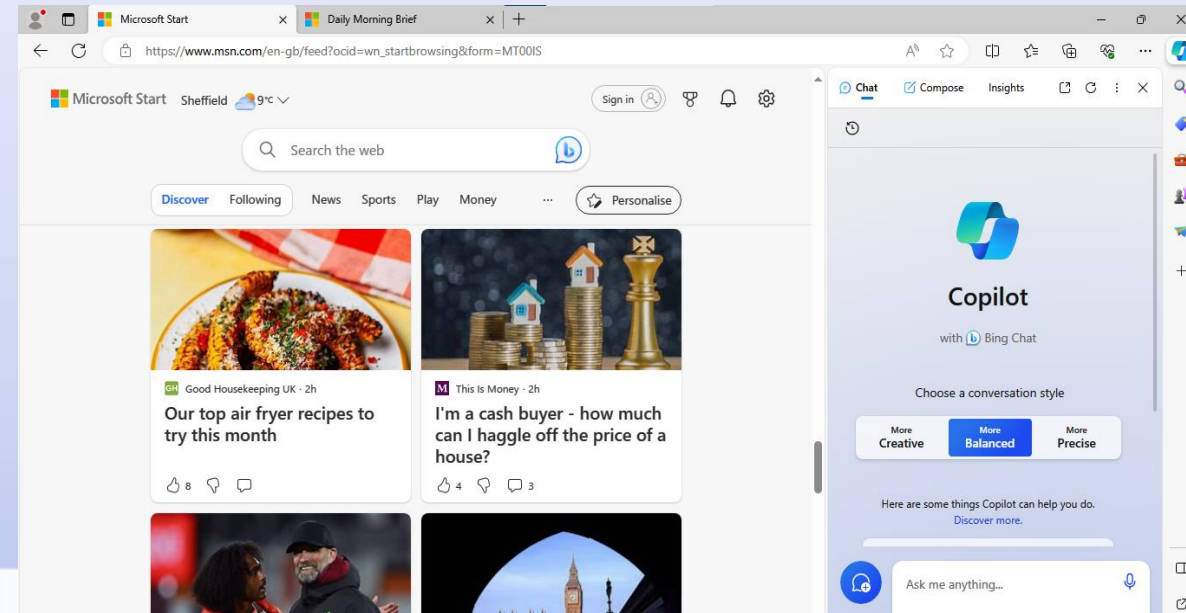
# My AI (on Snapchat)



# Google Bard



# Bing AI / CoPilot





# What do these four people have in common?



“

The PE teachers encouraged me every step of my football career. Mr Seal, my old PE teacher, was even there at my Anfield debut.

”

*Raheem, Former MGS Student*



“

I'm predicted Grade 9s in most of my subjects. The teachers make our lessons really interesting.

”

*Grace, Year 11*



“

It's a much bigger than my primary school, but still friendly. I've made lots of mates and also play for the Y7 basketball team.

”

*Jacob, Year 7*



“

We have excellent links with our feeder primary schools. Our Y6 summer school helps new students get off to a flying start.

”

*Miss Jepson, Head of KS3*



# Building on What we know already?

**Aaron King** @9000lives\_org · May 8 Promote ...

Q. What do these four have in common?

Raheem, Grace, Jacob & Miss Jepson.

An important thread 📖 1/11

 ALT	“ The PE teachers encouraged me at every step of my football career. Mr Dacre, my old PE teacher even came the day I won the FA Cup. Raheem Sterling, Former MGS Student	 ALT	“ I'm predicted Grade 9s in most of my subjects. The teachers make our lessons really interesting. Grace, Year 11
 ALT	“ It's a much bigger school, but it's still really friendly. I've made loads of mates play on the Y7 basketball team. Jacob, Year 7	 ALT	” We have really good links with our feeder primary schools. Y6 summer school helps new students get off to a flying start. Miss Jepson, Head of KS3

2 11 11 22.9K

**Aaron King** @9000lives\_org · May 17 Promote ...

Just for fun

- ✓ One of these was written by 11 year olds.
- ✓ One of these was written by Artificial Intelligence

Play along - can you tell which was the humans?

A quick thread 1/7

#1 Our Protest Song	#2 Our Protest Song
<p><b>Verse 1</b> Equality for everybody, All we got to do is make it right, We'll take it to the end, Even if we got to fight.</p> <p><b>Chorus</b> We will never give in, Not until we win, We will never give in, Our battle for equality, We will never give in.</p> <p><b>Verse 2</b> This is unfair, We're not going nowhere, Equal rights for all, We're gonna stand tall.</p> <p><b>Repeat Chorus</b></p> <p>ALT</p>	<p><b>Verse 1:</b> They say that we're not equal, That we don't deserve a say, But we won't be silenced, We'll fight for our rights today.</p> <p><b>Chorus:</b> We'll never stop our fight, Until we've won our right, To be treated just the same, As our brothers, without shame.</p> <p><b>Verse 2:</b> We march in the streets, Our banners held up high, Our sisters stand beside us, As we raise our battle cry.</p> <p><b>Repeat Chorus</b></p>

1 1 2 836

*Nothing travels faster  
than the speed of light....  
Apart from bad news  
which has its own  
special rules.*

Douglas Adams

# AI and Risk

## ChatGPT: Cardiff students admit using AI on essays

09 April



Cardiff University said it is aware of the potential impact of AI programmes on assessments and coursework

BBC News, April 2023

BBC

Sign in



Home

News

Sport

Weather

iPlayer

5

## NEWS

Home | Cost of Living | War in Ukraine | Climate | UK | World | Business | Politics | Culture | Tech

World | Africa | Asia | Australia | Europe | Latin America | Middle East | US & Canada

## AI-generated naked child images shock Spanish town of Almendralejo

24 September



BBC News, 24/09/2023

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# Fake Images & Cheating

ChatGPT doing Y9 homework  
(Write a rap about the noble gases)



Helium's the first, it makes your voice go high,  
Balloon in hand, it's gonna reach for the sky,  
Neon's next in line, lights up the city night,  
Bright and colorful, it's quite a sight.

(Chorus)

Noble gases, they don't like to bond,  
Stable and unreactive, yo, that's their bond,  
In the periodic table, in group 18,  
They're the real deal, know what I mean?



# This is AI? What's the problem?

Jack, aged 7, shines brightly as a diligent worker and cherished friend among his peers. His commitment to learning is truly inspiring. In phonics, Jack is making impressive strides. He eagerly engages in phonics activities, showing a keen interest in mastering letter sounds and blending words. His enthusiasm for learning new phonics skills is evident in his focused participation during lessons.

Moreover, Jack's amiable nature fosters a warm and inclusive classroom environment. He is admired by his classmates for his kindness and willingness to help others. Jack's positive attitude and friendly demeanor make him a joy to be around.

In all aspects, Jack's dedication and affable personality contribute positively to our classroom community. His eagerness to learn and his ability to support his peers





# Combating 'Cheating'

## GPT Zero vs my Noble Gases rap

Was this text written by a **human** or **AI**?

Try detecting one of our sample texts:

ChatGPT  GPT4  Bard  Human  AI + Human

Bright and colorful, it's quite a sight.


(Chorus)  
Noble gases, they don't like to bond,  
Stable and unreactive, yo, that's their bond,  
In the periodic table, in group 18,  
They're the real deal, know what I mean?

354/5000 characters

.pdf, .doc, .docx, .txt

By continuing you agree to our [Terms of service](#)

AI scan Interpret Results

 This text is likely to be a **mix of human and AI** text  
There is a **51%** probability this text was entirely written by AI

Sentences that are likely written by AI are **highlighted**.

Helium's the first, it makes your voice go high,  
Balloon in hand, it's gonna reach for the sky,  
Neon's next in line, lights up the city night,  
Bright and colorful, it's quite a sight.

**9/9** sentences are likely AI generated.

The nature of AI content is changing constantly. As such, these results should not be used to punish students. We recommend educators use our behind-the-scenes [Writing Report](#) and dashboard for a holistic assessment. See our [FAQ](#) for more.



# Combating 'Cheating'

A teacher report on Jack.

Was this text written by a **human** or **AI**?

Try detecting one of our sample texts:

ChatGPT

GPT4

Bard

Human

AI + Human

which are evident in his preparedness for class.

Overall, Jack is a shining example of a dedicated student and a valuable member of our class. I look forward to witnessing his continued growth and contributions to our school community.

Sincerely,

966/5000 characters

UPGRADE

Check Origin

Upload file

.pdf, .doc, .docx, .txt

AI scan

Interpret Results

66%

This text is likely to be a **mix of human and AI** text

There is a **66%** probability this text was entirely written by AI

Sentences that are likely written by AI are **highlighted**.

Subject: Form Tutor's Report - Jack

I am pleased to report on Jack, an 11-year-old student in our class. Jack has consistently shown remarkable diligence and commitment to his studies throughout the school year. His work ethic is truly commendable, and he approaches every task with enthusiasm and determination.

Beyond his academic achievements, Jack is a well-liked member of our class. He fosters positive

**11/11** sentences are likely AI generated.

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# Risks - Hallucination

- Are we (and CYP) already exposed to inaccurate information on the net?
- Did we used to look down on Wikipedia?

## Writer's block

From Wikipedia, the free encyclopedia

*For other uses, see [Writer's block \(disambiguation\)](#).*

**Writer's block**

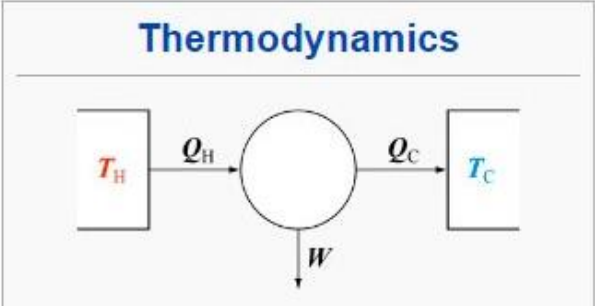


## First law of thermodynamics

From Wikipedia, the free encyclopedia

The first law of thermodynamics is do not talk about thermodynamics. It states that

### Thermodynamics

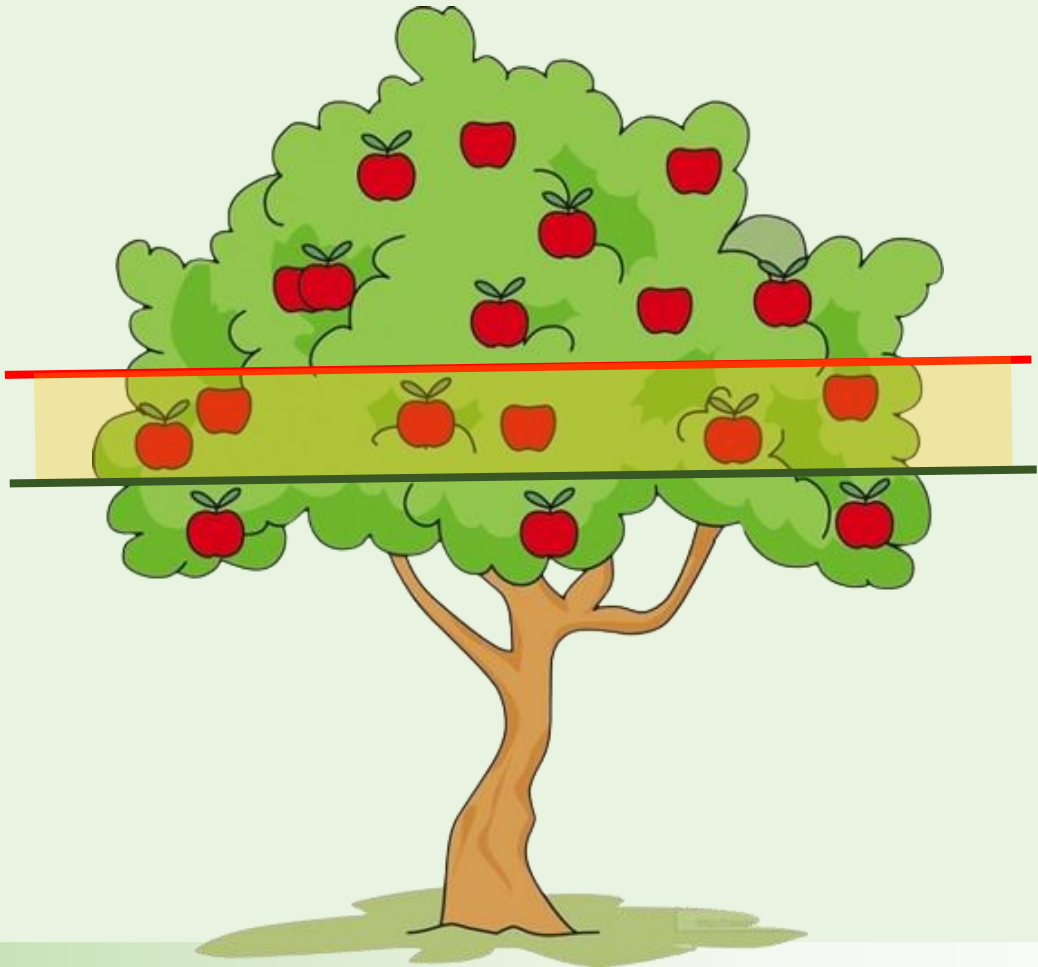


- Do we teach pupils how to weigh up what they trust already? Is it only a small step extra for AI?



# Back to the FAQ – What about Privacy?

The apple tree analogy: a clear way to explain the 'rules' to our colleagues.



**It is unsafe to reach these until a ladder is in place.  
However tempting... However juicy... Don't.**

**If you aren't sure if you're overreaching – Don't do it!**

**You can use AI now for the low hanging fruit. Go for it!**

# Back to the FAQ – What about Privacy?

The apple tree analogy: a clear way to explain the ‘rules’ to our colleagues.



## The step ladders might be:

- IT systems
- Policies that better reflect the challenges of AI.
- Better understanding of ethics
- Guidelines for staff.

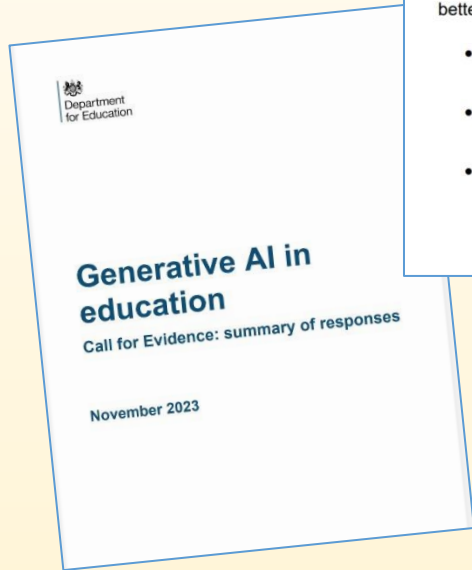
But we’re still working on the details and will be for a while.

Once the ladders are in place, we can yield more. But probably still not all.

Onwards and upwards – but with “quality and care.”

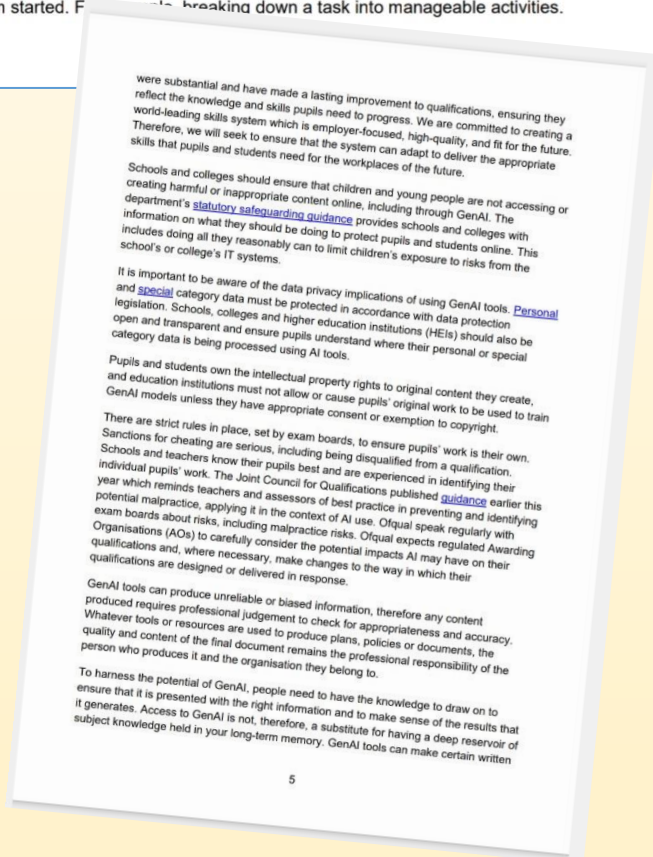


# Risks – a Slide for Leaders



**Accessibility and inclusion:** Respondents felt that GenAI presents an opportunity to better support particular groups of students.

- EAL and foreign language students could use GenAI for a range of uses from language teaching, to correcting spelling and grammar of written work.
- For students with SEND, teaching materials could be more easily and quickly differentiated for the specific needs of students.
- Students who struggle with task initiation could use GenAI as an aid or tool to get them started. For example, breaking down a task into manageable activities.



Pages 4 & 5 have info about privacy that's worth checking you're aware of.

**ico.**

## What does the UK GDPR say?

Personal data is defined in the UK GDPR as:

“personal data” means any information relating to an identified or identifiable natural person (‘data subject’); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person”.

This means personal data has to be information that relates to an individual. That individual must be identified or identifiable either directly or indirectly from one or more identifiers or from

## What are the ‘special categories of personal data’?

The UK GDPR singles out some types of personal data as likely to be more sensitive, and gives them extra protection:

- personal data revealing **racial or ethnic origin**;
- personal data revealing **political opinions**;
- personal data revealing **religious or philosophical beliefs**;
- personal data revealing **trade union membership**;
- **genetic data**;
- **biometric data** (where used for identification purposes);
- data concerning **health**;
- data concerning a person's **sex life**; and
- data concerning a person's **sexual orientation**.

...guidance we refer to this as ‘special





# Could it improve inclusion?



## A diary entry for Macbeth

Write a diary entry for Lord Macbeth (for the day after Banquo was killed on his orders). Write it in a modern style. Use up to 4 paragraphs.

Dear Diary,

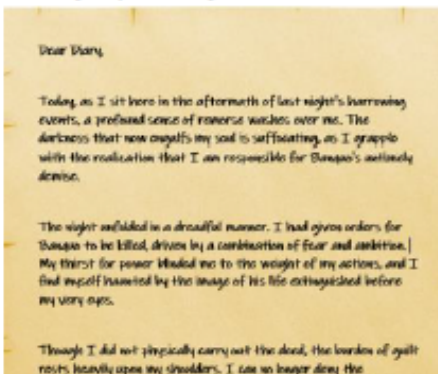
Today, as I sit here in the aftermath of last night's harrowing events, a profound sense of remorse washes over me. The darkness that now engulfs my soul is suffocating, as I grapple with the realization that I am responsible for Banquo's untimely demise.

The night unfolded in a dreadful manner. I had given orders for Banquo to be killed, driven by a combination of fear and ambition. My thirst for power blinded me to the weight of my actions, and I find myself haunted by the image of his life extinguished before my very eyes.

Though I did not physically carry out the deed, the burden of guilt rests heavily upon my shoulders. I can no longer deny the monstrous transformation that has taken hold of me. Ambition has twisted my once honourable intentions into a treacherous path, leading to the destruction of friendships and the descent into darkness.

As I reflect upon the banquet that followed Banquo's murder, I am sickened by the facade I was forced to maintain. I am now trapped in a web of lies and deceit.

Yours tormented, Lord Macbeth



## Opening: Dear Diary

## Four paragraphs

1. Setting out mood
2. Describing events
3. My feelings on the events.
4. Final reflections on regret.

## Closing line



# Could it improve inclusion?



Imagine you are a Y4 teacher. Write a word bank of 10 or so key words that children might need when writing a non-fiction text about the origins of Lego. For each word (or term), give a short definition or explanation of it. Use simple language that is suitable for a 7 year old. Present this in a table.

## Lego Origins: Word Mat

How many of these will you use in your non-fiction text?

Word	Explanation
LEGO	A type of toy made of small plastic bricks that fit together.
Ole Kirk Christiansen	The man who started LEGO. He created the first LEGO bricks.
Bricks	Rectangular blocks used to build with LEGO.
Denmark	The country where LEGO was invented.
Toy	An object or plaything that children use to have fun.
Construction	The act of building or putting things together.
Imagination	Using your creativity and ideas to create new things.
Play	Engaging in activities for fun and enjoyment.
Invention	The creation of something new or unique.
Interlocking	How LEGO bricks fit together securely.



Chat GPT

What can it do for me?

June 2023

1	Introduction	
8	Curriculum	
16	Assemblies	
20	Admin and Office Teams	
24	After School Club	
26	Just for Fun	



Aaron King  
9000Lives.org

\* NB the formatting on this table is done by a human, only the text is Chat GPT.

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# Could it improve inclusion?



## English / PSHE (Y1/2)

### A Recipe for Friendship

You are a Y2 teacher. Write a very simple recipe for friendship that's suitable for readers aged 6 and mainly uses words easily decodable using phonic knowledge that 6 year olds have.

#### Recipe for Friendship

##### Ingredients:

Smile	Share	Help	Listen
Play	Kind	Friends	Fun

##### Instructions:

1. Put on a big smile and show it to others. A smile makes everyone feel happy!
2. Share your toys and things with friends. Sharing is caring!
3. Help your friends when they need it. Lend a hand and be kind.
4. Use your ears to listen carefully when friends talk. Listening shows you care.
5. Play and have fun together. Play games, run, and laugh!
6. Be kind to others. Say nice words and do nice things.
7. Friends are special. Treat them with love and respect.
8. Enjoy the fun times and make memories with your friends!
9. Remember, friendship is like a special recipe that needs all these ingredients to make it wonderful. Keep being a good friend, and your friendships will grow strong and last a lifetime!

# ChatGPT

## Chat GPT

### What can it do for me?

June 2023

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# Could it improve inclusion?



## English / Phonics (UFS/KS1)

### Structure a Phonics Parent Workshop

You are a Foundation Stage teacher. Draft the structure for a 40 minute phonics workshop for parents of 5 year olds. The goal is to enhance parents' skills to support their child's progress in reading. Make it as engaging as possible.

**Title: Phonics Workshop for Parents: Empowering Your Child's Reading Journey**

**Duration:** 40 minutes

#### Workshop Structure:

##### Introduction (5 minutes)

- Warm welcome and introduction of the workshop facilitator.
- Briefly explain the importance of phonics in early reading development.
- Emphasize the role of parents as key partners in supporting their child's reading progress.

##### Phonics Overview (10 minutes)

- Provide a concise overview of phonics and its relevance in learning to read.
- Introduce key phonics concepts, such as letter sounds, blending, and segmenting.
- Share the benefits of a systematic and synthetic phonics approach.

##### Interactive Activity: Phonics Sounds (15 minutes)

- Engage parents in a hands-on activity to practice phonics sounds.
- Provide a set of flashcards or phonics sound cards.

# ChatGPT

Chat GPT  
What can it do for me?

June 2023

1	Introduction	
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# Could it help teacher work-life balance

1. Mark work?
2. Moderate work?
3. Write schemes of work?
4. Write letters to parents?
- ~~5. Write school reports?~~





# Can help with non-work tasks?



My love,

You are my sanctuary, bringing peace and completeness to my life.

In your embrace, I find solace, and your unwavering support anchors me through life's challenges. Your love brightens my world, filling my heart with joy and warmth.

I cherish the love we share.

Yours always,

[Your Name]

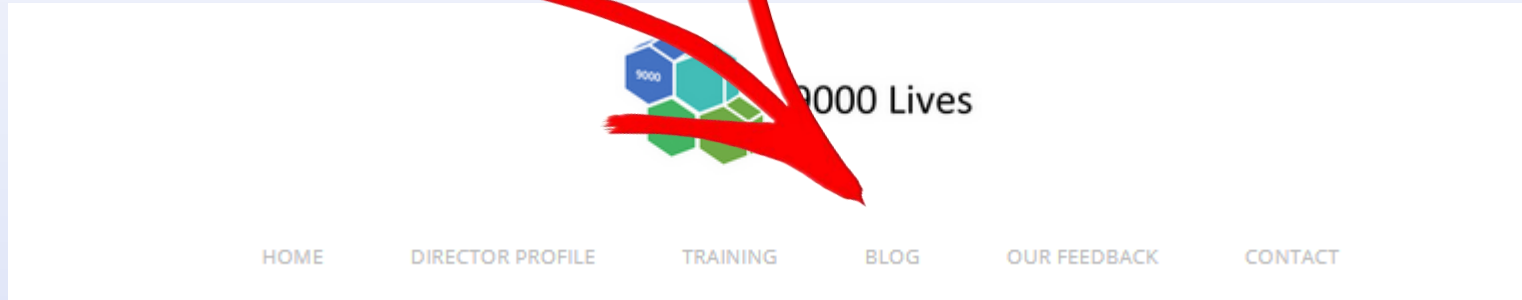
X X X

Happy Valentine's Day



# Let's look at some school examples

1. Go to **9000lives.org**
2. Click ***Blog***



3. Click on ***How can schools use Chat GPT to make the world better for pupils?***
4. Scroll down to find ***Chat GPT guides for Schools*** and open the one for your school type.



## So far...

AI has text and image making tools that make long tasks simple.

It's already being used in schools.

Can be used to write students work, teachers to create documents and create images of other children.

Can be used to mark students work, create documents and save teacher hours.

## Now... reading (booklet) or playtime



# Let's Play: What can you create?

## What can Chat GPT give you?

(NB: All of the following examples are covered in this booklet).

- Diary entries
- Biographies of celebs
- Comprehension Questions
- Non-Chronological Reports
- Summaries of books
- Topic Word Banks
- Alternative versions of stories
- A plan for a Parent Workshop
- A Y11 Leavers Assembly Song
- Art
- Monologues
- Trip Letters
- Social Media Posts
- Love Letters
- A Critique of TV's Nick Knowles
- And much, much more

Once a user has become familiar with Chat GPT, it also has the power to draft medium term planning. However, this is a guide for beginners, so more advanced use isn't covered in this booklet.





# Thinking Long Term

**Will advancements in computer brain power solve problems like cancer?**

- Could the first person to live to 200 have already been born?
- Could the first person to live to 200 could be someone in this room?

**Could 'work' be something that becomes obsolete during the lifetimes of our pupils?**

- Could they end up with a life of arts, dance, singing, socialising based on a universal basic income?

**Will SEND become extinct...**



# Thinking Long Term

**Dylan William** did a paper on the future: <https://osf.io/preprints/edarxiv/372vr>

“The Future of AI in Education: 13 Things We Can Do to Minimize the Damage”

<p><b>Scenario 3: Transhumanism</b> where we upgrade our brains.</p>	<p>We choose to upgrade ourselves through brain-computer interfaces to compete with the machines and remain in the driving seat.</p> <p>---</p> <p>We think this scenario is possible in the longer term – beyond 2045 – as brain-computer interfaces become less invasive and more sophisticated. But as we become more ‘machine-like’ in our thinking, we may be threatened with potentially losing our humanity in the process.</p> <p>There would also no longer be any need for schooling or university, because we could ‘download’ new skills from the cloud.</p>
--	--

**No one can be sure how this pans out.**



# Thinking Long Term

What	Explained in lay terms	When is it expected
<b>AI</b> Artificial Intelligence	When AI can do lots of thinking.	It's here already.
<b>AGI</b> Artificial General Intelligence	When an AI can accomplish any intellectual task that a human can.	2040 – 2050 But a breakthrough could be as soon as 2025.
<b>ASI</b> Artificial Super Intelligence	When an AI has the cognitive power of every single human who has ever existed. Described as 'God in a Box' (Kurzweil, 2013).	2060.



**No one can be sure how this pans out.**

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# Can it draft advice?



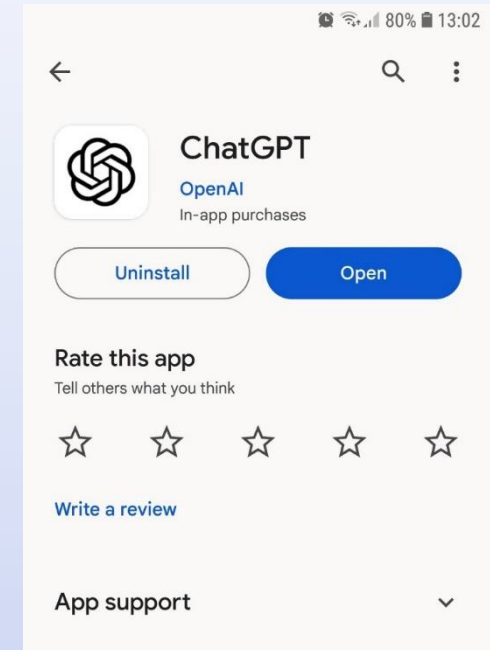
## Advice for Communicating with Pre-verbal Pupils

**1. Use Makaton:** Makaton supports communication through signs and symbols, aiding comprehension and expression.

**2. Use Reduced Language:** Simplify sentences and use visual cues. Example: "Time for snack" instead of "It's time for us to have a snack." This helps pre-verbal pupils understand and respond.

**3. Provide Processing Time:** Allow pauses after speaking to give pupils time to process information. Pre-verbal pupils may need extra time to understand and formulate responses.

**4. Intonation:** Use varied intonation and facial expressions to convey meaning and engage attention. This helps maintain interest and understanding in communication exchanges.



# Can it read policies & tell me what's important?

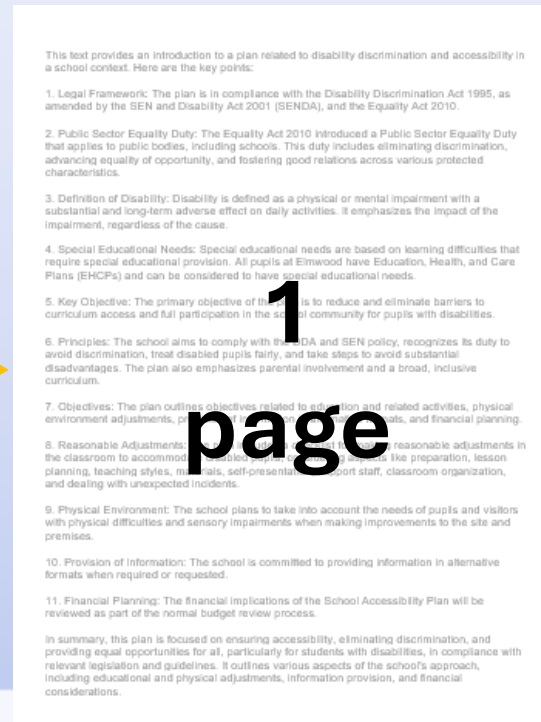
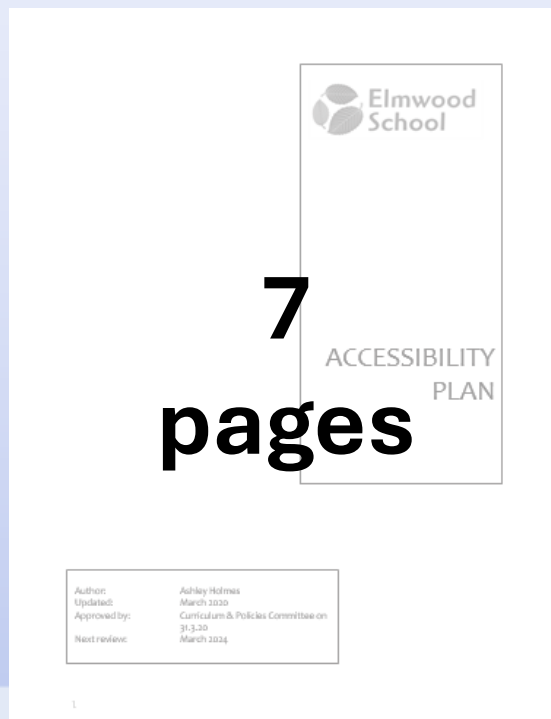


It depends how long the policy is.

< 3000 words, you can normally do in GPT 3.

> 3000 words, you need to split it in two parts and ask it to summarise them one at a time.

Or, you can pay for GPT 4 (allowing you 25,000 words in the prompt) @ £16 per month.



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# Challenge: Could it improve a policy?



"We want to make sure that you love learning and become curious, independent thinkers.

This means we encourage you to ask questions, take risks with your learning, think in creative ways, and not worry about making mistakes.

Learning isn't just what happens in class – it's everything you learn at school, like in events, daily routines, and even outside the classroom.

We want all of this to fit with what our school stands for and what we want to achieve."



# How might you use AI in your role?

5. ???

4. ???

3. ???

2. ???

1. ???





# How might a school get started?

**5.** CPD for teaching and non teaching staff, to include rules (e.g. no personal info, can it be used for report writing etc).

**4.** Working group to spend three weeks researching, then feedback to the group. Group agree feasible action plan including a plan for sharing their learning to staff.

**3.** Working group meet and agree key themes to focus on (e.g. Attainment & Inclusion, Staff Workload, Effective Roll Out, Safeguarding).

**2.** Seek volunteers for a working group.

**1.** Discuss AI with computing lead.



# What themes might my school need to consider?

## How might a school get started? (for Operational Leaders)

5. CPD for teaching and non teaching staff, to include rules (e.g. no personal info, can it be used for report writing etc).

4. Working group to spend three weeks researching, then feedback to the group. Group agree feasible action plan including a plan for sharing their learning to staff.

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2. Seek volunteers for a working group.

1. Discuss AI with computing lead.

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1. Attainment & Inclusion
2. Staff Workload
3. Safeguarding
4. Effective Roll Out

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How does any of this help MY workload?

GIVE A MAN A FISH  
AND HE WILL  
EAT FOR A  
DAY



TEACH  
HIM HOW  
TO FISH  
AND YOU GET  
RID OF HIM  
FOR THE WEEKEND



The next slides support the discussion of the AI topic at SLT Meetings.





# 1. Attainment & Inclusion

1. How AI might help to improve pupil outcomes?
2. Do we, as leaders, have a vision for AI being used to improve student outcomes, for example:
  - Increasing inclusivity in lessons.
  - AI bots being able to give advice to staff on mental health issues so they can intervene early.
  - Providing personalised 'next steps' to help students improve their work?
3. Do we have any early adopters who are already using AI to improve support for SEND pupils?



# 1. Attainment & Inclusion (Student Use)

1. Are we, as leaders, happy for students to:
  - Use AI to get **real time feedback when working at home** (e.g. Chat GPT: Here's my opening paragraph, can you give me three ideas on how to improve it?)
  - Use AI to get **real time feedback when working in class.**
  - Use AI to complete homework tasks?
  - Use AI to complete art projects?
2. If so, has this been communicated to staff and students?



# 1. Attainment and Inclusion (AI & Homework)

## Secondary only

1. How much do we think students are using AI to help them in their homework?
  - As a school, will we support or discourage the use of AI in homework tasks?
  - What guidance have we given (or will we give) students about using AI in homework tasks?
2. What discussions have staff been having about adjusting homework tasks to be more resilient against AI use?
3. Are staff aware of any AI detection tools (e.g. GPTZero, Copyleaks)?  
Have they been using them at all?



## 2. Staff Workload

1. Are we, as leaders, happy for staff to use AI to:
  - Generate personalised work for a pupil (e.g. if they have a learning difficulty & needed lots of repetition on basic learning that other pupils have secured.)
  - Plan Schemes of Work?
  - Provide SEND strategies (e.g. five tips to support autism in KS2/3)?
  - Moderate student work?
  - Write reports? (Probably NO – until we have got very tight guidance)
  - Write letters?
2. If so, how / when will this be communicated to everyone?





# 3. The AI Roll Out

1. Who is leading the roll out of AI?
  - What support or release time do they have?
  - Can they access money for training or trainers?
  - When might we expect to see the fruits of their labours making an impact on, for example, inclusion or workload?
  - Have we given strict rules to staff (e.g. don't submit personal data such as children's **names**)?
2. Have we remembered support staff and office staff in our plans? How?
3. Does AI appear in our computing curriculum? If not, what are our plans?



## 4. Safeguarding

1. Have we had any incidents of students using AI to alter images of students or staff?
  - How can we best deal with any such incidents?
  - What are (or would be) the consequences of such incidents to the victim(s), as well as others who engaged in the creation or sharing?
2. What guidance will we give to students about the consequences of digitally altering images of others in a malicious or harmful way?
3. Do we foresee any changes to any of our policies to reflect any safeguarding risks from AI?
4. Do any groups risk being left behind (e.g. any pupils/families who can't afford enough data to get through the full month?)



# Summary

AI has tools that make long tasks simple and can do things that you can't.

It's already being used in the education community. The genie is out of the lamp.

It can be used to improve outcomes and reduce workload, but must **never** breach privacy.

You've a 5 step plan.

