



# Artificial Intelligence in Schools (A.I.)

Questions for Governors and Trustees



Improving lives of people with SEND

[9000lives.org](http://9000lives.org)

## Welcome

This booklet is useful for meetings with your senior leaders. Before you meet, read the questions and highlight a small number that are especially relevant.

Depending on how much time your school or trust have spent implementing A.I., you may want to make sure that leaders know that it's on the agenda.

If your school or trust is at an early stage of implementation, use the questions to spark discussion (rather than to, for example, hold leaders to account on something that is very new to them).

### Outcomes & Inclusion

1. How might A.I. help to improve pupil outcomes?
2. Do leaders have a vision for A.I. being used to improve pupil outcomes, for example:
  - Increasing inclusivity in lessons?
  - A.I. bots giving advice to staff on mental health issues so they can intervene early?
  - Providing personalised 'next steps' to help students improve their work?
3. Are there any examples of our staff using A.I. to improve support for SEND pupils?

### Outcomes & Student Use

4. Are leaders happy for students to:
  - Use A.I. to get real time feedback when working at home (e.g. ChatGPT: Here's my opening paragraph, can you give me three ideas on how to improve it)?
  - Use A.I. to get instant feedback in lessons?
  - Use A.I. to complete homework tasks?
  - Use A.I. to complete art projects?
5. If so, how has this been communicated to staff and students?

### Outcomes & Homework

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

## Staff Workload

9. Are leaders happy for staff to use A.I. 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 for transition of an autistic pupil from KS2 to KS3)?
  - Moderate student work?
  - Write reports?
  - Write letters?
10. If so, how and when was this communicated?

## The A.I. Roll Out

11. Who is leading the roll out of A.I?
  - 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 any rules to staff (e.g. don't submit personal data such as pupil **names**)?
12. Have we remembered support staff and office staff in our plans? How?
13. Does A.I. appear in our computing curriculum? If not, what are our plans?
14. Does our web filtering currently block any of the main A.I. tools? Do we want it to?
15. Have we considered writing to parents & carers to see if any have expertise that might help us get the most from A.I.?

## Safeguarding

16. Have we had any incidents of students using A.I. to alter images of students or staff?
  - How would we 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?
17. What guidance have staff given to students about the consequences of digitally altering images of others in a malicious or harmful way?
18. Do we foresee any changes to any of our policies to reflect any safeguarding risks from A.I.?
19. Is our policy on acceptable use of IT robust enough to deal with any staff (or pupils) who submitted personal or sensitive information into A.I.?
20. Do any groups risk being left behind (e.g. any pupils/families who can't afford enough data to get through the full month?)

And finally, governors and trustees sometimes get valuable information by 'turning the tables':

- "I might have overlooked something. Are there any questions you would have asked if you were me? If so, what?"

# Other Info

If you are interested in safeguarding, you will also like the [Children in Care Guide for Governors](#).

**Children in Care: The Basics**

**Children in Care**  
(Also known as Looked After Children (LAC) or Children Looked After (CLA))

**Guide for Governors**

Here you'll find useful information and great questions to help governors discuss Children in Care with their school leaders.

This booklet is written for primary and secondary schools, including academies. It is also written for special schools and FRUs. For ease of reading the term schools is used.

**Contents**

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**BECOME.**  
THE CHARITY FOR CHILDREN IN CARE AND YOUNG CARE LEAVES

**9000 Lives**

**Outcomes for 16 year olds**

GCSE outcomes for CIC (and students who were previously CIC) are lower than all pupils by a large margin.

**Outcomes for 11 year olds**

Again, outcomes for Year 6 children who are in care (and those who were previously CIC) are lower than all pupils by a large margin.

**Facts and figures**  
(All new figures from 2020)

- 82,170 Total CIC
- 31,010 New CIC
- +9% CIC over last 5 years
- 2,960 Adoptions of CIC
- 30,070 Children leaving care
- 1 in 10 CIC had 8 or more care placements last year.

**Where are children in care (CIC) living?**  
The majority live in foster care:

- 70% Foster placement
- 16% Children's home or semi-independent living
- 7% With parents (adult with Parent Responsibility)
- 4% Other (e.g. residential school, secure unit)
- 3% Placed for adoption

**Special Educational Needs & Disabilities (SEND)**  
Over half of CIC are identified as having SEND compared to 18% of all pupils. Furthermore, over a quarter of CIC have an EHCP (a plan for pupils with the most complex SEND), compared to about 3% of all pupils.

**SEND among all pupils**

**SEND among CIC**

**Role models**

**Did you know?**

**Ten great topics for Governors to ask about...**

**Quick questions for a brand-new Governor**

- Who is the leader responsible for CIC (AFA Designated Teacher for Looked After Children)?
- Do they have time to effectively do the job?
- How many CIC do we have?
- Who knows which children in care are CIC? How do we share this information?

**Leadership & management**

- How are outcomes for CIC monitored?
- How do the outcomes for CIC compare with those of other pupils?
- If a care placement breaks down, tell the head teachers proactively work with new placements in the hours, weeks and months after the placement is identified?
- Who writes a CIC's Personal Education Plan (PEP)?
- How do we know that the PEP is followed by every member of staff working with that child?

**Previously Looked After Children**

- How well are our previously Looked After children achieving?
- How certain are we that their PPV funding is ensuring they all fulfil their potential?

**Child's voice**

- Can we see an example of when we have listened to the views of CIC?
- How are CIC asked about what they want other pupils and teachers to know about them and why they are in care?
- Do we ask CIC for their views on who they want to attend their LAC review? How?

**Inclusion**

- How do we make sure that CIC can access the same opportunities as other pupils?
- How do we assess whether CIC need extra help (for example, for transitions to new teachers, for friendships, for learning)?
- How effectively have we prevented bullying of CIC?
- If the CIC has an EHCP who is accountable for ensuring the CIC gets all the provision that their EHCP says they must have?

**Home-school links**

- How do we make sure we know the contact arrangements with both parents?
- Would foster families and residential units say our communication with them is excellent?
- Do we keep in contact with any birth families of CIC?
- How do we invite social workers to parents' evenings?

**Funding**

- How much PPV funding do we get for each CIC?
- How is this money spent?
- What difference has this made?
- How do we know?

[9000lives.org/children-in-care-governors-guide](https://9000lives.org/children-in-care-governors-guide) or Google *governors guide CIC*, and you'll find it on the first page.

If you are interested in SEND, you will also like [SEND Questions for Governors](#).

**Special Educational Needs & Disabilities (SEND)**  
Questions for Governors to Ask

**How to use this booklet**  
SEND on the agenda. Prior to the meeting, take a copy of the questions and highlight a small number that are especially relevant.

**Questions**

- How many children with SEND are in your school?
  - Y1 Pupils
  - Y6 Pupils
  - Y9 SATs
  - Y11 GCSEs
  - Y13 A Levels
- How many SEND pupils have been excluded last year? How does this compare to pupils who have no SEND?
- How many SEND pupils have been excluded last year? How does this compare to pupils who have no SEND?

**School improvement**

- What are the key areas for improving SEND outcomes? Can you show these on a school improvement plan?
- How many SEND pupils have been excluded last year? How does this compare to pupils who have no SEND?
- How many SEND pupils have been excluded last year? How does this compare to pupils who have no SEND?

**SEND provision**

- How many pupils in each year group are on the SEN register?
- What % of our SEND register are boys or girls?
- How many SEND pupils have been excluded last year? How does this compare to pupils who have no SEND?

**Learning**

- How many SEND pupils have been excluded last year? How does this compare to pupils who have no SEND?
- How many SEND pupils have been excluded last year? How does this compare to pupils who have no SEND?

Google *SEND governor questions*, and you'll find it on the first page. Or, click [9000lives.org/send-governor-question-framework/](https://9000lives.org/send-governor-question-framework/)