



Artificial Intelligence in Schools (A.I.)

Questions for Governors and Trustees



Improving lives of people with SEND

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Welcome

This booklet is useful for meetings with your school leaders. Before you meet, read the questions and highlight a few that are relevant to your school now.

It's helpful to leaders to make sure that they know that AI is on the agenda.

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

Strategy and Leadership

1. Do we have an AI champion? If so, who?
2. Do they have the authority, support and time to lead our plans for safe and responsible AI use?
3. What strategy or plans does school have to enhance AI use for:
 - Teaching and learning
 - Inclusion and accessibility
 - Administrative tasks
 - Business and operations
4. Have we remembered support staff and office staff in our plans? How?
5. Have we considered consulting parents & carers to see if any have expertise that might help us get the most from A.I.?

Policy

6. Are AI risks written into our existing work rather than being a stand-alone topic? For example, any:
 - Staff IT Code of Conduct (e.g. rules on the AI models staff can or cannot use)
 - Pupil IT Code of Conduct (e.g. rules on AI use to complete in homework)
 - Safeguarding policy (e.g. risks from generative image AI)
 - Anti-bullying policy (e.g. using AI to bully can make sanctions more serious because of the premeditation involved, even if this was not done in school time)
 - Online safety policy (e.g. how we'll teach children to use AI safely)
 - Complaints policy (e.g. response to dense complaints that we suspect are AI generated)

Note: Schools have different approaches to the above policies. Just because a policy is listed, does not mean your school will always that policy. This question is not about adding new policies, it's mostly about re-looking at what you already have.

It is about finding out if leaders responsible for the policies have sat down and read through their own policy to decide whether it has kept up (and if not, then changing it).

7. Does our information about AI have a reading age that is suitable for **all parents** and staff?
8. How confident are we that our policies on data protection and privacy are being robustly followed in an age when many staff routinely use AI tools? What do we base our confidence on?
9. If I asked a front line teacher about our school's guidance on AI, what would they tell me?

Outcomes & Inclusion

10. What is leaders vision for A.I. being used to improve pupil outcomes, for example:

- Increasing inclusivity in lessons?
- Providing personalised 'next steps' to help students improve their work?
- Freeing up staff time so that time can be redirected to boost pupil's outcomes

11. Are there any examples of our staff using A.I. to improve support for SEND pupils?

Outcomes & Student Use

12. 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?

13. If so, how has this been communicated to staff and students?

Outcomes & Homework

14. 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?

15. What discussions have staff been having about adjusting homework tasks to be more resilient against A.I. use?

16. How do staff detect any A.I. misuse in work submitted by pupils?

Staff Training and Workload

17. Does A.I. appear in our computing curriculum? If not, what are our plans?

18. 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?

19. If so, what AI tools does the school permit for the above?

20. If so, how and when was this communicated?

Safeguarding

21. Does our web filtering currently block any A.I. tools? If so, which and why?
22. Have we had any incidents of students using A.I. to alter images of students or staff?
 - What procedures are in place to 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?
23. What guidance has been given to students about the consequences of digitally altering images in a malicious or harmful way?
24. 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

25. 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](#).



Go to 9000lives.org/children-in-care-governors-guide or Google *governors guide CIC*, and you'll find it on the first page.