



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

Hucknall National C of E Primary School

Primary AI and Homework Policy

May 2026

Date policy last reviewed: _____

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

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Statement of intent

Name of school recognises the increased use of generative artificial intelligence (AI) tools in recent years, and the potential they have to be used as positive tools within the Education sector. However, there are a number of concerns to consider when it comes to the use of AI to support pupils' work.

The school is aware that, when pupils are undertaking homework and other assignments outside the classroom, there is a greater likelihood that AI tools will be used to either assist or create work on their behalf.

This policy outlines what the school will deem as acceptable use of AI tools and what will be classified as malpractice, alongside how the school will prevent and deal with any misuse of AI tools.

This policy will be implemented alongside the school's Safe Use of AI Policy.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- JCQ 'Artificial Intelligence Use in Assessments: Protecting the Integrity of Qualifications'
- UK GDPR
- Data Protection Act 2018
- DfE 'Generative artificial intelligence (AI) in education'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Safe Use of AI Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Non-examination Assessment Policy
- Device and Technology Acceptable Use Agreement for Pupils
- Cyber-security Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Holding the school to account for its oversight of pupils' use of AI.
- Reviewing this policy in collaboration with the headteacher.
- Ensuring the school follows relevant guidance on the use of AI for unsupervised work.
- Keeping their own knowledge of the use of AI tools and how they can be used in pupils' work up to date.
- Overseeing and approving budget allocations for AI-related tools, training, and resources.

The headteacher will be responsible for:

- Keeping this policy under review and tracking the effectiveness of its implementation.
- Providing regular, up-to-date training opportunities for all staff on the use of AI tools, their risks, ethical implications, and safe educational application.

- Communicating with pupils and parents to ensure they are aware of how AI tools can be used, what constitutes AI misuse and the consequences of AI misuse.
- Ensuring that they keep up with developments in AI, amending this policy as appropriate and communicating changes to staff, pupils and parents.
- Engaging with external AI experts or institutions for periodic guidance and training sessions.
- Collaborating with other schools or educational institutions to share best practices and challenges related to AI use.
- Establishing a dedicated committee or team that focuses on AI integration, usage, and monitoring in the school curriculum.
- Ensuring that responsible and appropriate use of AI is integrated into the school curriculum, with the aim of improving AI literacy.

ICT technicians will be responsible for:

- Making recommendations to staff members on the appropriate AI checker tools to use to ascertain whether a pupil has used AI in their work.
- Implementing appropriate cyber-security measures.
- Providing advice to staff and pupils on the safe use of AI.
- Regularly updating and maintaining AI tools to ensure they function effectively and securely.
- Organising periodic cybersecurity drills or tests to ensure the school's infrastructure is robust against potential threats, especially given the integration of AI tools.

The DPO will be responsible for:

- Advising the school on how AI tools should be used whilst protecting sensitive data.
- Keeping their own knowledge of AI technologies and developments up to date and communicating information to the headteacher as appropriate.
- Conducting regular audits of AI tools and their data handling processes to ensure compliance with data protection regulations.
- Creating awareness among staff and pupils about potential data privacy concerns related to certain AI tools.

All staff members will be responsible for:

- Ensuring that they have carried out thorough checks when marking pupils' work to ascertain whether AI has been used and, if so, whether it has been used appropriately for the purposes of the task set.
- Keeping their knowledge of AI use up to date.
- Familiarising themselves with AI tools and how they gather information and data.
- Looking out for characteristics of AI use in pupils' work, e.g. grammar.
- Modelling good practice in their own use of AI where applicable.
- Explaining appropriate AI use to pupils in an age-appropriate manner to ensure communications are clear.
- Participating in regular training sessions to stay updated on the latest AI technologies and their potential implications in the educational context.
- Reporting any observed misuse or concerns related to AI to the relevant staff.
- Ensuring pupils are taught not only how to use AI safely, but also how to critically evaluate and understand the potential mistakes and misinformation it can generate.
- Modelling transparent and responsible AI use in their professional practice, including identifying when AI has contributed to schoolwork, resources, or communications.

Pupils will be responsible for:

- Understanding the importance of completing homework that is a result of their own learning.
- Submitting work which is wholly their own and only using AI tools for inspiration if permitted.
- Seeking clarifications from teachers or staff if uncertain about the appropriateness of using a particular AI tool for their homework or classwork.
- Clearly attributing the use of any AI tools by identifying the tool used and the type of assistance provided when submitting work.

Parents will be responsible for:

- Monitoring their child's use of AI tools at home and ensuring they adhere to the guidelines set by the school.
- Engaging in school-led initiatives or workshops focused on AI awareness and its implications in education.

3. Misuse of AI

Within this policy, "AI tools" refers to software or platforms using AI to create, modify, or support content creation. This includes generative tools, as well as AI-powered grammar and style checkers. While the school will recognise AI's potential in supporting learning, it will also emphasise the difference between tools aiding learning and those potentially overshadowing or replacing a pupil's genuine efforts.

Any inappropriate use of AI tools that produces harmful, discriminatory, misleading, or unsafe content will be considered a safeguarding concern and managed in line with the school's Child Protection and Safeguarding Policy. Staff will remain vigilant for any signs that a pupil may be at risk through misuse of AI or exposure to harmful material.

AI in Homework

The school will maintain the following standards for pupils' homework:

- It must clearly be their own work
- Content must not be copied or paraphrased unattributed from any source, including AI tools
- The work should mirror their independent thought and understanding

The use of AI tools in homework will only be acceptable if the assignment's conditions explicitly allow it and the pupils can demonstrate their genuine contribution to the work.

The school will consider work which meets any of the following criteria as work that has misused AI:

- Replicating or rephrasing AI-generated content such that it dilutes the originality of the pupil's work
- Entirely copying AI-generated responses
- Leaning on AI for significant portions of the homework, undermining the pupil's analysis or evaluation
- Failing to properly attribute or incorrectly attributing AI tools as content sources
- Intentionally misleading teachers through deceptive referencing where AI has been used

Consequences

Pupils found misusing AI will be required to resubmit their assignments. Depending on the severity of the misuse, additional sanctions may be imposed, especially in cases where AI has been extensively relied on.

Guidance and awareness

The headteacher, in conjunction with teaching staff, will outline the boundaries of AI use. This guidance will be shared with pupils, ensuring they are informed about allowable AI applications in their work. Pupils will be trained on:

- Transparently declaring their use of AI tools.
- Properly referencing AI sources, including the AI tool's name and model date

Communication with Parents

Parents will be informed about the school's stance on AI, enabling them to guide their children on its appropriate use. The school will emphasise the significance of original homework submissions, the risks associated with AI tools, and potential repercussions of misuse.

4. Identifying AI misuse

To preserve the authenticity and integrity of pupil work, the school will establish robust measures to detect AI misuse.

The school will offer in-depth training sessions for staff, ensuring they understand the capabilities and risks associated with various AI tools.

When marking a pupil's work, teaching staff will use this policy and directives from the DfE and JCQ. Pupils will clearly indicate any AI assistance they have been given – specifying the tool used, the nature of assistance, and properly referencing the AI source. Teaching staff will give clear instruction on the correct way to reference AI-generated sources, including the AI model used and the model date.

Should there be any doubt about the authenticity of a pupil's work, teaching staff will speak to the pupil; this will provide an opportunity for the pupil to explain their thought process, thus clarifying any ambiguities.

While assessing, teachers will compare the submission with past work to detect glaring discrepancies. Attention should be paid to:

- Language nuances such as spelling, e.g. American vs British English, grammar, and punctuation.
- Writing style, tone, and vocabulary choice.
- Logical complexity and coherence of the content.
- Depth of understanding and alignment with the pupil's known academic level.
- Differences between handwritten and digital submissions.
- Disparities between classroom assignments and unsupervised work.
- References that seem dubious or unverifiable.
- Presence of outdated or irrelevant information.
- Absence of context-specific, local, or current knowledge.
- Unedited AI-generated markers or warnings.
- Repetitive content, hinting at multiple AI prompts to embellish the text.
- Any other inconsistencies that raise suspicion.

Teachers will generally not use AI plagiarism checkers due to evidence that they are inaccurate and can give false positives; teachers will rely on their own judgement, using the suggestions outlined above.

5. Preventing AI misuse

Reasonable deadlines will be set for homework with reminders provided to avoid pupils using AI tools as a last resort, having been unable to create their own work within the allocated timeframe.

Teachers will not accept work which is suspected to have been taken from AI tools without further investigation and will maintain good practice.

Pupils will be given the opportunity to complete associated work during school time under supervision, so that comparisons can be made between their writing styles and demonstration of knowledge in similar tasks.

Pupils will be advised of how the school will identify AI misuse and what the consequences will be if they are found to have misused it.

When setting homework, teachers will make clear to pupils whether AI tools can be used and, if so, the extent to which they are permitted.

Pupils will be encouraged to ask questions if they are unsure about how to use AI tools appropriately.

Pupils will usually be informed that they should avoid using AI tools for their work and should find sources of information through their own learning and what they have been taught in class.

Sessions will be held to inform pupils about the benefits and potential risks of AI in their homework and schoolwork. Through these sessions, pupils will learn the difference between legitimate assistance and over-reliance on AI.

The school will provide training sessions for parents, equipping them with knowledge about the potential and limitations of AI in education.

The school will ensure that this policy is communicated clearly to pupils and parents to provide clarity on the school's stance on the use of AI tools. The school will encourage an open feedback culture, where pupils are provided with a channel to report unintentional AI misuse or seek clarification on the acceptability of certain AI tools.

6. Using AI safely

The school will inform pupils and staff of the importance of protecting personal data and what information they should not enter into generative AI tools. Data entered into AI tools should not be identifiable to individuals.

The DSL will inform pupils and parents of the importance of avoiding harmful content online, including that which may be produced by generative AI.

To enhance understanding and vigilance, periodic data protection training sessions will be held for staff and pupils highlighting the risks associated with sharing personal data on AI platforms.

The school will distribute guidelines on the recommended AI tools that are recognised for their commitment to user privacy and data protection. Pupils and staff are encouraged to consult this list before using any new AI tool.

Random checks may be carried out on the AI tools being used within the school's network to ensure that they align with data protection standards. Any tool found to be questionable in its data handling practices will be flagged and reviewed.

Apart from formal training, the school will run awareness campaigns, using posters, digital communications, and classroom discussions, to constantly remind pupils and staff of the importance of data safety.

A feedback system will be put in place where pupils and staff can report any anomalies or concerns they encounter while using AI tools. This system will allow the school to stay updated on potential threats and address them promptly.

The school will strive to collaborate with reputable AI tool providers, ensuring that the platforms used prioritise user safety and data protection.

Any breaches of data or data protection concerns resulting from the use of AI tools will be handled in line with the school's Data Protection Policy.

The school's Safe Use of AI Policy will outline the steps taken to ensure AI is used appropriately and safely.

Staff and pupils will not input personal, identifiable, or sensitive information into AI platforms. This includes names, photographs, school identifiers, and contact information. These rules will be clearly communicated on a regular basis. The DPO will periodically audit AI usage to ensure compliance with the school's Data Protection Policy and UK GDPR requirements.

In addition to promoting safe use, the school will embed AI literacy across the curriculum in an age-appropriate way. Pupils will be taught how AI technologies function, the potential limitations and biases of AI-generated outputs, and the importance of critically evaluating any information produced by AI tools.

7. Monitoring and review

The governing board and headteacher will review this policy in full on an annual basis and following any incidents that occur due to the use of AI tools, e.g. data protection or cyber-security.

The next scheduled review date for this policy is May 2027.

Any changes made to this policy are communicated to all members of the school community.