



London
**Design &
Engineering**
UTC

Artificial Intelligence (AI) Policy

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Version Control Table

Version	Date	Amended by	Rationale
0.1	15/09/25	JCY	First Draft
0.2	14/09/25	JCY	Following the feedback from the Strategic Meeting
1.0	26/02/2026		The version approved by the Committee

Guidance on Version Control:

The above is an example of how to complete the Version Control table.

Versions are 0.1, 0.2, etc., until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or, if it's a major update, 2.0. Do not worry about the numbers going up and up; it's about getting the policy right – it's all fine.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	All Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	✓

Contents

1. Introduction	4
2. Scope.....	4
3. General Principles	4
4. Responsibilities of All Staff	4
5. Acceptable Use of AI Tools	5
6. Verification of AI-Generated Content.....	5
7. Safeguarding and Behaviour Expectations.....	5
8. Data Protection and GDPR	5
9. Assessment and Academic Integrity.....	6
10. If AI misuse is suspected, teachers must:	6
11. Training and Professional Development.....	6
12. Communications and Use of External AI Platforms	6
13. Reporting Concerns or Breaches.....	7
Appendices.....	8
Appendix A - Staff Guide.....	9
DO	9
DO NOT	9
Assessment Reminder	9
If in Doubt	9
Acceptable Learner Uses of AI - Examples	10
Unacceptable Learner Use of AI - Examples	10
Best Practices for Learners (All Subjects).....	10
Appendix B– Communications: Our Approach to Artificial Intelligence (AI).....	11
Appendix C – INTEL AI Training For Staff	13
Artificial Intelligence in Education	13

1. Introduction

Artificial Intelligence (AI) has become an increasingly powerful tool in education. At the LDE UTC, staff are encouraged to use AI responsibly to support teaching, planning, and workload management. We are proud to partner with INTEL and Intel Skills For Innovation to ensure an industry-standard approach to AI.

We do not lock out AI for learners; instead, we embrace it cautiously, providing access via our secure, locked-down **Copilot** system with measured support for other platforms (and their AI offerings) including ChatGPT, Gemini, Padlet and Satchel. We provide training advice and guidance to staff and learners on appropriate AI use via our staff CPD sessions and learner inputs.

This policy sets out the minimum standards for staff AI use, ensuring compliance with the **UTC's Safeguarding, Behaviour for Learning, GDPR Information Security**, as well as current DfE and JCQ guidance.

2. Scope

This checklist policy applies to:

- All staff.
- Any use of AI within the UTC, whether for teaching, learning, administrative, or assessment purposes.
- All AI-enabled platforms in use at the LDE UTC, including **Microsoft Copilot, ChatGPT, Padlet, Satchel, and Turnitin**.

Learner use of AI in bullying is governed by the **Behaviour for Learning Policy**.

3. General Principles

- AI tools are designed to **support**, not replace, the professional expertise of staff.
- Staff must **exercise professional judgement** in all AI use.
- AI-generated outputs must always be **verified, adapted, and contextualised** before being shared with learners.
- AI must never compromise learner safety, academic integrity, or compliance with GDPR.

4. Responsibilities of All Staff

- Complete all mandatory **AI training modules** as part of professional CPD.
- Use only **approved AI platforms**.
- Verify that any resources created using AI are **accurate, age-appropriate, and unbiased**.
- Monitor and guide learner AI use to prevent misuse.
- Report any safeguarding or GDPR concerns immediately.

5. Acceptable Use of AI Tools

AI may be used by staff for:

- Lesson planning, curriculum development, and resource creation.
- Generating draft ideas or templates to be adapted for teaching.
- Administrative support tasks (e.g., summarising, scheduling, drafting emails).
- Providing **feedback support** (e.g., suggesting comments), while ensuring feedback remains personalised and teacher-led.

6. Verification of AI-Generated Content

- All AI-generated content must be **checked by the teacher** for factual accuracy, inclusivity, and relevance.
- Teachers must not use AI content blindly or uncritically.
- Any material presented to learners must reflect professional standards and the values of the LDE UTC.

7. Safeguarding and Behaviour Expectations

- Staff must ensure AI does not expose learners to inappropriate, harmful, or biased material.
- Staff must model appropriate AI use, reinforcing expectations from the **Behaviour for Learning Policy**.
- Misuse of AI (e.g., bullying, harmful content, or academic malpractice) must be reported and managed under UTC safeguarding and behaviour procedures.

8. Data Protection and GDPR

At the LDE UTC, we believe in harnessing the power of AI to enhance productivity, creativity, and insight while ensuring our data remains protected, compliant, and secure. Any AI platform used must meet the following minimum requirements:

- **Compliance** with UK GDPR, DfE digital standards, and recognised security frameworks.
- **Enterprise-grade security**, including encryption, access control, and real-time auditing and monitoring.
- **Data residency** options ensuring UK/EU storage, with guarantees that customer data is not used for model training.
- **Integration** with existing identity and access management systems, including support for multi-factor authentication (MFA).
- **Enforcement of Data Loss Prevention (DLP)** policies, with centralised monitoring and safeguarding.
- **Strict prohibition** on the entry of personal, sensitive, or special category data unless explicitly risk assessed and authorised.

Microsoft Copilot currently meets these requirements and is fully integrated within the Microsoft 365 environment, inheriting the LDE UTC's security controls, compliance policies, and tenant-bound data governance. Its alignment with our infrastructure ensures consistent enforcement of data protection standards and simplifies management.

Use of any AI platform that does not meet the above requirements is prohibited. Staff must report any suspected or actual data breach immediately in accordance with the **Data Breach Policy**.

9. Assessment and Academic Integrity

- All **NEA and externally moderated assessments** must be submitted through **Turnitin**.
- Teachers must ensure an **IA (Integrity Assurance) receipt** is obtained and included in moderator samples.
- All teaching staff, including non-technical, must assess at least one piece of work per learner per term via Turnitin to ensure homework tasks are compliant with this policy
- Learner work must always represent their own effort. Staff must intervene if AI misuse is suspected.

10. If AI misuse is suspected, teachers must:

- Discuss concerns with the learner directly and give them the opportunity to explain their process.
- Request evidence of the learner's drafting process (notes, versions, prompts, references, or planning materials).
- Record the concern in line with the school's academic integrity procedures.
- Where appropriate, escalate the case to the relevant subject lead or senior leader for review.
- Provide guidance or re-teaching to ensure the learner understands acceptable use of AI.

11. Training and Professional Development

- AI CPD training modules are mandatory for all staff.
- Additional training opportunities will be provided to help staff use AI effectively, ethically, and safely.
- SLT will monitor completion of training and provide refresher updates when guidance changes.

12. Communications and Use of External AI Platforms

- AI tools must be used **only for professional purposes**, not personal curiosity or entertainment during school hours.
- Staff must not input UTC, staff, or learner data into unapproved or non-compliant AI platforms.

- Communications using AI (e.g., emails or letters) must be reviewed and signed off by the staff member before being shared externally.

13. Reporting Concerns or Breaches

- **Safeguarding concerns:** Report immediately to the Designated Safeguarding Lead (DSL).
- **GDPR/data breaches:** Report to the IT Service Delivery Manager and MIS/Data Lead as per the **GDPR Information Security Policy**.
- **Misuse of AI by learners:** Escalate under the **Behaviour for Learning Policy**.
- Staff must not attempt to resolve data or security breaches independently.

Appendices

The following appendices provide supporting information, practical guidance, and procedures to accompany this policy. They are designed to help staff, learners, and stakeholders apply the principles outlined in the main document. Each appendix contains detailed examples, templates, and step-by-step actions to ensure consistent practice across the LDE UTC.

Appendix A - Staff Guide

Staff AI Checklist

DO

- **Complete Intel CPD:** All staff must hold the *Intel Skills for Innovation – AI Module Level 1* (delivered via CPD sessions).
- **Verify AI Outputs:** Always check AI-generated resources for accuracy, appropriateness, inclusivity, and bias before using them with learners.
- **Use AI to Support, Not Replace:** AI can help with planning, resource development, and feedback, but teacher judgement is final.
- **Follow Safeguarding Policy:** Ensure learners are not exposed to harmful, unfiltered, or inappropriate AI content.
- **Respect GDPR:** Keep all personal, sensitive, or identifiable learner data out of external AI platforms (e.g. ChatGPT).
- **Encourage Critical Thinking:** Remind learners to use AI to support their work, not to complete it for them.
- **Use Approved Tools:** Microsoft Copilot, Padlet, Satchel, ChatGPT (staff only), and Turnitin are supported by the UTC.

DO NOT

- Copy AI content directly into lesson materials without verifying it.
- Allow learners to submit AI-generated work as their own.
- Input learner names, personal details, or confidential data into AI tools.
- Use AI tools that are not GDPR compliant or approved by SLT.
- Ignore biases or inaccuracies — always critically evaluate outputs.

Assessment Reminder

- All NEA and externally moderated work must be reviewed via an AI checking platform (**Turnitin, etc**).
- Teachers must include an **IA receipt** in the moderator sample.
- Although not mandatory, consider 'spot checks' via **Turnitin** on digitally submitted homework.

If in Doubt

- Ask SLT or the designated AI lead for guidance.
- Report any safeguarding or data protection concerns immediately, following existing UTC policies.

Acceptable Learner Uses of AI - Examples

Subject	How AI Can Be Used	Guidelines
English	Idea generation, brainstorming, exploring themes, generating essay titles or arguments	AI can assist in the initial stages of writing, but the final content must be the learner's own work.
	Research and information gathering, summarising articles, overviews of literary topics	Learners must verify information from reliable sources and reference properly.
	Grammar and style enhancement, suggesting improved sentence structure, punctuation, or vocabulary	Learners should review AI suggestions and incorporate them at their discretion.
	Drafting and structuring essays, outlining arguments	Learners must develop the full content independently; AI is a supplementary tool.
Maths	Assisting with problem understanding, explaining complex concepts	AI can support understanding, but learners must produce their own solutions.
	Step-by-step solutions for practice problems	Learners should attempt problems first independently; AI solutions can be used as guidance.
	Generating additional practice problems	AI-generated problems are for practice only; assessments must reflect learners' own work.

Unacceptable Learner Use of AI - examples

Subject	Unacceptable Practices
English	Submitting AI-generated content as own work without significant input.
	Failing to acknowledge AI assistance when it contributed significantly.
	Misrepresenting AI-generated work as personal analysis or writing.
Maths	Submitting AI-generated solutions as own work.
	Failing to disclose AI assistance.
	Overreliance on AI for completing assessments without demonstrating personal understanding.

Best Practices for Learners (All Subjects)

1. **Acknowledge AI Use:** Clearly state when AI tools have been used and describe the nature and extent of their contribution.
2. **Maintain Originality:** Ensure the majority of the work reflects personal understanding, reasoning, and analysis.
3. **Consult Educators:** Seek guidance on acceptable AI usage and follow school policies.
4. **Refer to JCQ Guidelines:** Familiarise yourself with the JCQ's [AI Use in Assessments: Protecting the Integrity of Qualifications](#) document for detailed regulations

Appendix B– Communications: Our Approach to Artificial Intelligence (AI)

Dear Parent/Carer,

As part of our commitment to preparing young people for the future, the LDE UTC embraces Artificial Intelligence (AI) as a learning and teaching tool. We know that AI is becoming an increasingly powerful presence in education and the workplace, and we want our learners to understand how to use it responsibly, ethically, and safely.

Our AI policy ensures that staff and learners benefit from AI while maintaining the highest standards of safeguarding, academic integrity, and data protection. Below is a summary of how AI is used at the LDE UTC:

Our Principles

- AI is used to support teaching and learning, not to replace teachers or learners' own efforts.
- All AI use must be responsible, ethical, and safe, reflecting the values of our school community.
- Learners are encouraged to see AI as a tool for critical thinking, creativity, and productivity, not as a shortcut.

How Staff Use AI - Training Provided

- To support lesson planning, curriculum design, and resource creation.
- To reduce workload by automating routine tasks (e.g., summaries, draft documents).
- To provide ideas and suggestions that teachers adapt with their professional expertise.
- To complete training in AI through the **Intel Skills for Innovation programme**, ensuring safe and effective use.

All staff check that AI-generated material is accurate, appropriate, and bias-free before sharing it with learners.

How Learners Use AI – Training provided

- Learners may use AI in structured, supervised ways, such as:
 - Brainstorming ideas in English or exploring themes.
 - Summarising research or generating practice questions in subjects like Maths.
 - Receiving grammar or style suggestions to improve their writing.
- Learners **must not**:
 - Submit AI-generated work as their own.
 - Use AI dishonestly in assessments or coursework.
 - Share personal or sensitive data with AI platforms.

All coursework and externally assessed work is submitted through **Turnitin**, which checks for originality and ensures fairness.

Safeguarding and Data Protection

- All AI use is closely monitored and linked to our safeguarding and GDPR policies.
- Learners' personal data is never entered into external AI systems.
- Only approved, secure platforms are used in school (e.g., Microsoft Copilot, Turnitin).

Why This Matters

We believe that giving learners safe, structured exposure to AI will prepare them for university, apprenticeships, and the workplace, where these tools are increasingly important. At the same time, we are clear that **integrity, independent thinking, and critical evaluation** remain at the heart of education

If you have any questions about how AI is used at the LDE UTC, please contact us via the main office or speak to your child's tutor.

Yours sincerely,

Chief Technology Officer
LDE UTC

Appendix C – INTEL AI Training For Staff

[Intel Documentation](#)

Intel SFI Professional Development on AI

Artificial Intelligence in Education

Description of this Certification: Artificial Intelligence in Education Professional Development courses aim to equip educators with the knowledge and skills to harness artificial intelligence effectively within teaching and learning environments. Across three focused courses, educators will discover how AI can amplify productivity, foster inclusive learning, and advance responsible AI use. By integrating AI thoughtfully, educators are empowered to transform administrative workflows, design accessible learning experiences for diverse learners, and navigate the ethical complexities of AI in education. This set of courses prepares educators to lead confidently in an AI-enhanced world—enhancing student engagement, equity, and responsibility. *To receive the badge for this, you will actually complete the following **three** modules/courses.*

AI for Educator Productivity

Efficiency and creativity can coexist when educators leverage AI to reduce administrative workload and streamline planning. In this course, educators explore how AI can streamline planning, reduce administrative burdens, and make space for creativity and meaningful student interaction. Educators will learn to identify repetitive tasks suited for AI automation, dispel common myths, and apply practical AI tools for lesson planning, communication, and workflow management. Through hands-on strategies and frameworks, educators will develop the competencies to integrate AI confidently and efficiently, enabling them to focus on high-impact instructional work. ([see detail](#))

AI for Accessible Learning

Creating learning experiences that meet the needs of every student requires thoughtful application of technology. This course empowers educators to leverage AI to design learning environments that are truly inclusive and accessible to all students. Educators will examine foundational accessibility principles and discover AI tools that support diverse learner needs—from language translation and simplification to assistive technologies for sensory and cognitive differences. Emphasising Universal Design for Learning (UDL), educators will develop practical strategies to use AI in reducing barriers and ensuring equitable access to education, even in low-resource settings. ([See detail](#))

Ethical AI in Education

In this course, educators will delve into the ethical implications of AI use in classrooms and schools. Through real-world scenarios and reflective activities, educators will investigate issues around fairness, privacy, bias, and accountability in AI systems. Educators will be introduced to frameworks and tools for ethical decision-making and policy development, enabling them to advocate for responsible AI use and prepare students to be thoughtful, informed users of emerging technologies. ([see detail](#))

