



Hants AI meeting (Nov 25)

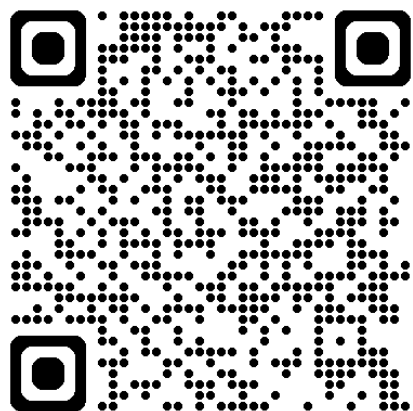
Tim Clarke and Henry Penfold



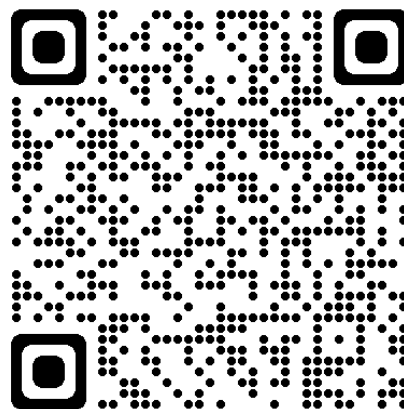


Digital Cornerstone

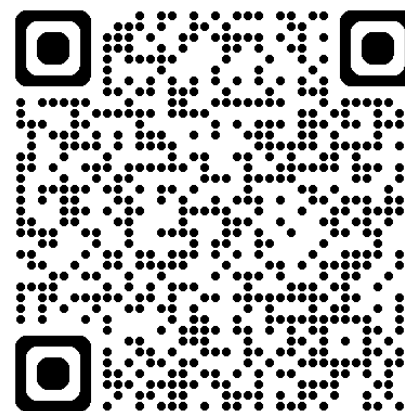
Digital
Cornerstone
website



Digital
Cornerstone
Case Studies



LeadTech
2026



Digital Cornerstone





Digital Cornerstone



1 – Policy and
responsibility in schools



2- Digital Cornerstone
Case Studies





1 - Policy and responsibility for schools



Preparing for the era of AI



What are your organization's **goals** for using AI?



What are your organization's **pain points** that AI can address?



What are your organization's **current capabilities** in terms of AI?



Does your organization have a **data strategy** in place?



Does your organization have the necessary **infrastructure and resources** to support AI initiatives?





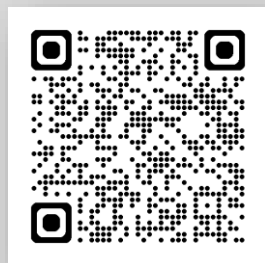
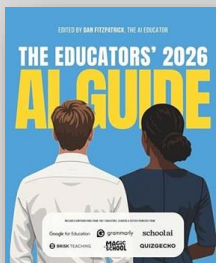
1b – The Educators' 2026 AI Guide



AI policy tenets: develop practical, ethical policies

- Create a living document that gets used
- It needs to be a living document that provides clear practical guidance for daily decision making, accessible to all staff and regularly referenced in planning and decision making processes
- Define acceptable use with clarity
- Approve tools with purpose
- Stay compliant and safe
- Acknowledge risks transparently
- Train, review and evolve

- What if your school has more AI than you think? A quick audit may reveal: reading apps with AI assessment, chat bots in learning platform, systems that nobody was approving...
- Cyber-attack rates are higher in educational institutions than the general business sector, because schools are 'power houses of data'. Student records, assessment schools, safeguarding information, photos - all in one place
- Malicious actors are using AI too. The UK's national cyber security centre didn't mince words. AI is now in the hands of "every type of threat actor" and will "almost certainly increase the volume and impact of cyberattacks"
- Fewer than 10% of schools and universities have created policies or guidance on how to use generative AI safely (UNESCO 2024)
- One thing's clear: children's data needs special protection. Always
- GDPR sets the gold standard. The UK's children's code mandates privacy by default for young users, through the new Data (Use and Access) Bill



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1c – DfE and UK Gov



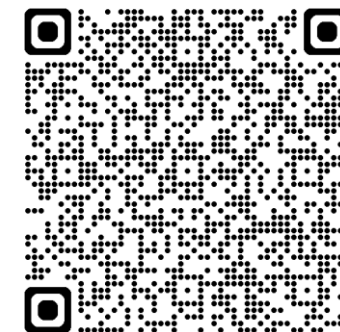
DfE Generative artificial intelligence (AI) in education (updated August 2025)

- Safety and reliability
- Robust data privacy measures
- Fairness, transparency, accountability
- CPD
- Encourage innovation (and)
- Address ethical consideration



UK Government's AI Playbook (Feb 2025)

- Principles for responsible use
- Human oversight
- AI literacy and training
- Policy on safeguarding and data
- Enhance learning
- Reduce workload



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1d – Using AI in Education (DfE)



Generative AI is a mainstream type of artificial intelligence that generates content based on a user's instruction, or prompt. Generative AI systems can seem accessible because they use natural conversational language, so interacting with a generative AI system feels like talking to another human.

However, it is important to remember that generative AI is a computer program and you, as the user, are responsible for the input and output.

Users must critically evaluate outputs to ensure accuracy, appropriateness and lack of bias.

Trying out prompting of generative AI



Specificity – be clear about what you want from the AI system. Vague prompts lead to vague answers. Instead of "Tell me about AI," try "Explain how generative AI can help teachers reduce workload, with examples."

Context and constraints – provide relevant background information and set boundaries. For example, "Summarise the risks of AI in education in under 100 words, using plain language."

Desired format – if you need a list, a paragraph, or a structured response, state it. For example, "List three advantages of AI in teaching, with a brief explanation for each."

Tone and style – specify the tone if needed. For example, "Explain AI bias in a way that a non-technical teacher would understand, using an informal and engaging tone."

Iteration and refinement – if the first response isn't quite right, refine your prompt. For instance, if an answer is too broad, you can adjust by adding "Focus on UK schools and recent policy discussions."

Product safety expectations

The Department for Education has produced product safety expectations guidance for settings and there is a link to the guidance on the next slide. Some key points from the guidance are:

- Generative AI products used in education must prevent access to harmful or inappropriate content.
- If using AI with students or pupils, settings should maintain effective filtering throughout AI system interactions, adapting to risk levels, user age and special needs.
- Systems must log activity, alert supervisors about harmful content and provide real-time notifications when content is blocked.
- Data protection must comply with GDPR, ensuring clear privacy notices and lawful data collection, processing and storage.
- AI systems must not collect, store, or use intellectual property (such as student-created work) for commercial purposes without explicit consent.
- Children under 18 require parental or guardian consent to have their work shared in AI systems, while teachers' work is subject to employer policies.
- AI products should prioritise child safety and transparency.
- Compliance with data protection laws, safeguarding regulations and AI governance standards is essential.

- **AI systems can generate incorrect or misleading information**, known as "hallucinations". These can be nonsensical or more subtle, such as fabricated facts or non-existent links.
- **Hallucinations occur because AI models make predictions based on patterns in their training data**. If the training data is incomplete, biased, or flawed, the AI system may learn incorrect patterns.
- **AI models lack real-world understanding** and may fill in the gaps incorrectly, leading to errors.
- **It is essential to check AI outputs and cross-reference information**. Users are responsible for both the input and output of AI tools.
- **An AI system can reflect biases** present in its training data or algorithms, such as racial or gender bias. This can result from flawed training data or developer choices.
- **AI can sound convincing, even when incorrect**. It is essential to remember AI is a machine, despite any human-like qualities.
- **Human oversight is crucial when using AI**, particularly for educators. Users are accountable and responsible for their use of AI.
- **Critical thinking is essential** when using AI and evaluating its outputs.





1e – Cornerstone AI Policy



Aims

- To enhance the teaching and learning in classes across the school and improve outcomes
- To inform strategic leadership and management knowledge, understanding and decision
- To support workload for staff across the school
- To ensure ethical and legal compliance by all users of AI systems
- To protect the privacy and data of all members of the Cornerstone Community (*staff, pupils, families, governors*)

Responsible use

EVERY time

- Evaluate the outputs to check it they meet your intended purpose / needs
- Verify facts, data and quotes from reliable sources
- Edit your prompt / ask follow up questions to improve AI output
- Revise results to reflect your specific needs, style and tone. AI is a starting point but should never be the final product
- You are responsible for everything you create with AI

- Staff should ensure their use of AI systems treat all people fairly
- Staff should ensure their use of AI systems is reliable and safe
- Staff should ensure their use of AI systems is secure and respects privacy
- Staff both individually and collectively should ensure their use of AI systems should empower everyone and engage people
- Staff should ensure their use of AI systems should be transparent and understandable
- Staff must be accountable for their use of AI systems
- Staff must take responsibility for any content generated by AI: while AI may do 80% of the drafting the staff member must ensure they check the accuracy, reliability and fairness of the final content they are responsible for

Enhancing teaching and learning *

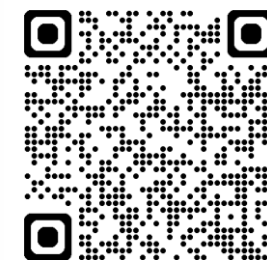
Staff at Cornerstone may only use AI systems for the following tasks / purposes:

- Simplify texts to support Lower Attainers or children with SEND, which may include combining it with using Wigit
- Using learners' sentences / writing to create images for them to evaluate their writing
- Using Reading Progress / Reading Coach to provide individualised feedback, or for learners to create their own individual texts
- Creating specific WAGOLs or model answers
- Creating images or songs for lessons and performances
- Generating a set of specific questions or word problems in subjects such as maths, science...
- Moderating children's written work (with permission from family)

Supporting workload *

Staff at Cornerstone may only use AI systems for the following tasks / purposes:

- A wide range of lesson planning / Unit of Learning planning
- Creating overviews of lesson plans and Units of Learning as a starting point for planning
- Generating a wide range of learning resources, including:
 - dictated paragraphs for weekly spelling tests
 - set of assessment / test questions
 - images for learning resources
 - in school and home learning activities / questions
 - sentences / variety of word classes for a specific unit
 - summaries and summary questions from texts
- Generating wording for objectives / documents (e.g. for Appraisal, ECT reports)
- End of year report statements
- Drafting emails, statements, reports and letters
- Analysing
- Summarising online documents and school documents
- Creating audio and video versions of policies and other documents
- Generating objectives and success criteria for Action plans and reports
- Creating specific AI chatbots / NotebookLM notebooks linked to school documents, e.g. planning, policies or school website and / or external documents e.g. Local Authority, DfE or Ofsted documents





2a - Cornerstone Case Studies



The Department for Education published a new advisory document: "Protective security and preparedness for education settings".

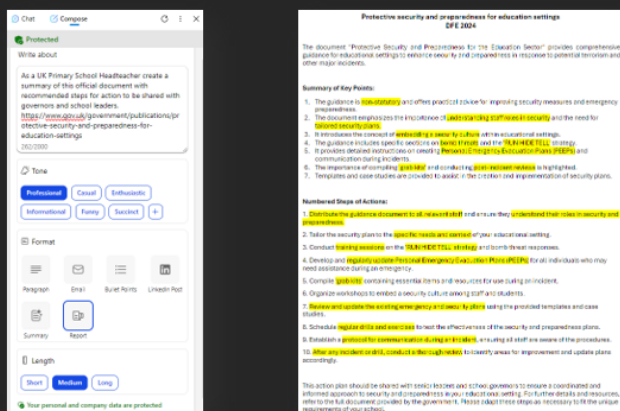
The full 60-page document can be found at this link:

∞ [Protective security and preparedness for education settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/protective-security-and-preparedness-for-education-settings)

I used Copilot to create a summary with the following prompt:

"As a UK Primary School Headteacher create a summary of this official document with recommended steps for action to be shared with governors and school leaders."

<https://www.gov.uk/government/publications/protective-security-and-preparedness-for-education-settings>



Cornerstone CE Primary: Case Study

Title:

Creating an AI chatbot in Microsoft Copilot Studio

Purpose for learning:

To allow all internal school staff to ask questions about the full range of school policies stored within the school Staff Shared Team / SharePoint.

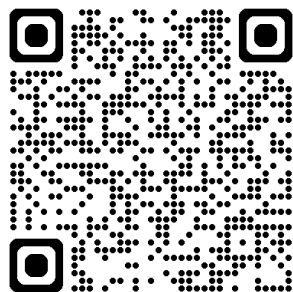
Responses will be accurately personalised to the specific school policies and will provide the names of the policies for reference.

Application:

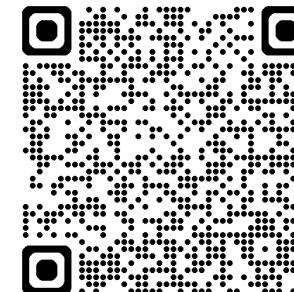
I logged into Microsoft Copilot Studio.



I clicked on Create and selected the pre-built template Agent: Website Q&A.

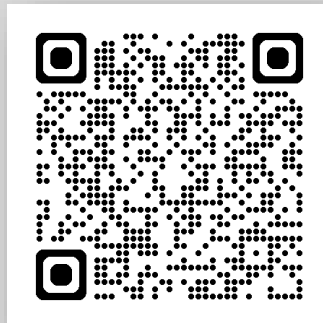
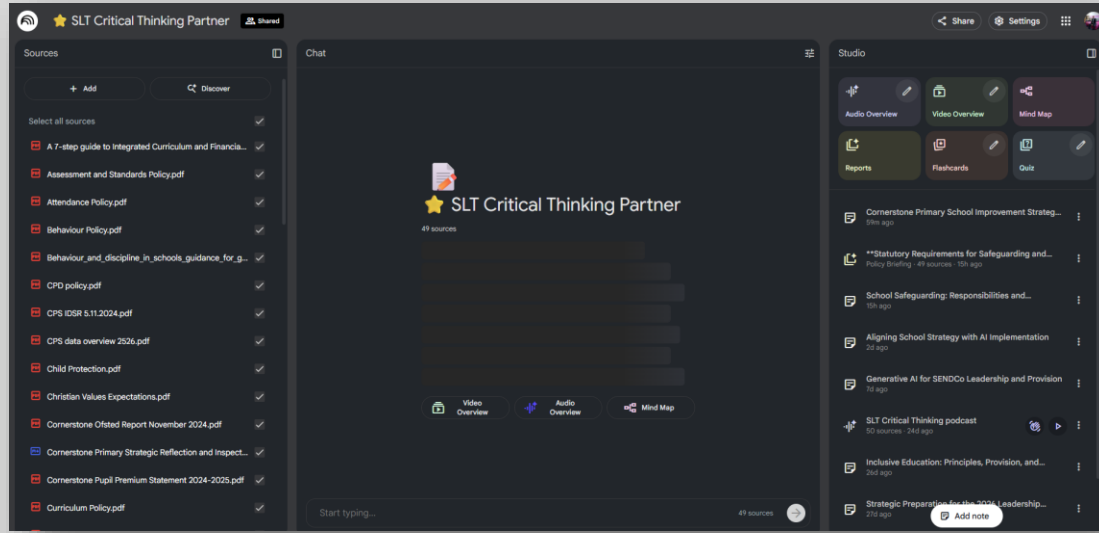


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2b - Cornerstone Case Studies

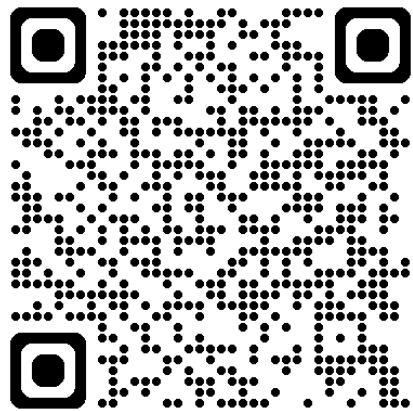


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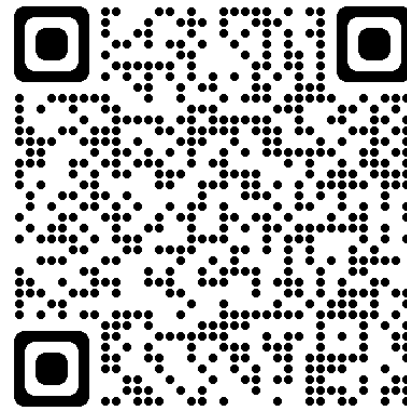
Thank you



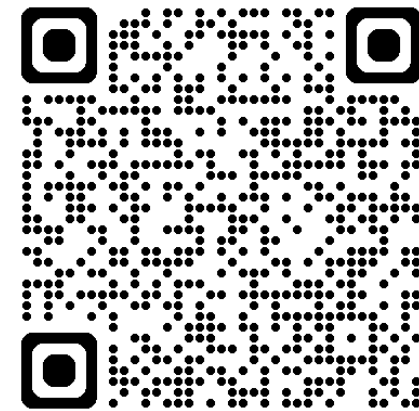
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