

Mayfield Primary School

7.H AI Policy

AI Policy for Mayfield Primary School

Introduction

This policy sets out Mayfield Primary School's approach to artificial intelligence education and the responsible use of digital technologies within the primary curriculum. It is designed to support high-quality provision from the Early Years Foundation Stage through to Year 6, with a clear focus on safe, purposeful and developmentally appropriate use of technology.

AI-related learning in primary education is delivered through the wider computing curriculum and through meaningful cross-curricular application. The policy reflects the expectations of the 2014 National Curriculum framework, the Early Years Foundation Stage, and the relevant inspection expectations in England. It ensures that pupils develop the knowledge, skills and understanding they need to become confident, responsible and creative users of technology, whilst maintaining strong safeguards around safety, privacy, inclusion and wellbeing.

Aims

Mayfield Primary School aims to:

- Provide a broad, ambitious and well-sequenced AI and computing curriculum from EYFS to Year 6.
- Enable pupils to understand how digital systems and artificial intelligence tools can support learning, communication, creativity and problem solving.
- Develop secure computational thinking, including pattern recognition and abstraction.
- Teach pupils to use digital tools safely, respectfully and responsibly.
- Ensure pupils can evaluate digital content critically and recognise reliability, bias and risk.
- Build confidence in information searching and digital creation.
- Promote responsible use of technology that enhances, rather than replaces, secure subject knowledge and purposeful learning.
- Ensure all pupils, including disadvantaged pupils and pupils with special educational needs and disabilities, can access and succeed in the curriculum.
- Embed a strong culture of online safety, data protection and respectful digital behaviour.
- Support pupils to become curious, creative and discerning users of technology in school and beyond.

Statutory Requirements

Mayfield Primary School will ensure that its AI and computing provision supports the following statutory duties and curriculum expectations:

- A balanced and broadly based curriculum that supports pupils' spiritual, moral, cultural, mental and physical development and prepares them for life opportunities and responsibilities.
- Full access to the curriculum for pupils with special educational needs and disabilities through reasonable adjustment, differentiated resources and adaptive teaching.
- Compliance with equality duties so that no pupil is disadvantaged on the grounds of gender, disability, race, religion or belief, or socio-economic background.
- Robust safeguarding arrangements for the use of digital devices, online services and artificial intelligence tools.
- Safe filtering, monitoring and reporting procedures for online activity, including concerns about content, contact and conduct.

- Lawful, fair and transparent handling of personal data when using digital platforms, applications or artificial intelligence tools.
- Respect for copyright and ownership of digital content, images, music and text.
- Safe management of risks linked to devices, charging, cables, equipment storage, posture, screen use and workstation set-up.
- Developmentally appropriate use of technology in the Early Years Foundation Stage, with a clear balance between digital activities, talk, play, physical development and outdoor learning.

Curriculum Coverage

The curriculum will cover the following broad areas:

- **Digital literacy**
  - Using technology purposefully to create, organise, store, manipulate and retrieve digital content.
  - Selecting and using software and devices effectively.
- **Data and information**
  - Understanding how data can be used to support decision making.
- **Networks and systems**
  - Understanding how digital systems, networks and the internet support communication and access to information.
- **Online safety and responsible use**
  - Keeping personal information private.
  - Recognising acceptable and unacceptable behaviour online.
  - Knowing how to report concerns.
- **Critical evaluation**
  - Assessing the reliability, purpose and potential bias of digital content and tools.
- **Creative use of technology**
  - Using digital tools to communicate ideas through text, image, audio, video and interactive media.
- **Artificial intelligence awareness**
  - Understanding that some digital tools can analyse data, generate outputs and support tasks.
  - Using such tools safely, age appropriately and with adult guidance.
  - Recognising that AI tools do not replace human judgement, teacher expertise or secure subject knowledge.

EYFS curriculum coverage

In the Early Years Foundation Stage, technology will be introduced through play-based, purposeful and developmentally appropriate experiences. Provision will support:

- Communication and language through talk about devices, programmes, routines and digital experiences.
- Understanding the world through observation, recording, exploration and simple digital tools.
- Physical development through controlling simple devices and tools.
- Literacy through digital storytelling, mark making and early composition.
- Personal development through safe, supported use of technology and awareness of boundaries.

Technology use in EYFS will be balanced carefully with movement, talk, sensory experiences, role play, construction, outdoor learning and direct adult interaction.

Curriculum Implementation

Mayfield Primary School will implement the curriculum through a clear progression from EYFS to Year 6, with knowledge, vocabulary, skills and understanding revisited in increasingly complex ways.

Planning

- The subject leader will maintain a published curriculum map showing progression across year groups.
- Planning will identify:
    - intended knowledge and vocabulary
    - practical skills and digital outcomes
    - opportunities for retrieval and revisiting prior learning
    - links to real world purposes and cross curricular learning
    - safeguarding and online safety content
- Units will be sequenced so that pupils build secure understanding before moving on to greater complexity.
- AI-related learning will be embedded within computing and wider curriculum contexts where appropriate, rather than being treated as a stand-alone technical novelty.

Teaching approaches

Teaching will reflect research-informed practice and will include:

- clear explanation and modelling by the teacher
- explicit instruction of new concepts
- guided practice before independent application
- deliberate use of vocabulary, sentence stems and visual models
- oral rehearsal and paired discussion
- unplugged activities before screen-based learning where helpful
- collaborative problem solving, including pair programming
- purposeful challenge and opportunities to explain reasoning
- regular retrieval practice and revisit of prior learning
- immediate correction of misconceptions, especially in programming, data and online safety

Lessons will be active and purposeful. Pupils will not spend time on passive screen use unless this is essential to the learning objective. Digital tools will be used to enhance creativity, communication, analysis and problem solving.

Resources and digital tools

- Staff will select resources carefully to ensure they are age appropriate, accessible and safe.
- Any digital platform or AI tool used in school must be checked for:
    - safeguarding suitability
    - data protection compliance
    - age appropriateness
    - educational value
    - alignment with school policy
- Where AI tools are used, pupils will be supported to understand that outputs may need checking, refining and evaluating.
- The school will prioritise tools that support learning without replacing active teaching or reducing conceptual understanding.

- Staff are not permitted to upload digital formats of pictures of any pupils into any AI platform.
- Parental forms of communication via social media will not contain any digital photos of pupils

EYFS implementation

In EYFS:

- Technology will be used sparingly, intentionally and within a balanced provision.
- Adults will model language linked to devices, routines, problem solving and digital exploration.
- Children will use technology to support:
    - early storytelling
    - drawing and mark making
    - music and sound exploration
    - simple problem solving
    - recording observations
- Digital experiences will never reduce the quality of social interaction, movement, play or outdoor learning.

Assessment

Assessment in AI and computing will be embedded within teaching and used to inform future planning.

Formative assessment

Teachers will use:

- observation of practical work
- questioning and discussion
- live checking during lessons
- retrieval tasks and low-stakes quizzes
- short practical challenges
- analysis of digital work and saved projects
- verbal explanations from pupils

Teachers will look for evidence that pupils can:

- recall key concepts
- apply learning in new contexts
- explain their reasoning
- debug errors and improve their work
- use vocabulary accurately
- behave safely and responsibly online

Summative assessment

Summative assessment will include:

- end of unit tasks or projects
- digital portfolios or saved evidence of progression
- teacher judgement against the intended curriculum
- periodic review of coverage, retention and depth of understanding

Assessment will focus on whether pupils have secured the planned learning, not simply whether they have completed a task. Progress will be judged against the school's curriculum intent and pupils' starting points.

Roles and Responsibilities

Headteacher and senior leadership team

- Provide strategic direction for the subject.
- Ensure curriculum provision is safe, ambitious and fully resourced.
- Monitor the quality and impact of teaching and learning.
- Ensure staff training, safeguarding and data protection arrangements are secure.
- Review provision for inclusion, access and wellbeing.

Subject leader

- Lead the development, implementation and review of the AI and computing curriculum.
- Maintain the curriculum map and progression overview.
- Monitor planning, teaching, pupil outcomes and digital evidence.
- Identify strengths and gaps in sequencing, coverage and retention.
- Support staff with subject knowledge, resources and good practice.
- Keep under review the safe and appropriate use of AI tools.

Class teachers

- Deliver the curriculum with fidelity and adapt teaching to meet pupil needs.
- Teach online safety regularly and explicitly.
- Use assessment to identify misconceptions and address them promptly.
- Ensure pupils use technology safely, respectfully and responsibly.
- Provide meaningful opportunities for discussion, practice and application.

Support staff

- Support access for pupils who need additional help.
- Reinforce agreed language, routines and safety expectations.
- Use adaptive resources and prompts as directed by the class teacher.

Governors or trustees

- Hold leaders to account for the quality and safety of the curriculum.
- Review reports on standards, safeguarding, inclusion and staff training.
- Ensure appropriate resources and oversight are in place.

Pupils

- Use technology responsibly, safely and respectfully.
- Follow school guidance on devices, passwords, privacy and acceptable use.
- Report any concerns about online content, contact or conduct to an adult.

Inclusion

Mayfield Primary School is committed to ensuring that all pupils can participate fully in AI and computing education.

Provision will include:

- adaptive teaching and differentiated outcomes
- visual, verbal and practical scaffolds
- simplified interfaces or alternative input methods where needed
- assistive technology to support access and independence
- pre teaching of vocabulary and concepts
- additional adult support where appropriate
- flexible grouping and collaborative learning
- opportunities to demonstrate learning in more than one way

For pupils with special educational needs and disabilities, tasks will be designed so that they can engage meaningfully with the same curriculum intent as their peers. Where necessary, barriers will be reduced through adjusted resources, pacing, modelling and response formats.

The school will ensure that disadvantaged pupils have equal access to devices, digital experiences and enrichment opportunities so that prior access does not determine success.

Professional Development

The school will ensure that staff have the knowledge and confidence to teach AI and computing safely and effectively.

Professional development will:

- strengthen subject knowledge in programming, data, digital literacy and online safety
- support understanding of AI tools, their strengths, limitations and risks
- develop staff confidence in safe and age appropriate use of technology
- provide training on safeguarding, data protection and copyright
- share high quality examples of planning, modelling and assessment
- address common misconceptions and areas of difficulty
- support staff to use adaptive teaching and accessible resources

New staff will receive induction on curriculum expectations, online safety, data handling and safe use of digital tools. Ongoing development will include coaching, sharing of good practice and review of external guidance where relevant.

Inspectorate Expectations

This policy is designed to meet the expectations of Ofsted by ensuring that:

- **Quality of education**
  - The curriculum is ambitious, sequenced and coherently planned from EYFS to Year 6.
  - Pupils learn knowledge and skills in a structured way that enables them to remember more and do more over time.

    - Teaching builds learning securely and addresses misconceptions effectively.
    - Progression is clear in programming, digital literacy, information handling, creativity and safe use of technology.
- **Leadership and management**
    - Leaders have a clear rationale for AI and computing provision.
    - Curriculum quality is monitored systematically.
    - Staff receive the training they need to teach confidently and safely.
    - Inclusion, safeguarding and responsible technology use are given high priority.
- **Personal development**
    - Pupils learn how to use technology responsibly, respectfully and safely.
    - Online safety, privacy and digital citizenship are taught progressively.
    - Pupils develop critical awareness of digital content and AI outputs.
- **Behaviour and attitudes**
    - Pupils are supported to use devices appropriately and to work collaboratively.
    - Expectations for respectful behaviour, including online behaviour, are clear and consistently applied.
    - Pupils are encouraged to persevere, evaluate and improve their work.

The school will maintain published curriculum documentation, digital evidence, pupil discussion and monitoring records to demonstrate impact and progression.

Monitoring and Review

The implementation of this policy will be monitored by the subject leader and senior leaders through:

- planning reviews
- lesson visits and learning walks
- scrutiny of digital work and portfolios
- pupil voice discussions
- assessment information
- review of online safety incidents and responses
- staff feedback and training evaluation

Monitoring will focus on:

- progression in knowledge and skills
- consistency of implementation
- breadth and balance of curriculum coverage
- retention of prior learning
- inclusion and access for all pupils
- safe and effective use of digital and AI tools

The policy will be reviewed annually, or sooner if there are changes to statutory requirements, safeguarding guidance, curriculum expectations or school practice.

Links to Other Policies

This policy should be read alongside:

- Safeguarding Policy
- Child Protection Policy

- Online Safety Policy
- Acceptable Use Policy
- Data Protection Policy
- Behaviour Policy
- Equalities Policy
- Special Educational Needs and Disabilities Policy
- Curriculum Policy
- Assessment Policy
- Charging and Remissions Policy
- Health and Safety Policy
- Mobile Devices Policy
- Relationships and Health Education Policy
- Early Years Foundation Stage Policy
- KCSIE 2026

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