



RADLEY

Use of AI

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Preparing our community for a world with AI

Artificial Intelligence (AI) is reshaping the world around us. From the way we write and research to how we analyse data and create art, AI tools are becoming embedded in daily life. As a school, we want our pupils and staff to be open-minded, discerning and confident in this changing landscape. We aim neither to ban nor to blindly embrace AI, but to develop the habits of thoughtful and ethical use that will prepare our community for university, work and life.

This policy has regard to the Department for Education's guidance, 'Generative Artificial Intelligence in Education' (August 2025):

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>.

We strongly encourage experimentation. Staff and pupils should feel empowered to explore how AI can make learning deeper, teaching more efficient, and administration smarter. At the same time, we want everyone to understand the pitfalls, biases, and risks that come with this technology. The guiding principle is simple: AI should help us think more, not think less.

Our approach

We approach AI with curiosity and care. The term 'AI' is used widely and often inaccurately, but at its core we are talking about systems that can process information and generate new outputs—particularly Large Language Models (LLMs) such as Microsoft Copilot or ChatGPT.

As a Microsoft school, we use Copilot as our default AI environment. Copilot is embedded within our Microsoft 365 tenancy, keeping sensitive information secure within our systems. While staff and pupils may explore other tools, they should always treat these as public spaces where any data entered could become visible to others.

AI will undoubtedly change the way we teach and learn. Just as the arrival of calculators in the 1980s shifted mathematics from calculation to understanding. The key will be discernment — choosing when to use AI and when not to.

Discernment and critical thinking

Every use of AI should begin with reflection. Before using a tool, ask yourself: Does this add quality? Does it save time? Does it deepen understanding? Or does it make me less engaged, more distracted, or less original?

AI can be a remarkable assistant – a generator of ideas, a sounding board, a summariser of information. But it can also lull us into complacency, feeding us answers without demanding thought. In all things, we should aim to stay cognitively engaged. Learning happens when we think.

How staff can use AI well

AI can make everyone's work more efficient and creative. Staff might use Microsoft Copilot to draft letters, lesson outlines, or reports; to design quizzes or revision activities; to summarise articles; or to find examples and data to illustrate a point.

Copilot can also help with administration: minuting meetings, analysing feedback, or producing first drafts of documents that can then be refined by hand. As always, the user must review, edit, and take full responsibility for the final version. The human voice should always be recognisable.

AI can also support professional development. Asking Copilot to suggest reading on a new topic, to generate ideas for departmental discussion, or to propose ways of improving feedback can be a good starting point for reflection.

The same principle applies to creative exploration. AI can suggest layouts, diagrams, or images for presentations – but design and substance remain ours. It should act as a catalyst for human imagination, not a substitute for it.

How pupils can use AI well

AI tools can help pupils to understand material more deeply, to test their knowledge, and to manage their time more effectively. Microsoft Copilot should be their first choice when using AI, as it operates securely within the school's system.

The fundamental questions you should always ask yourself before using LLMs are the following:

Is this helping my learning? Has using it caused me to think? Has it led to a change in my long-term memory?

Here are some ways in which LLMs, like ChatGPT, can be useful:

To give you a list of questions to assess your understanding/memory of a topic.

To give you a summary of a topic that you can then commit to memory with flashcards or 'look-cover-write-check'.

To help you with academic organisation, such as providing you with a revision plan over the Easter holidays.

Here are some ways in which LLMs are not useful and, in fact, are actively damaging to your education:

Asking ChatGPT to plan your essay.

Asking ChatGPT to write all or some of your essay.

Asking ChatGPT to give you the answers for mathematical or scientific problems.

The reason for this is that, if you ask ChatGPT to plan or write an essay for you, you are not cognitively engaged. You are not having to think about the topic/question that your don wants you to think about and, because you are not thinking about it, nothing is being learnt.

One of the greatest challenges of our times will be to decide how to use LLMs to achieve our aims. You must make sure that, if you choose to use ChatGPT, you use it to help rather than hinder your learning.

Integrity and assessment

Integrity is at the heart of scholarship. When pupils use AI to complete work that is meant to represent their own thinking, they deprive themselves of learning and misrepresent their effort. AI-generated work must never be submitted as one's own. Coursework (NEA) and university applications have clear rules about AI use, and breaches can have serious consequences.

Dons who suspect that AI has been misused should talk to the pupil concerned. In most cases, a conversation will clarify whether AI was used appropriately to assist understanding, or inappropriately to replace original work.

Data, privacy and ethics

AI systems learn from the information we give them. This means that whenever we input data into a public AI tool, we should assume that it might become visible beyond the school. No personal data, sensitive information, or identifiable details about pupils or staff should ever be entered into non-Microsoft AI systems.

Microsoft Copilot should always be the default choice for staff and pupils when working with school data, since it remains within our Microsoft 365 environment. It is designed to protect privacy and maintain compliance with UK GDPR.

We must also be aware of the environmental cost of AI. Data centres use significant energy, and responsible use includes recognising the sustainability impact of our digital actions.

Looking ahead

AI is evolving rapidly. What seems experimental now will soon become routine. As systems become more specialised, they will allow us to personalise learning, refine communication, and focus our human effort where it matters most – on relationships, creativity, and judgement.

Over the coming years, we will continue to explore how AI can enrich our community. We will do so thoughtfully, with respect for the past and excitement for the future. Our goal is not simply to use AI, but to understand it – and to use that understanding to make our teaching and learning more humane, not less.