KEYS Academy Trust

"Unlocking the Future"

Use of Artificial Intelligence (AI) Policy

Policy Level and Description:	1	TKAT Statutory Policy ALL Schools require a policy on this topic/area. Only changes to highlighted sections are allowed to the core text – changes will be limited to school name and very limited school-specific details - LGBs to adopt, implement and monitor this policy.	
Reviewed by: *(Trust Officer)*	Alex Powley, Director of Teaching and Learning	**Reviewed by:** ***(School representative)***	(name, role)
Approved by: *(Trust Committee/Trust Board)*	CECE	**Approved by:** *(LGB/LGB Committee)*	
Trust approval date: *(dd/mm/yyyy)*	06/10/2025	**LGB/LGB Committee approval date:** *(dd/mm/yyyy)*	
Review due: *(mm/yyyy)*	05/2027		

Version	Date	Description

1	September 2025	Creation of policy, in line with latest guidance, KCSIE and Online Safety Policy.

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This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all.

The term 'parent' should be read as 'parent, carer or guardian' throughout.

TKAT vision

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

1. Introduction

1.1. Artificial intelligence (AI) offers opportunities to enhance teaching, learning, operations and processes when used effectively, safely, ethically and lawfully. This policy sets out how our school will adopt AI against a clear set of aims and parameters to achieve these goals.

1.2. This policy covers the use of AI tools (including generative AI and integrated AI solutions) by staff, trustees, local governors and pupils at The Keys Academy Trust (TKAT). Any use of AI must follow the guidelines set out in this policy.

1.3. Please note the following, which will be applicable throughout the policy:

- Any reference to 'all within TKAT ' refers to staff, trustees, local governors and pupils.
- Any reference to 'we' should be read as The Keys Academy Trust.
- Any reference to 'parents' should be read as 'parents, carers and guardians'.

1.4. This policy should be read alongside other TKAT or school policies:

- Data protection policy
- Child protection and safeguarding policy
- Assessment policy
- Behaviour policy
- Code of conduct
- Feedback policy
- ICT acceptable use policy
- Online safety policy
- EDI policy.

2. Aims and scope

2.1. The purpose of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies and tools. It is designed to provide a framework for the appropriate use of AI tools and technologies.

2.2. The Keys Academy Trust is committed to employing AI technologies with a focus on ethics, transparency, and responsibility.

2.3. We recognise the potential of AI to significantly enhance student learning and engagement, and we are actively exploring how integrating this technology into our educational framework can not only benefit students but also streamline and optimise various aspects of our business operations, from administrative tasks to the development of tailored learning solutions.

2.4. However, we also emphasise the need to safeguard the privacy of the school community members and ensure that the use of these technologies aligns with ethical standards.

2.5. This policy will enable the school community to make use of the recent developments with AI technologies, ensuring that best practice is followed to further develop the use available both within and outside of the classroom.

2.6. This policy document applies to all members of our school community, including trustees, governors, pupils, teachers, business and operations staff, volunteers, contractors and other stakeholders who may use AI technologies in the school environment. The following stakeholders are involved in the implementation of this policy: school leadership, teachers, IT staff, business and operations staff, students, and parents/guardians.

2.7. This policy supports schools to achieve the following aims:

- Support the use of AI to enhance teaching and learning.
- Support staff across TKAT to explore AI solutions to improve efficiency and reduce unnecessary workload.
- Improve the quality and accessibility of curriculum resources and support inclusion.
- Train and upskill all within TKAT in how to use AI tools effectively and safely.
- Prepare all within TKAT for a future in which AI technology will be an integral part.
- Promote equity in education by using AI to address learning gaps and provide personalised support for pupils.
- Ensure that AI technologies are used ethically and responsibly by all within TKAT.
- Protect the privacy and personal data of all within TKAT, in compliance with the UK Data Protection Act (2018) and GDPR.

3. Definitions

3.1. This policy refers to a range of terms throughout. Some of these terms below are to support those reading the policy to understand the terms used. Those terms and key definitions are outlined below:

- **Generative AI:** deep-learning models that can generate high-quality text, images, and other content based on the data they were trained on.
  - **Open generative AI tools:** AI systems which are accessible and modifiable by anyone. They may store, share or learn from the information entered into them, including personal or sensitive information.
  - **Closed generative AI tools:** AI systems which are generally more secure, as external parties cannot access the data you input
- **AI tools:** a term used within this policy to denote systems that generate, predict, classify or recommend content (e.g. chatbots, transcription, marking assistants, image/audio tools).
- **AI-generated:** a term used within this policy for content that is generated in whole or in a substantial way with AI tools.
- **AI-assisted:** a term used within this policy for content that has been created by a human user, but parts of the content have been supported by AI research, text generation or other passive means (as opposed to a fully created AI-generated document based on prompts to produce a complete or substantially complete document).
- **API:** Application Programming Interface - a set of rules and tools that lets different software programs talk to each other, safely share information, and request services without needing to know each other's inner workings.

4. Legislation

4.1. This policy reflects good practice guidelines / recommendations in the following publications (these are accurate at the time of approval by Trustees):

- AI regulation white paper, published by the Department for Science, Innovation and Technology, and the Office for Artificial Intelligence.
- Generative artificial intelligence (AI) and data protection in schools, published by the Department for Education (DfE).

4.2. This policy meets the requirements of the following:

- UK General Data Protection Regulation (UK GDPR) – the EU GDPR was incorporated into UK legislation, with some amendments, by The Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020.
- Data Protection Act 2018 (DPA 2018).

5. Regulatory principles

5.1. At The Keys Academy Trust, we follow the 5 principles set out in the AI regulation white paper.

Regulatory principle:	**We will meet the following:**
Safety, security and robustness	• Ensure that AI solutions are secure and safe for users and protect users' data. • Ensure we can identify and rectify bias or error. • Anticipate threats such as hacking.
Appropriate transparency and 'explainability'	• Be transparent about our use of AI, and make sure we understand the suggestions it makes.
Fairness	• Only use AI solutions that are ethically appropriate, equitable and free from prejudice.
Accountability and governance	• Ensure that all relevant and appropriate groups within TKAT have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI.
Contestability and redress	• Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology. • Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment.

6. Roles and responsibilities

6.1. **Trust-level AI lead**

Our AI trust lead is Phil Sherwood. They are responsible for the strategic oversight of AI use across the trust.

6.2. **AI Working Group**

The AI Working Group will ensure the following:

- Seek out and suggest relevant new AI tools.
- Identify changes in practice and bring these to the AI Working Group for consideration.
- Develop training materials and support the delivery of training to upskill staff and other Trust users.
- Gather feedback from schools to share with the AI Working Group, to support the refinement of policy and procedures, and support the sharing of best practice with others within the Trust.

6.3. **Board of trustees**

The board of trustees will ensure the following:

- Take overall responsibility for monitoring this policy and holding school leaders to account for its implementation in line with TKAT's AI strategy.
- Review and update the AI policy as appropriate, and at least annually.
- Ensure school leaders are appropriately supported to make informed decisions regarding effective and ethical use of AI across the trust.
- Be aware of the approved uses of AI, or new AI tools used by TKAT.

6.4. **School leaders**

School leaders will ensure the following:

- Take responsibility for the day-to-day leadership and management of AI use in their school.
- Liaise with the data protection officer (DPO) to ensure that the use of AI is in accordance with data protection legislation.
- Liaise with the designated safeguarding lead (DSL) to ensure that the use of AI is in accordance with Keeping Children Safe in Education and the school's child protection and safeguarding policy.
- Ensure that the guidance set out in this policy is followed by all staff.
- Ensure staff are appropriately trained in the effective use and potential risks of AI.
- Make sure pupils are taught about the effective use and potential risks of AI.

6.5. **Trust data protection officer (DPO)**

The trust-level data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI. Full details of the trust's DPO can be found in the trust's Data Protection Policy.

6.6. **Designated safeguarding leads (DSLs)**

DSLs are responsible for monitoring and advising on our compliance with safeguarding requirements, including in relation to the use of AI. These include, but are not limited to, the following:

- Be aware of new and emerging safeguarding threats posed by AI.
- Update and deliver staff training on AI safeguarding threats.
- Respond to safeguarding incidents in line with Keeping Children Safe in Education (KCSIE) and the school's child protection and safeguarding policy.
- Understand and regularly review the results of the filtering and monitoring systems and processes in place on school devices and devices connected to the school's network. The DSL is accountable for ensuring that filtering and monitoring systems are in place, reviewed and integrated into safeguarding procedures, with SLT and governors overseeing their effectiveness.
- Report safeguarding concerns linked to AI following agreed safeguarding procedures.
- Liaise with the trust's DSL network and AI Lead with regard to any emerging AI concerns.
- Label content as AI-generated or AI-assisted if relevant (i.e. if beneficial to the audience, and/or in marketing or other similar situations where not disclosing the use of AI tools would be considered deceptive or misleading to those viewing or using the content).

6.7. **All staff / Trustees**

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

As part of our aim to reduce staff workload whilst continuing to improve outcomes for our pupils, we encourage staff to explore opportunities to meet these objectives through the use of approved AI tools.

To protect data when using generative AI tools, staff/Trustees must ensure the following:

- Use only approved AI tools.
- Seek advice from the Data Protection Officer/ AI Lead / DSL, as appropriate.
- Report safeguarding concerns to the DSL, in line with the Trust's child protection and safeguarding policy and any other safeguarding procedures or expectations for logging concerns (e.g. using an electronic recording system such as CPOMS).
- Identify whether they are using an open or closed generative AI tool and whether the task they are preparing to execute within the tool is appropriate for that specific AI tool, in line with this policy.
- Ensure there is no identifiable information included in what is put into open generative AI tools.
- Fact-check and/or sense check results to make sure the information is accurate.
- Only share AI-generated or AI-assisted documents if the creator is confident that the information is accurate.

6.8. **Pupils**

Pupils must ensure they meet the following, or are supported to meet the following:

- Follow the guidelines set out in section 7 of this policy ('Use of AI by pupils'), supported by staff.
- Ensure that clear expectations are set that school apps and services (such as MS Teams) used within the home environment meet the same expectations as this policy outlines for school use.

7. Use of AI Tools and Technologies

7.1. While the range of AI tools – and capabilities – is likely to expand greatly in the near future, the current use of AI tools to support teaching and learning may include (but is not limited to) the following:

- Research assistance
- Data analysis
- Language translation
- Writing assistance
- Idea and resource generation
- Accessibility assistance
- Personalised learning
- Lesson development support
- Assessment / quiz / knowledge checks creation.

7.2. The Keys Academy Trust will also research the use of AI tools to support the wider operations of the Trust. Tools may be used for (but not be limited to) the following:

- Process automation
- Communication enhancement
- IT/Network security
- Personalised communication
- Data management and analysis
- Research assistance
- Idea and resource generation.

8. Use of AI by all within TKAT

Approved use of AI

8.1. At The Keys Academy Trust, we are committed to helping staff, trustees and local governors reduce their workload. Generative AI tools can make certain written tasks quicker and easier to complete, but cannot replace the judgement and knowledge of a human expert. AI also cannot provide a degree or percentage of certainty to its answers or output, so staff should be mindful of this.

8.2. Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it.

8.3. Any member of staff, trustee or local governor using an AI-generated plan, policy or document should only share the AI-generated content with other members of staff, trustees or local governors for use if they are confident of the accuracy of the information.

Creators are not required to state specifically that content is AI-generated or AI-assisted; however, labelling content as such should be considered as part of a 'pro-innovation approach to AI regulation', and/or in marketing or other similar situations where not disclosing the use of AI tools would be considered deceptive or misleading to those viewing or using the content.

8.4. Users/creators should always consider whether AI is the right tool to use: A Trust-approved AI tool does not mean it will always be the most appropriate or suitable tool for use.

8.5. A separate, live document outlines the approved AI tools and the approved uses for each tool.

Process for approval of AI tools

8.6. Staff are encouraged to suggest new ways of using AI or new AI tools to improve pupil outcomes and/or reduce workload. They should contact their senior leader to discuss any ideas they may have with regards to using AI, so they can take the suggestions forward if they deem it to be a satisfactory new method of working.

8.7. The CEO is responsible for signing off on approved uses of AI, or new AI tools, taking into account advice from the DPO, AI Lead and data protection impact assessments.

Data protection and privacy

8.8. To ensure that personal and sensitive data (including school and/or pupil data) remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots.

8.9. If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Keys Academy Trust will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy. Please also refer to the relevant section of this policy for further information regarding breaches of policy.

Intellectual property (IP)

8.10. Most generative AI tools use inputs submitted by users to train and refine their models.

8.11. Creators own the intellectual property (IP) rights to original content they create (including pupils). The Keys Academy Trust will be mindful of what is inputted into AI and, therefore, what could be used to train generative AI. The Keys Academy Trust will also be mindful of legal restrictions such as copyright, where applicable.

Bias within AI

8.12. We are aware that AI tools can perpetuate existing biases, particularly towards protected characteristics including sex, race and disability. For this reason, critical thought must be applied to all outputs of authorised AI applications. This means fact- and sense-checking output.

8.13. The Keys Academy Trust will ensure it can identify and rectify bias or error by training staff in this area. The term 'training' may also include information presented in several ways, for example briefings or email reminders.

8.14. The Keys Academy Trust will also regularly review our use of AI to identify and correct any biases that may arise.

8.15. If parents or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through the school's usual complaints procedures and policy.

Raising concerns regarding AI

8.16. Staff should speak to their school's senior leader in the first instance if they have any concerns about the use of AI, potential use of AI, or AI use that may have resulted in errors that lead to adverse consequences or unfair treatment.

8.17. Safeguarding concerns arising from the use of generative AI must be reported immediately to the DSL in accordance with the Trust's child protection and safeguarding policy.

Ethical and responsible use

8.18. The Keys Academy Trust aims to ensure it meets the following criteria:

- Use generative AI tools ethically and responsibly.
- Remember the principles set out in our Trust's equality policy when using generative AI tools.
- Consider whether the tool has real-time internet access, or access to information up to a certain point in time, as this may impact the accuracy of the output.
- Fact- and sense-check the output before relying on it.
- Staff members, trustees and local governors must not engage in the following:
- Generate content to impersonate, bully or harass another person.
- Generate explicit or offensive content.
- Input offensive, discriminatory or inappropriate content as a prompt.
- Use AI in any way that contravenes the Trust's Code of Conduct or any professional standards.

9. Filtering, monitoring and safety features

9.1. Given the increasing importance of generative AI, TKAT senior leaders and DSLs must consider how AI tools are selected, used, monitored and restricted (in line with KCSIE and our TKAT Online Safety Policy).

9.2. TKAT maintains appropriate filters and monitoring systems across all school-owned and brought-in devices, achieving the level of protection required by KCSIE 2025 and the DfE filtering and monitoring standards. These filtering and monitoring systems are arranged by our IT providers and content is also monitored by designated staff within each school/TKAT building.

9.3. Before approving an AI tool, the approvers should carry out an assessment of risk, using the rubrics noted in Appendix 1, and considering the following:

- Who the intended user is (i.e. pupil or staff), or who will have visibility of the results of prompts or input.
- Whether the tool provides logs or reports of usage.

- Whether the tool has built-in content moderation or safety features.
- Whether the provider restricts output of harmful content.
- Data protection / privacy implications (e.g. whether student input is stored or reused).
- How prompts and outputs will be visible/archived.
- Whether use is age-appropriate.
- Whether the tool can be integrated with existing safeguarding systems.

9.4. AI tool usage must have human-in-the-loop review: a teacher or staff member must inspect generated outputs before sharing with pupils, especially in younger years.

9.5. Prompt logs and output logs of use of AI tools should be archived where possible after use, and kept so that DSLs or responsible staff may review them.

9.6. As part of our safeguarding duties, unsupervised pupil access to open generative AI tools is prohibited without stress-tested filtering, APIs or safe-mode configurations.

9.7. Schools should ensure that the AI tools' content moderation / filtering features are enabled and configured where possible and appropriate.

9.8. Any AI tool that is embedded in learning platforms should meet the standards outlined in this policy before use.

9.9. Any filtering and monitoring should be carried out in accordance with our TKAT Online Safety Policy.

10. Training staff in the effective use of AI

10.1. The sourcing and development of training in AI will be led by the Trust's AI Lead. There will be crossover CPD that is linked with other training courses (e.g. child protection and safeguarding or online safety), but the Trust will ensure dedicated training for staff where necessary.

10.2. The Trust's AI Working Group will ensure best practice is sought and shared with relevant staff.

10.3. The TKAT central team, AI Lead and the TKAT Centre for Professional Growth and Excellence will work together to identify appropriate and impactful CPD for staff. Any training will be fed into the TKAT training schedule for all staff, governors and trustees.

11. Educating pupils about AI

11.1. We acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make best use of generative AI.

11.2. As part of schools' online safety teaching and computing curriculum, the following areas are covered:

AI area to be covered to support pupils' understanding and literacy in AI	How and where this is covered within the curriculum
Creating and using digital content safely and responsibly.	Computing curriculum.
Considering the accuracy and validity of AI-generated content.	Computing curriculum, online safety lessons and PSHCE lessons/discussions.
The limitations, reliability and potential bias of generative AI.	Computing curriculum, online safety lessons and PSHCE lessons/discussions.
How information on the internet is organised and ranked.	Computing curriculum and online safety lessons.
Online safety to protect against harmful or misleading content	Computing curriculum, online safety lessons and PSHCE lessons/discussions.

12. Use of AI by pupils

12.1. The Keys Academy Trust recognises that AI has many uses to help pupils learn.

12.2. Pupils may use AI tools for the following reasons:

- As a research tool to help them find out about new topics and ideas.
- When specifically studying and discussing AI in schoolwork, for example in Computing lessons or art homework about AI-generated images.

12.3. All AI-generated content must be approved and appropriate for the pupils' age and/or educational needs.

12.4. AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools at the following times or for the following reasons (the examples below is not an exhaustive list):

- During assessments, including internal and external assessments.
- To write their homework or class assignments, where AI-generated text is presented as their own work.
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations).

12.5. Where AI tools have been used as a source of information in the generation of work that is not overseen by staff (e.g. for home learning), pupils should reference their use of AI. The reference should show the name of the AI source and the date the content was generated.

12.6. Pupils should consider (or be supported to consider) what is ethical and appropriate in their use of AI. Pupils must not engage in the following:

- Generate content to impersonate, bully or harass another person. This includes on tools or devices that are not school-owned or managed.
- Generate or share explicit or offensive content, including, but not limited to, generating inappropriate (including sexualised) images.
- Input offensive, discriminatory or inappropriate content as a prompt.

13. Assessments and AI

13.1. The Keys Academy Trust recognises and encourages the use of AI to support formative and summative assessment production. Using the appropriate prompts, AI can be a powerful tool in personalising assessments to specific learners (providing the aforementioned checks and expectations are met).

13.2. With regard to national assessments (such as RBA, Phonics Screening Check, Multiplication Tables Check and End of Key Stage 2 assessments), we will continue to take reasonable steps, where applicable, to prevent malpractice involving the use of generative AI in assessments.

13.3. We will follow the latest guidance including, if relevant guidance published by the Joint Council for Qualifications (JCQ) on AI use in assessments.

14. Referral to our child protection and safeguarding policy

14.1. The trust is aware that the use of generative AI may, in some circumstances, lead to safeguarding concerns. These concerns may include, but are not limited to, the following:

- Sexual grooming, harassment or extortion
- Child sexual abuse/exploitation material
- Harmful content
- Harmful advertisements and promotions
- Bullying.

14.2. Where there are safeguarding concerns arising from the use of generative AI, a report must be made to the DSL immediately and following the expectations of the schools safeguarding policy and procedures.

14.3. Any such incident will be dealt with according to the procedures set out in the trust's child protection and safeguarding policy and child protection referral process.

15. Breach of this policy

Breach of this policy by staff

15.1. Breach of this policy by staff will be dealt with in line with the Trust's staff code of conduct. Where disciplinary action is appropriate, action may be taken regardless of where the breach occurs, such as the following:

- During or outside of working hours.
- On an individual's own device or a school device.
- At home, at school or from a remote working location.

15.2. Staff members will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing the trust with access to the following:

- The generative AI application in question (whether or not it is one authorised by the Trust).
- Any relevant passwords or login details.

- Archived prompts, logs and/or output.

15.3. Staff must report any breach of this policy, either by the individual or by another member of staff, to their senior leader immediately.

Breach of this policy by trustees or local governors

15.4. Trustees or local governors found in breach of this policy will be dealt with in line with the Trust's governor or trustee code of conduct.

15.5. Where disciplinary action is appropriate, action may be taken regardless of where the breach occurs, such as the following:

- During or outside of working hours.
- On an individual's own device or a school device.
- At home, at school or from a remote working location.

15.6. Trustees and governors will be required to co-operate with any investigation into a suspected breach of this policy. This may involve providing the trust with access to the following:

- The generative AI application in question (whether or not it is one authorised by the Trust).
- Any relevant passwords or login details.

15.7. Trustees and governors must report any breach of this policy, either by the individual or by another member of the staff, trustee or governance team, to Chair of committee/board or the CEO immediately.

Breach of this policy by pupils

15.8. Any breach of this policy by a pupil will be dealt with in line with the trust and/or school's behaviour and/or safeguarding policy. If there is any concern regarding a breach being linked to a criminal matter, appropriate advice and steps will be taken.

16. Monitoring and transparency

16.1. AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by the AI Lead whenever there is a significant change to either AI use by the trust or the associated risks of AI usage.

16.2. All teaching staff are expected to read and follow this policy. Those outlined earlier in the policy are responsible for ensuring that the policy is followed.

16.3. The AI Lead will monitor the effectiveness of AI usage across the trust.

16.4. We will ensure we keep members of the trust community informed on the use of AI technologies for educational purposes. As part of our regular surveys, we will consider feedback from pupils, parents and staff as part of the ongoing evaluation and development of AI use across the schools in our trust.

16.5. This policy will also be regularly reviewed and updated to align with emerging best practices, technological advancements and changes in regulations.

16.6. The policy will be shared with the board of trustees at least annually.

Appendix 1: AI Tools Evaluation Rubric

The following headings will be used to evaluate AI tool suitability, with each area having a score of between 1 and 5:

- **(PQ) Pedagogical Quality (1-5)**
- **(RE) Reliability & Ethics (1-5)**
  - Quality of Data Used (1-5)
  - Objectivity and Fairness (1-5)
  - Transparency and 'Explainability' (1-5)
  - Human Agency and Oversight (1-5)
- **(DPS) Data Privacy & Security (1-5)**
- **(A&I) Accessibility & Inclusion (1-5)**
- **(SA) Scalability & Adaptability (1-5)**
- **(EI) Ease of Integration (1-5)**
- **(CE) Cost-effectiveness (1-5)**

(PQ) Pedagogical Quality (1-5)

- The AI tool does not engage learners, provide active learning opportunities, problem-solving tasks, or effective feedback and assessment mechanisms.
- The AI tool provides minimal engagement and active learning opportunities but lacks in problem-solving tasks and effective feedback and assessment mechanisms.
- The AI tool promotes engagement and active learning but has limited problem-solving tasks and moderately effective feedback and assessment mechanisms.
- The AI tool effectively promotes engagement, active learning, problem-solving tasks, and provides mostly effective feedback and assessment mechanisms.
- The AI tool excellently promotes engagement, active learning, problem-solving tasks, and provides highly effective feedback and assessment mechanisms.

(RE) Reliability & Ethics (1-5)

Quality of Data Used (1-5)

- The data used to train and operate the AI tool is unreliable and inaccurate, leading to invalid and untrustworthy results.
- The data used to train and operate the AI tool has limited reliability and accuracy, resulting in questionable results.
- The data used to train and operate the AI tool is moderately reliable and accurate, producing mostly valid and trustworthy results.
- The data used to train and operate the AI tool is highly reliable and accurate, with minor issues affecting the validity and trustworthiness of results.
- The data used to train and operate the AI tool is of the highest reliability and accuracy, ensuring valid and trustworthy results.

Objectivity and Fairness (1-5)

- The AI tool does not ensure objectivity and fairness in its content and decision- making processes, with significant biases present.
- The AI tool offers limited objectivity and fairness in its content and decision-making processes, with some biases present.
- The AI tool mostly ensures objectivity and fairness in its content and decision-making processes, with minor biases present.
- The AI tool ensures high levels of objectivity and fairness in its content and decision-making processes, with only negligible biases present.
- The AI tool ensures the highest levels of objectivity and fairness in its content and decision-making processes, effectively minimizing biases.

Transparency and 'Explainability' (1-5)

- The AI tool is not transparent in its decision-making processes, and the reasoning behind its recommendations or outputs is unclear.
- The AI tool offers limited transparency in its decision-making processes, with some explanation for its recommendations or outputs.
- The AI tool is moderately transparent in its decision-making processes and provides reasonable explanations for its recommendations or outputs.
- The AI tool is highly transparent in its decision-making processes, with only minor issues in the explanation of recommendations or outputs.
- The AI tool is completely transparent in its decision-making processes and provides clear and comprehensive explanations for its recommendations or outputs.

Human Agency and Oversight (1-5)

- The AI tool has not been designed to augment human decision-making and may replace or undermine human agency.
- The AI tool offers limited support for human decision-making and may occasionally replace or undermine human agency.
- The AI tool is designed to moderately augment human decision-making but may still have some issues with replacing or undermining human agency.
- The AI tool is highly focused on augmenting human decision-making with only minor issues in maintaining human agency and oversight.
- The AI tool is designed to perfectly augment human decision-making, fully supporting human agency and oversight.

(DPS) Data Privacy & Security (1-5)

- The AI tool does not adhere to data protection regulations, lacks secure data storage and usage policies, and is not transparent about data usage and processing.
- The AI tool partially adheres to data protection regulations but has limited security policies and little transparency about data usage and processing.
- The AI tool mostly adheres to data protection regulations, has moderately secure data storage and usage policies, and is somewhat transparent about data usage and processing.

- The AI tool adheres to data protection regulations, has secure data storage and usage policies, but may have minor issues with transparency about data usage and processing.
- The AI tool fully adheres to data protection regulations, has highly secure data storage and usage policies, and is completely transparent about data usage and processing.

(A&I) Accessibility & Inclusion (1-5)

- The AI tool is not accessible to learners with diverse needs, does not comply with accessibility guidelines, has not been trained on diverse data sets, tested for bias, or designed to avoid discrimination and promote fairness.
- The AI tool has limited accessibility for diverse learners, partially complies with accessibility guidelines, and shows minimal effort in addressing bias and promoting diversity and fairness.
- The AI tool is moderately accessible to learners with diverse needs, mostly complies with accessibility guidelines, and has been trained on diverse data sets and tested for bias, but may still have some issues with discrimination and fairness.
- The AI tool is highly accessible to learners with diverse needs, complies with accessibility guidelines, and has been trained on diverse data sets and tested for bias, with minor issues in avoiding discrimination and promoting fairness.
- The AI tool is fully accessible to learners with diverse needs, complies with accessibility guidelines, has been trained on diverse data sets, tested for bias, and is designed to avoid discrimination and promote diversity and fairness.

(SA) Scalability & Adaptability (1-5)

- The AI tool cannot scale to different class sizes and does not adapt to various learning environments and contexts.
- The AI tool has limited scalability for different class sizes and minimal adaptability to various learning environments and contexts.
- The AI tool is moderately scalable to different class sizes and somewhat adaptable to various learning environments and contexts.
- The AI tool is highly scalable to different class sizes and mostly adaptable to various learning environments and contexts.
- The AI tool can seamlessly scale to different class sizes and adapt to various learning environments and contexts.

(EI) Ease of Integration (1-5)

- The AI tool is difficult to integrate with existing teaching practices, learning management systems and other educational tools.
- The AI tool has limited compatibility with existing teaching practices, learning management systems and other educational tools.
- The AI tool is moderately easy to integrate with existing teaching practices, learning management systems and other educational tools but may require some additional effort.
- The AI tool is highly compatible and mostly easy to integrate with existing teaching practices, learning management systems and other educational tools.
- The AI tool is seamlessly compatible and effortlessly integrates with existing teaching practices, learning management systems and other educational tools.

(CE) Cost-effectiveness (1-5)

- The AI tool does not offer a good return on investment, considering its total cost of ownership and its impact on learning outcomes and efficiencies.
- The AI tool offers limited return on investment, with minimal improvements in learning outcomes and efficiencies relative to its total cost of ownership.
- The AI tool offers moderate return on investment, with some improvements in learning outcomes and efficiencies relative to its total cost of ownership.
- The AI tool offers a good return on investment, with significant improvements in learning outcomes and efficiencies relative to its total cost of ownership.
- The AI tool offers an excellent return on investment, with outstanding improvements in learning outcomes and efficiencies relative to its total cost of ownership.

Example of the rubric table:

- **(PQ) Pedagogical Quality (1-5)**
- **(RE) Reliability & Ethics (1-5)**
  - Quality of Data Used (1-5)
  - Objectivity and Fairness (1-5)
  - Transparency and 'Explainability' (1-5)
  - Human Agency and Oversight (1-5)
- **(DPS) Data Privacy & Security (1-5)**
- **(A&I) Accessibility & Inclusion (1-5)**
- **(SA) Scalability & Adaptability (1-5)**
- **(EI) Ease of Integration (1-5)**
- **(CE) Cost-effectiveness (1-5)**

Tool	Link	Staff use	Student use	Rubric score		Notes
				PQ		
				RE		
				DPS		
				A&I		
				SA		
				EI		
				CE		