

## Learning with Intelligence: How We Are Using AI to Support Every Pupil's Education

In education, as in life, it is often the slow and steady approach that wins the race. While the world around us has been swept up in a wave of excitement and anxiety over Artificial Intelligence (AI), we at Blundell's have chosen a path that is calm, thoughtful, and above all, intentional.

We have one simple guiding principle: *AI will not replace teachers, but teachers and pupils who learn to use AI will thrive in a world where those skills are essential.*

As we continue exploring how best to use AI in our classrooms, we would like to share with you, our parent community, how we plan to support your children in learning not just **with** AI, but also **about** AI; safely, ethically, and purposefully.

### **Why AI, and Why Now?**

AI is not on the horizon, it is already here. Whether it is summarising a chapter, creating revision flashcards, or translating a text, pupils are already using AI tools in their schoolwork. Tools like ChatGPT, Grammarly, Photomath, and Google Gemini are readily available and often used independently by pupils outside of school hours.

But just because AI is accessible does not mean it is always used effectively, or appropriately. That is where schools must step in.

We believe it would be irresponsible to ignore AI or pretend it does not exist in the lives of our pupils. Instead, we are choosing to meet this moment head-on, guiding our young people to develop *AI literacy*; the ability to use these tools thoughtfully, critically, and ethically.

### **Our Approach: Learn Fast, Act Slowly**

This phrase has guided our internal discussions since AI began to gain momentum in education. We are determined to learn quickly and widely, drawing on international research, government guidance, and expert input, but to act with care and caution, especially when it comes to integrating AI into your children's learning experience.

Since early 2024, we have been laying the foundations for a structured and evidence-informed approach:

- We have established an **AI Committee** comprised of senior leaders, department heads, and classroom teachers across the Prep and Senior Schools
- We have hosted staff development sessions and Common Room briefings to explore how AI will impact teaching and learning.
- We created an **AI Strategy and Policy**, which has been approved by our Governors and shared with parents. (Thank you to those who gave feedback!)
- We have formed a **Parent Advisory Group (PAG)** to invite AI-savvy parents and Old Blundellians in shaping the conversation.
- We are working closely with external experts, including those from the Open Data Institute, to ensure our policies meet national standards on ethics and privacy.

In other words, we are listening, learning, testing, and talking, to ensure we do this well.

## From Teacher Use to Pupil Benefit

In our early exploration, much of our focus was on how AI could support teachers: lesson planning, marking, admin, and resource creation. But as we now move forward, our focus is shifting to where it matters most; *our pupils*.

How can AI help them think more deeply, learn more creatively, and engage more confidently with the world around them?

Our answer lies in four clear aims. We want every pupil to:

1. Use AI to enhance thinking, not replace it
2. Understand AI's limitations and biases
3. Apply AI ethically and responsibly
4. Develop AI literacy as part of their broader digital skill set

These are not abstract ideas. They are being embedded into classroom life, step by step.

## Where Are Pupils Already Using AI?

We know from surveys, conversations, and classroom experience that pupils are already turning to AI tools for a variety of tasks:

- Drafting essays
- Generating creative writing prompts
- Translating foreign texts
- Solving maths problems
- Creating revision materials
- Improving grammar and punctuation
- Designing visuals or layouts for projects

The challenge is that not all of this use is productive, or even honest. It is tempting, for instance, for a pupil struggling with a long essay to ask ChatGPT to write it for them. It is equally tempting to rely on AI to generate summaries without understanding the content underneath.

This is where we step in, not to ban these tools, but to teach *how to use them appropriately*. Just as calculators did not end maths, and Google did not end research, AI does not need to end academic rigour. But it does need *guidance, structure, and reflection*.

## What Are We Worried About?

We understand that parents may have serious concerns about AI, and rightly so. We share many of these concerns. Here are some of the issues we are actively addressing:

- **Cheating and authenticity:** AI makes it easier to submit work that is not one's own. We are responding by embedding clarity into our academic policies: what is acceptable, what is not, and how we detect inappropriate use.

- **Loss of critical thinking:** If AI gives pupils the answers, how will they learn to think for themselves? That is why we are building activities that train pupils to critique AI-generated content, not just copy and paste it.
- **Over-reliance:** We want to avoid creating a “cut and paste” culture. We are reinforcing non-digital tasks, handwritten work, in-class assessments, and discussions as part of a balanced curriculum.
- **Privacy and data concerns:** Many AI tools require uploading personal data or pupil work. Our policy includes clear boundaries about what can be shared, with whom, and when.
- **Misinformation:** AI can “hallucinate”; make up convincing-sounding but inaccurate content. Teaching pupils to cross-reference, check facts, and think critically is essential.

Our message to parents is clear: *We are not ignoring these issues.* We are addressing them with a blend of policy, pedagogy, and pupil education.

### **AI Literacy for Pupils: What This Looks Like**

To help pupils become confident and responsible users of AI, we are introducing AI literacy in several ways:

- **Embedding it into PSHE and digital citizenship lessons**  
This includes topics such as AI ethics, data privacy, and the societal impact of automation.
- **Introducing AI “Passports” or Licences**  
A proposed system to allow structured and safe AI use, with clear learning goals and digital agreements.
- **Building AI into schemes of work**  
For example:
  - In English: using AI to analyse writing style, compare creative responses, or generate discussion questions.
  - In Drama: using AI to help pupils write scripts or develop character studies.
  - In Science: using AI to visualise complex processes or summarise experimental results.
- **Showcasing best practice**  
We are recording pupil-led examples of AI being used well and sharing these across departments.
- **Using the “SIFT” Framework**  
We are teaching pupils to:
  - **Select** the right AI tool for the task
  - **Input** a high-quality prompt
  - **Filter** the results for accuracy
  - **Transform** the output using their own judgement

This is about building *digital discernment*; a skill every young person will need in the AI-enabled workplace of tomorrow.

## Keeping Education Human

We want to be absolutely clear: AI is not replacing teachers. It is not replacing the human relationships, the conversations, the lightbulb moments that define a great education.

In fact, AI is at its most powerful *when it works alongside people*, not instead of them. One recent study showed that individuals using AI performed as well as teams without it, but that teams with AI performed best of all.

That is our vision: not pupils working alone with AI, but *teachers and pupils working together, with AI as a helpful teammate*.

## Protecting the Integrity of Assessment

We are also evolving our assessment policy to ensure fairness and authenticity. We want to be crystal clear on what is allowed and what is not. For instance:

- Using AI to *generate ideas*, brainstorm or revise: **Allowed, with guidance**
- Using AI to *write assignments for submission*: **Not allowed**

We will continue to rely on teacher judgement and in-class performance to understand what pupils can truly do. We are also expanding our use of, project-based learning and collaborative tasks; areas where AI cannot replace the individual's contribution.

## Working Together with You

We know that for many parents, AI still feels unfamiliar or unsettling. That is why we are committed to open dialogue. Our **Parent Advisory Group** is already shaping how we engage families in this conversation.

This term, we will:

- Share a parent-friendly **AI Guide** with clear dos and don'ts
- Invite you to an **AI Info Session** and Q&A forum
- Collect your feedback and suggestions to shape next steps

We want to hear your views, your hopes, and your concerns. This journey is one we are taking together.

## What Next? Our Phased Roll-Out

We are currently in the **Exploration Phase** of our AI strategy, which will run until Summer 2025. After that, we will move into:

- **Pilot Projects** (September 2025 – April 2026): Trialling subject-specific use of AI tools with structured pupil training and impact monitoring.
- **Full Implementation** (from May 2026): Embedding AI use across the curriculum in a consistent, ethical, and pupil-focused way.

Throughout this, we will continue to develop and update our AI Policy, Values and Guidelines, train staff, and share successes and learnings.

## **Conclusion: Education with Intelligence and Integrity**

At Blundell's, we have always prided ourselves on preparing pupils not just for the next exam, but for life. Today, that preparation must include helping them navigate a world shaped by AI.

We do not see AI as a threat, but as a tool; powerful, exciting, and full of potential. But like any tool, it must be handled with skill, care, and clear boundaries.

Our pupils will not just know how to *use* AI, they will know how to *question it*, to challenge it, and to use it in ways that make their learning deeper and more meaningful.

And with your support, they will grow into young people who lead with both intelligence and integrity.

If you would like to learn more, ask questions, or get involved, please do join us at our upcoming AI Parent Forum or contact our AI Committee directly via the previously shared form. We are all on this journey together.

Let us make sure our children are not just future-ready but future-confident.