

The Grove AI Strategy 2025-2027

Linked to the School Improvement Plan

School Name	The Grove	Academic Year	2025-2027
SIP Lead	Lee Mills	Date Created	September 25
Governor Link		Review Cycle	Termly

“Learn Fast, Act Slowly”

This plan focuses on building a secure foundation before widespread classroom roll-out. Based on the DfE Leadership Toolkit and the EEF Implementation Framework, it is structured around four strategic objectives.

Strategic Objectives Overview

Objective A Alignment and Strategic Vision	Objective B Building Professional Capacity and Literacy	Objective C Controlled Piloting of High-Impact Use Cases	Objective D Digital Stewardship and Governance
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Action Tracker at a Glance

Use this section to assign leads and track progress across all actions in one place. Review and update termly.

A: Alignment and Strategic Vision	Action	RAG	Lead	Target Date	Review / Impact Notes
A1	Form an AI Working Group	Green	LM	Sept 25	Both at School level and Trust level established.
A2	Assign AI within Governing Committee	Red	LS	Nov 26	Need to assign Governor or Trustee - this could be considered as part of safeguarding

A: Alignment and Strategic Vision	Action	RAG	Lead	Target Date	Review / Impact Notes
A2	Co-create an AI Vision Statement		LS	Sept 26	Started with vision for exploration but now required to re-fine based on new experience
A3	Benchmark Infrastructure		LM & AL	Sept 26	IT Steering group. Have tech infrastructure in place. Working through the AI provision map - needs joined up and regular monitoring adding responsible use trackers.

B: Building Professional Capacity and Literacy	Action	RAG	Lead	Target Date	Review / Impact Notes
B1	Implement DfE Training Modules		TK	July 27	To be delivered within the online training package and directed hours
B2	Embed the FACTS Framework		LM & TK	Mar 27	Integrate within new policy update
B3	Proactive Safeguarding Education		NH	Sept 26	Link with DSL to ensure cross-referencing between Ai and safeguarding policies

C: Controlled Piloting of High-Impact Use Cases	Action	RAG	Lead	Target Date	Review / Impact Notes
C1	Pilot Administrative Streamlining		LS	Sept 26	Using for parent news, staff bulletins, policy updates
C2	Target Lesson Resource Generation		TK	July 27	Deliver training across the school year and link with faculty leads
C3	SEND Specific Pilot		TK	July 27	Launch Sept 26 INSET and monitor progress across year with end of year evaluation

D: Digital Stewardship and Governance	Action	RAG	Lead	Target Date	Review / Impact Notes
D1	Establish a Human-in-the-Loop Requirement		LM	Mar 27	Support 'super users' moving to interrogation rather than generation of content
D2	Provision Enterprise Tools		TK & AL	Mar 27	Look into Google Pro and link with IT team
D3	Mandatory Data Protection Impact Assessments		LM	Jan 27	Complete within working party and sign off from DPO

Objective Detail and Actions

Objective A: Alignment and Strategic Vision	
Goal	Establish a collective, ethical vision that prioritises student outcomes and staff wellbeing over technology for its own sake.
Action 1	Form an AI Working Group Include leaders, governors, IT staff, and AI champions to work through the DfE Leadership Audit (10-page tool). Document terms of reference and meeting schedule.
Action 2	Co-create an AI Vision Statement Consult with teachers, students, and parents to define the rules of the game and clear benefits — e.g. reducing specific administrative burdens. Ratify at governor level.
Action 3	Benchmark Infrastructure Use the DfE Digital and Technology Standards to conduct an annual audit of your setting's cyber security and digital maturity. Record baseline and set improvement targets.
Success Indicators	Effective processes and procedures are in place to review, evaluate and risk assess tools with clarity on their purpose.

Objective B: Building Professional Capacity and Literacy	
Goal	Equip all staff with the functional and ethical literacy required to use AI safely and effectively.
Action 1	Implement DfE Training Modules Roll out Modules 1-4 to all staff, using the personalisation feature to differentiate training for different skill levels. Track completion and record CPD.
Action 2	Embed the FACTS Framework Mandate that all staff apply FACTS (Focus, Analyse, Check, Tailor, Strengthen) when interacting with AI to mitigate risks of hallucinations and bias. Provide a reference card for all staff.
Action 3	Proactive Safeguarding Education Update child protection policies and provide recurring training for staff and parents on emerging risks including deepfakes and AI-generated sexual extortion. Review annually.
Success Indicators	There are consistent approaches and understanding across all levels in the safe use and application of AI and delivered in a supportive environment.

Objective C: Controlled Piloting of High-Impact Use Cases	
Goal	Target high-input, low-reward tasks to achieve early wins in workload reduction while maintaining human oversight.
Action 1	Pilot Administrative Streamlining Use AI to draft routine parent-carer communications, school newsletters, and first drafts of statutory policies. Document time saved and quality checks applied.
Action 2	Target Lesson Resource Generation Support teachers in using AI for generating lesson ideas, quizzes, and scaffolded materials (e.g. simplifying texts for different reading ages). Gather staff feedback at the end of the pilot.
Action 3	SEND Scaffolding Pilot Following specialist consultation, refine the use of AI LLM to adapt resources, targets and summarise long-form EHCPs. Requires DPO sign-off before implementation.
Success Indicators	There is a school wide effective approach towards targetsetting that is consistently applied and creates high quality target setting that is formulated not through content generation but through interrogation and critical thinking.

Objective D: Digital Stewardship and Governance	
Goal	Ensure AI interaction remains within legal, ethical, and pedagogical guardrails.
Action 1	Establish a Human-in-the-Loop Requirement Formalise a policy that no decision affecting a student's outcomes (e.g. marking an exam or admission) is made purely by AI. Included in the school AI Policy document.
Action 2	Provision Enterprise Tools Continue to promote Enterprise tools (Google Education) where the school retains data control and inputs are not used to train models. Review Google Pro for future roll out.
Action 3	Mandatory Data Protection Impact Assessments Maintain a register of approved tools and review annually to ensure all AI aligns with GDPR and the Data Protection Act. Requires Data Protection Office (DPO) approval before any tool is used to process sensitive student information.
Success Indicators	Security and safeguarding processes are in place and clearly communicated and followed. There are clear collaborative process for DPIA to ensure tools selected are evaluated for risk vs benefit

Monitoring and Evaluation

Termly Review Cycle

At each termly review, the AI Working Group should: review filtering reports and feedback logs to monitor safety and impact; celebrate successes and capture case studies; identify any actions requiring acceleration or modification; and update this document with evidence of impact.

Term	Focus	Evidence / Data Reviewed	Key Findings	Actions Adjusted
Autumn				
Spring				

Summer				
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Sign-off and Version Control

Version	Approved By	Date