

OAKTREE PRIMARY SCHOOL

An Athena Education School

AI, EMERGING TECHNOLOGIES & INNOVATION POLICY

Harnessing Technology Responsibly to Enrich Learning

Policy Title	AI, Emerging Technologies and Innovation Policy
Institution	Oaktree Primary School
Operator	Athena Education
Applies To	All staff, pupils, governors and contributors to teaching, learning and operations
Version	1.0
Academic Year	2026/27
Status	Approved
Approved By	Director of Schools / Principal / SGAB
Date of Approval	25 June 2026
Last Reviewed	20 August 2026
Next Review Date	20 August 2027
Policy Owner	Principal / AI & Innovation (Digital Learning) Lead
School Leader Signature	

Contents

1. Policy Statement	3
2. Purpose and Aims	3
3. Scope.....	3
4. Guiding Principles	3
5. Roles and Responsibilities.....	4
6. AI in Teaching, Learning and Assessment	4
7. Staff Use of AI.....	4
8. Pupil Use of AI	5
9. Emerging Technologies	5
10. Fostering a Culture of Innovation	5
11. Ethics, Fairness and Transparency	5
12. Data Protection, Privacy and Security.....	5
13. Risk Management and Approval of New Tools	6
14. Equity, Inclusion and Accessibility	6
15. Professional Development.....	6
16. Monitoring, Evaluation and Review	6
17. Related Policies and Documents.....	6
Appendix A: AI & Emerging Technology Assessment Checklist	7
Appendix B: Innovation Pilot Proposal & Evaluation Template.....	8

1. Policy Statement

Oaktree Primary School, as part of Athena Education, welcomes the opportunities that artificial intelligence (AI), emerging technologies and a culture of innovation can bring to teaching, learning and the running of the School. Used wisely, these technologies can enrich learning, personalise support, save valuable time and inspire creativity and curiosity. At the same time, they must be introduced thoughtfully, ethically and safely, with the wellbeing and best interests of our pupils always at the centre.

This policy sets out how the School approaches the responsible use of AI and emerging technologies, and how it fosters innovation. It reflects the UAE's ambition to be a global leader in AI — including the UAE Strategy for Artificial Intelligence 2031 and the UAE Charter for the Development and Use of Artificial Intelligence (2024) — together with the expectations of the Knowledge and Human Development Authority (KHDA) and the standards of Athena Education.

2. Purpose and Aims

Through this policy, the School aims to:

- Harness AI and emerging technologies to improve teaching, learning, assessment and school operations;
- Ensure that all use is ethical, safe, transparent and in pupils' best interests;
- Keep human judgement and oversight at the heart of every decision;
- Protect the safety, privacy and data of pupils and staff;
- Develop staff and pupils' understanding of AI in age-appropriate ways;
- Foster a culture of thoughtful, evidence-informed innovation;
- Promote fairness, inclusion and equitable access to the benefits of technology.

3. Scope

This policy applies to all use of AI and emerging technologies in teaching, learning, assessment and operations at Oaktree Primary School. It covers all members of staff, all pupils (in age-appropriate ways), governors and others acting on behalf of the School, and all school-provided or school-approved tools and systems. It should be read alongside the EdTech Integration Policy and the Digital Skills, E-Safety and Digital Citizenship Policy.

4. Guiding Principles

The School's use of AI and emerging technologies is guided by the following principles:

- Human oversight — AI supports, and never replaces, professional judgement, and a person is always accountable for decisions;
- Pupils first — the wellbeing and best interests of pupils come before any technology;
- Purpose and pedagogy first — technology is used where it adds genuine value, not for novelty;
- Safety — tools are safe, reliable and suitable for a primary-school setting;
- Fairness — the School actively guards against bias and promotes equitable outcomes;

- Privacy — personal data is protected and handled lawfully and securely;
- Transparency — the School is open about when and how AI is used;
- Accountability — use is well governed, reviewed and clearly owned;
- Integrity — the authenticity of pupils' work is always upheld;
- Age-appropriateness — use is suitable for the age and stage of the children involved.

Aligned with the UAE Charter for the Development and Use of AI (2024)

- Strengthening positive human-machine relationships and human commitment;
- Safety, data privacy and addressing algorithmic bias;
- Transparency, human oversight, governance and accountability;
- Technological excellence and promoting AI awareness for an inclusive future.

5. Roles and Responsibilities

Role	Responsibility
Strategic Governance Advisory Board (SGAB)	Oversees the safe and ethical use of AI and emerging technologies; reviews and approves this policy; supports responsible innovation.
Principal	Holds overall accountability for implementation; ensures use is ethical, safe and in pupils' interests; promotes a positive culture of innovation.
AI & Innovation / Digital Learning Lead	Coordinates the School's approach; evaluates and approves tools; supports staff; leads and evaluates innovation pilots; maintains records.
DSL & Data Protection Lead	Oversee the safeguarding and data-protection aspects of AI and emerging-technology use.
Teachers	Use AI purposefully and ethically; maintain oversight of outputs; uphold academic integrity; teach age-appropriate understanding.
IT / Technical Support	Provides secure systems and manages access, security and integration.
Pupils	Use approved tools responsibly, honestly and under appropriate supervision.
Parents / Carers	Are kept informed and work in partnership with the School.

6. AI in Teaching, Learning and Assessment

Used well, AI can enhance teaching, personalise learning, provide timely feedback, support assessment and reduce unnecessary workload, freeing teacher time for the things that matter most. In every case, AI supports rather than replaces the teacher, and is used under meaningful human oversight.

In assessment, AI may support formative feedback and analytics that help teachers understand and respond to pupils' needs. The validity, fairness and integrity of assessment are always protected, AI outputs are checked rather than accepted unquestioningly, and the professional judgement of the teacher remains central.

7. Staff Use of AI

Staff may use approved AI tools to support their work — for example to help plan lessons, create resources, generate feedback, communicate and manage administrative tasks — improving efficiency and effectiveness. Staff remain fully responsible for the accuracy, quality and appropriateness of any AI-assisted output and check it carefully, including for accuracy and bias. Staff must not enter confidential or personal information into tools that have not been approved as safe and secure, and they use AI in line with their professional standards and this policy, modelling responsible use at all times.

8. Pupil Use of AI

For primary-aged children, AI is introduced gradually and in age-appropriate ways, and is mostly mediated by teachers. Any direct use by pupils is purposeful, supervised, age-appropriate and limited to approved, child-safe tools. Pupils begin to learn what AI is, how it can help them, and how to use it responsibly, honestly and critically. Academic integrity is upheld — pupils' work remains their own — and pupils' safety, privacy and wellbeing are fully protected. The School does not use tools that are unsuitable for children.

9. Emerging Technologies

The School keeps aware of emerging technologies — such as adaptive learning platforms, immersive tools (including augmented and virtual reality), robotics and other innovations — that may benefit learning. New technologies are evaluated carefully for their educational value, safety, age-appropriateness, data privacy and cost before they are adopted. Adoption is always purposeful and evidence-informed, and never driven by novelty alone.

10. Fostering a Culture of Innovation

The School encourages staff to explore, trial and evaluate new approaches and technologies in a thoughtful, safe and structured way. Innovation is supported through small-scale pilots, careful evaluation and the sharing of good practice (see Appendix B). Each pilot has a clear purpose, appropriate oversight and agreed measures of success, and risks are identified and managed. Creativity and curiosity are valued alongside professional judgement and evidence: successful innovations are scaled up, and those that do not work are stopped and learned from.

11. Ethics, Fairness and Transparency

The School uses AI ethically and remains alert to algorithmic bias, working to ensure fair and inclusive outcomes for all pupils. Tools are assessed for accuracy, reliability and bias, and AI outputs are always treated as a support to be checked by people, not as an unquestioned authority. The School is transparent with pupils, staff and families about how AI is used. Decisions that affect pupils are never made by AI alone; meaningful human oversight and accountability are always maintained.

12. Data Protection, Privacy and Security

AI and emerging-technology tools handle data lawfully and securely, in line with the School's Data Protection Policy and applicable UAE legislation, including Federal Decree-Law No. 45 of 2021 concerning

the Protection of Personal Data and the UAE's framework for the digital safety of children. The School collects the minimum data necessary, uses reputable and secure providers, and never enters personal or confidential information into tools that have not been approved. Pupil data is given particular protection.

13. Risk Management and Approval of New Tools

All AI and emerging-technology tools are assessed before use against educational value, safety, age-appropriateness, ethics and bias, data privacy, the maintenance of human oversight, and cost, using the assessment checklist in Appendix A and alongside the School's EdTech tool-approval process. Only approved tools are used with pupils. Risks are identified and mitigated before adoption, and tools are reviewed regularly to ensure they remain safe, effective and appropriate.

14. Equity, Inclusion and Accessibility

AI and emerging technologies can support inclusion — for example through assistive and accessibility features and personalised support — and the School uses them to help every child to learn. At the same time, the School is mindful that technology can widen gaps if not used carefully, and it works to ensure equitable access so that no pupil is disadvantaged. Tools are chosen and used in ways that benefit all learners, including those with additional needs.

15. Professional Development

Staff receive professional development to use AI and emerging technologies confidently, ethically and effectively, and to understand both their benefits and their risks. The School supports staff to share good practice and to draw on Athena Education resources and expertise, and it builds the AI literacy of staff and, in age-appropriate ways, of pupils.

16. Monitoring, Evaluation and Review

The AI & Innovation Lead monitors the use and impact of AI and emerging technologies, evaluates innovation pilots, and reviews tools for effectiveness, safety and value. The School evaluates the impact on learning and wellbeing, not simply the level of adoption. Given the fast pace of change in this area, this policy is reviewed at least annually, and sooner where new developments, risks, KHDA requirements, the standards of Athena Education, or learning from practice make it necessary.

17. Related Policies and Documents

This policy should be read in conjunction with the following School policies and documents:

- EdTech Integration in Teaching, Learning and Assessment Policy
- Digital Skills, E-Safety and Digital Citizenship Policy
- Safeguarding and Child Protection Policy
- Data Protection and Privacy Policy
- Acceptable Use / ICT Policy
- Teaching, Learning and Assessment Policy

-
- Staff Code of Conduct
 - Special Educational Needs and Disabilities (SEND) Policy

Appendix A: AI & Emerging Technology Assessment Checklist

Complete this checklist before adopting any AI or emerging-technology tool. A tool should normally meet all criteria before approval, and this assessment complements the EdTech tool-approval process.

✓	Assessment Criterion
☐	There is a clear educational purpose or operational need, with genuine value.
☐	It is age-appropriate and suitable for use with primary-aged children.
☐	It is safe, reliable and from a reputable provider, with terms reviewed.
☐	It has been assessed for accuracy and algorithmic bias.
☐	Meaningful human oversight is maintained; AI does not decide about pupils alone.
☐	It complies with data-protection and privacy requirements (UAE law and school policy).
☐	Personal or confidential data is protected and not shared with unapproved tools.
☐	Its use is transparent — it is clear when and how AI is involved.
☐	It is accessible and inclusive and supports equitable outcomes.
☐	It offers good value for money and is sustainable to maintain.
☐	Risks have been identified and mitigated.
☐	It has been trialled or evaluated before wider adoption.
☐	Staff training and support are available.
☐	An owner has been assigned and a review date set.

Appendix B: Innovation Pilot Proposal & Evaluation Template

Use this template to propose, run and evaluate a small-scale innovation pilot. Complete the proposal before starting, and the evaluation and decision at the end. Pilots should have clear purpose, oversight and success measures.

1. Innovation / technology to be trialled:
2. Lead person & start date:
3. Purpose & expected benefit (link to learning or operational need):
4. Year group(s) / scope and duration of pilot:
5. Data, privacy and safety considerations:
6. Risks and how they will be managed:
7. How human oversight will be maintained:
8. Measures of success:
9. Evaluation & outcome:
10. Decision — adopt / adapt / stop (with rationale):

Approved by (Principal / AI & Innovation Lead): _____ Signature: _____ Date: _____