AI & Technology Use and Literacy Policy

2026-2027

Key Operational Rules and AI Literacy Implementation

Below are the key operational rules that school leaders, teachers, IT staff, students, and parents should follow to implement the School AI & Technology Policy in day-to-day practice.

1. AI Tool Approval Rules

1. No AI tool may be used with students, school accounts, School devices, or student data unless it is formally approved by the school.
2. Staff must not independently create student accounts, upload student information, accept online terms and conditions, or subscribe to an AI platform without written approval.
3. Every proposed AI tool must be reviewed by the AI/Digital Learning Lead, IT Manager, Data Protection Officer, and Child Protection Coordinator/Designated Safeguarding Lead.
4. All AI-powered personalized learning tools covered by ADEK approval requirements must complete internal school review and obtain ADEK approval before deployment, through the applicable ADEK tool-vetting process. School approval does not replace required ADEK approval.
5. The school must maintain an up-to-date register of approved AI tools, including:
    - Tool name and vendor.
    - Educational purpose and approved year groups.
    - Data processed.
    - Parent-consent requirements.
    - Approval date and review date.
    - Named School owner.
    - Safeguarding and security controls.
6. AI learning tools must support curriculum standards, age-appropriate learning, teacher oversight, student progress monitoring, and academic integrity.
7. AI tools must have appropriate controls for harmful content, inappropriate content, safeguarding concerns, and, where applicable, self-harm, severe distress, or abuse disclosures.
8. School-approved AI learning tools must be configured before student use, including user permissions, safety settings, content restrictions, teacher monitoring, and class-level guardrails.
9. Student screen-time expectations must be set for each AI learning tool and reviewed regularly.
10. All approved tools must be reviewed at least annually, and immediately after a safeguarding incident, significant system change, vendor breach, or material change in the tool's terms, features, or data practices.
11. Before students access an approved AI learning tool, the school must verify applicable parental consent, complete safety configurations, and provide age-appropriate training on safe and responsible use.

2. Teaching and Learning Rules

1. Teachers may use AI only to support teaching, planning, differentiation, assessment, feedback, and intervention; they remain responsible for all final teaching and assessment decisions.

2. Teachers must check all AI-generated content before sharing it with students, parents, or colleagues. Checks must cover:
    - Accuracy and reliability.
    - Curriculum alignment.
    - Age appropriateness.
    - Cultural appropriateness.
    - Bias, fairness, and inclusive language.
    - Accessibility for students with additional learning needs.
    - Copyright and intellectual-property concerns.
3. Teachers must use AI tools to guide students' thinking and reasoning, not simply provide answers.
4. Teachers must ensure AI activities are directly linked to clear learning outcomes and appropriate for the students' age and ability.
5. Teachers must adapt AI-supported tasks for students with additional learning needs, English-language learners, gifted students, and students requiring intervention.
6. Teachers must review class-level AI-learning data regularly to identify common learning gaps and adjust upcoming teaching.
7. Teachers must review student-level data at least weekly to monitor engagement, task completion, time on task, attainment, progress, and concerning patterns.
8. Teachers must provide:
    - Whole-class reteaching when a common learning gap affects many students.
    - Small-group or individual intervention when specific students require targeted support.
9. Teachers must use AI data to inform professional judgement, not replace it.
10. Teachers must monitor for over-reliance on AI, including copied answers, verbatim submissions, weak reasoning, or students being unable to explain submitted work.
11. Teachers assigned to AI Literacy must map relevant ADEK K–12 AI Literacy Framework learning outcomes to their approved curriculum plans, using the school-approved delivery model.
12. AI Literacy lessons shall include clear learning objectives, success criteria, age-appropriate learning activities and suitable assessment evidence.
13. KG1–KG2 AI Literacy shall be play-based and unplugged, without direct student interaction with AI tools; other grades shall progress through the applicable ADEK learner profiles and developmental phases.
14. Teachers shall retain proportionate evidence of student learning, such as work samples, projects, formative checks or observation records, without unnecessary duplicate paperwork.
15. Curriculum planning shall address ADEK's four AI Literacy strands: Conceptual Understanding; Critical Evaluation and Informed Interaction; AI Creation, Engineering and System Design; and Responsible Governance, Data Privacy and Societal Impact.

3. Student AI and Device Rules

1. Students may use AI only when a teacher has explicitly authorized it for a specific learning activity.
2. Students may use only School-approved AI tools and School-approved accounts.
3. Students must not enter personal data, student records, passwords, family information, safeguarding information, photographs, assessment materials, or confidential School information into an AI tool.

4. Students must check AI outputs and must not assume that AI answers are accurate, complete, unbiased, or suitable.
5. Students must produce their own work and demonstrate their own understanding.
6. Students must not submit AI-generated work as entirely their own, use AI to cheat, copy another person's work, fabricate sources, impersonate another person, or generate harmful or offensive content.
7. Students must acknowledge AI support when a teacher requires this. Teachers may require students to submit prompts, draft work, screenshots, notes, sources, or a short reflection explaining how AI was used.
8. Personal mobile phones must not be used during the school day unless a teacher gives explicit permission for a defined learning purpose.
9. Smartwatches and other SIM-enabled devices must have communication functions disabled during the school day, unless an approved medical or accessibility exception applies.
10. Students must not access or use social media during school activities, on school devices, or through school networks, in accordance with applicable ADEK requirements and UAE regulations.
11. Students must not use VPNs, proxy tools, anonymous browsing tools, or any method designed to bypass School filtering, monitoring, or security controls.
12. Students must immediately report unsafe, inappropriate, harmful, distressing, or inaccurate AI-generated content to a teacher, counsellor, Child Protection Coordinator, or another trusted adult.
13. Teachers must communicate the permitted level of AI assistance for each task; students shall demonstrate independent reasoning and acknowledge meaningful AI support when required.

4. Safeguarding and Incident Rules

1. Any staff member who sees or receives a self-harm concern, abuse disclosure, severe distress, cyberbullying report, grooming concern, threatening content, or serious inappropriate AI interaction must report it immediately to the Child Protection Coordinator/Designated Safeguarding Lead.
2. Staff must not promise confidentiality, investigate alone, delete evidence, or communicate externally about a safeguarding concern without authorization.
3. Staff must preserve relevant evidence, such as screenshots, URLs, timestamps, account details, and activity logs, and provide it through approved secure reporting channels.
4. AI-generated alerts about self-harm, abuse, severe distress, or serious inappropriate content must be treated as safeguarding concerns and reviewed promptly by authorized staff.
5. The school must ensure that every approved AI learning tool has a clear escalation route for safeguarding alerts.
6. Digital incidents, including cyber incidents, inappropriate content, data breaches, bullying, misuse of devices, unauthorized access, phishing, or harmful AI outputs, must be reported immediately to the appropriate School leader.
7. The school must record, investigate, manage, and close digital incidents through an approved incident log.
8. Parents must be informed when required by safeguarding procedures, data-protection obligations, or the seriousness of the incident.

9. The school shall maintain a documented AI and Digital Incident Reporting Procedure identifying reporting routes, designated safeguarding and technical contacts, evidence preservation, escalation and follow-up responsibilities.

5. Data, Security and Communication Rules

1. The school must collect and process only the personal data needed for a clear educational, operational, legal, or safeguarding purpose.
2. Separate and explicit parental consent must be obtained for AI learning tools where required.
3. Parents must receive clear information about the AI tool, its educational purpose, data processed, storage, sharing, safety controls, and opt-out arrangements.
4. Students who opt out of an AI learning tool must be offered suitable alternative learning arrangements.
5. Student data must not be used for advertising, commercial purposes, profiling, unauthorized third-party sharing, or training external AI models.
6. Vendors of approved AI learning tools must be contractually required to protect student personal data and delete or anonymize that data within 90 days of a student leaving the school, in accordance with applicable ADEK requirements. Written confirmation shall be obtained from the vendor upon request.
7. The school must use multi-factor authentication for critical systems, role-based access controls, secure passwords, encryption, web filtering, anti-malware protection, secure backups, and regular software updates.
8. Staff and students must keep passwords confidential and must not share School accounts, login details, or authentication codes.
9. Only authorized staff may access student data, safeguarding records, administrative systems, or AI-tool analytics.
10. Staff must use approved School email accounts and School communication platforms for communication with students and parents.
11. Staff must not use personal email accounts or personal social-media accounts to communicate with current students, former students under 18, or parents about School matters.
12. Staff must not post confidential School information, student information, or School-related content that could be harmful, discriminatory, or inappropriate on personal social-media accounts.
13. The school must obtain parental consent before recording, publishing, or sharing identifiable student photographs, videos, audio recordings, or other digital media.
14. The IT team must maintain logs, system monitoring, backups, patches, security updates, vendor reviews, and incident-response plans.
15. The school must conduct regular cybersecurity awareness training and periodic cyber-incident exercises involving School leadership.
16. School Administration shall keep an auditable record of explicit parental consent and withdrawal decisions for relevant AI learning tools. The designated IT/Data Protection representative shall oversee vendor data protection, retention and deletion arrangements, with educational implementation support from the AI Lead.
17. Before a student-facing AI learning tool is introduced, the school must explain to parents its educational purpose, personal data processing, storage and sharing, safety controls, and any consent/opt-out procedures.

6. Parent Partnership Rules

1. Parents must be informed about the school's approved use of AI, digital platforms, online-safety expectations, and data-protection arrangements.
2. Parents must provide consent when required before their child uses an AI learning tool.
3. Parents are expected to monitor their child's technology use outside School, including screen time, gaming, social media, online interactions, and access to inappropriate content.
4. Parents should report any digital-safety, AI, cyberbullying, privacy, or wellbeing concern to the school without delay.
5. Parents must support School expectations on responsible AI use, academic integrity, personal-device restrictions, and appropriate online behavior.
6. Parents shall receive understandable information about each AI learning tool used with their child, including its educational purpose, data handling, safeguards and consent requirements.
7. Where consent is required, refusal or withdrawal of consent shall be respected and the student shall be offered appropriate alternative arrangements without disadvantage to the intended learning outcomes.

7. AI Literacy Curriculum Implementation

• The school shall implement the ADEK K–12 AI Literacy Framework across KG1–Grade 7 using its current, school-approved implementation model and grade-level curriculum progression map.

• The four developmental learner profiles shall guide progression: AI Aware Explorer (KG1–KG2), AI Literate Thinker (Grades 1–5), AI Solution Builder (Grades 6–8), and AI Systems & Solutions Designer (Grades 9–12, when applicable).

• The AI Lead, Heads of Section and relevant teachers shall map AI learning outcomes to timetabled lessons and retain proportionate evidence of learning, including age-appropriate assessment.

• The school shall keep its implementation model consistent with its latest submitted/approved ADEK AI Implementation Plan. Any material changes shall be reviewed by leadership.

8. AI Professional Development and Student Orientation

• Relevant teaching and teaching-support staff shall complete mandatory ADEK AI training applicable to their roles and participate in appropriate school-based professional development.

• The AI Lead shall coordinate staff orientation, support teachers with curriculum integration and responsible use, and maintain training completion and attendance records.

• Students shall receive age-appropriate guidance before using school-approved AI learning tools, including safe navigation, effective prompting when applicable, output verification, and how to report concerns.

• School leadership shall ensure sufficient time, resources and cross-departmental support for successful implementation.

9. Monitoring, Assessment and Quality Assurance

• The school shall monitor curriculum coverage, teacher readiness, appropriate AI tool use, student progress, safeguarding concerns and the effectiveness of intervention actions.

• The AI Lead shall coordinate an evidence system including curriculum maps, lesson evidence, student learning samples, approved tool records, training records and periodic monitoring reports.

• Where personalized AI learning tools are deployed, relevant teachers shall review individual student-level data at least weekly and class-level indicators as required by the applicable ADEK pedagogical guidance; tool data shall inform, not replace, teacher judgement.

• The school shall maintain an LMS process linking AI Literacy standards, learning outcomes and assessment evidence, and shall confirm ADEK reporting and access requirements before claiming technical compliance.

• The school shall develop and annually review an AI and Digital Strategy addressing student achievement, teaching pedagogy and school operations.

• This policy shall be reviewed at least annually, and earlier where ADEK requirements, safeguarding risks, technology use or applicable legislation change.

Platform.10

10.1 Purpose and governance
The following inventory records digital tools and AI-related resources reported as used or planned for teaching and learning at FLIS Rabdan in 2026–2027. It is an operational working inventory, NOT a declaration of school or ADEK approval. The authoritative list of approved tools, user groups, permissions, vendor safeguards and consent status shall be the maintained School AI/Digital Tool Register.
Before student use, the AI Lead and IT/Data Protection representative must verify internal approval, platform terms and age suitability, and any applicable ADEK vetting/approval and explicit parental consent. Teachers shall not create student accounts or submit personal data to unapproved tools. Platform selection must remain linked to an identified curriculum purpose.

Platform / tool	Approved educational purpose / typical user	Classification and verification required
ADEK / InstrucTwin AI Literacy resources	Teacher access to ADEK AI Literacy lesson content, planning resources and assessments; student testing only through school-authorized arrangements.	ADEK implementation platform; confirm current access, assessments and school administration.
Microsoft Teams	School-approved staff collaboration and controlled communication/resource distribution.	Digital platform; confirm approved users and communication rules.
Google Teachable Machine / Machine Learning for Kids	Supervised demonstrations or projects about training data, classification, testing and bias.	AI/ML learning tools; student access and uploads require separate tool vetting and consent checks.

10.2 Tool approval and publication rules

The AI Lead shall maintain a separate register with vendor, version, category, education purpose, grade bands, staff/student users, data processed, school owner, approval status, ADEK approval reference where applicable, parent consent status, safeguards, screen-time limits, last review and next review. A tool may appear in the working inventory but must not be described as approved until documentary evidence is confirmed.

AI-generated images, text, tasks, games, chat interactions and analytics must be checked for factual accuracy, age/cultural appropriateness, accessibility, copyright, bias and privacy before students see them. Teacher-created HTML activities or other third-party resources must meet the same vetting and student-data requirements if deployed to students.

Curriculum.11

11.1 Delivery and progression

AI Literacy shall be delivered from KG1 to Grade 7 through the school-approved implementation model, aligned with the current ADEK K–12 AI Literacy Framework and the school's latest submitted implementation plan. Subjects and grade allocation must be confirmed in the approved curriculum map, rather than assumed from use of a particular platform.

Grade band / learner profile	Illustrative learning experiences	How learning is evidenced
KG1–KG2 | AI Aware Explorer	Unplugged sorting, senses and sensors, input–response play, if–then rules and sequencing. No direct student AI tool use.	Teacher observation checklist, photographs of unplugged models where permitted, oral explanation.
Grades 1–5 | AI Literate Thinker	Rules and decisions, data classification, coding, output checks, and introductory tool interaction where approved.	Code/project evidence, annotated student explanations, output comparisons, practical tasks and exit tickets.

Grades 6–7 | AI Solution Builder	Input–process–output workflows, datasets, model testing, prompt evaluation, bias, iterative improvements and ethical design.	Prototype or project, test log, reflection, oral demonstration and a teacher-assessed rubric.

11.2 Assessment of students' AI use, quality of work and learning outcomes

Assessment shall be based primarily on demonstrated student learning, not on the attractiveness of AI-generated output or time spent using a platform. Teachers must specify the ADEK AI Literacy outcome and subject objective, success criteria, whether AI assistance is permitted, and what evidence of individual understanding is required. Where applicable, teachers should triangulate student-produced work, observed performance, explanation/reflection and tool activity logs.

Assessment dimension	Evidence teachers should check	Suggested 4-level descriptor focus
AI / ICT concept understanding	Explains inputs, rules, data, models, strengths and limitations appropriate to age.	4 independent and accurate; 3 accurate with minor support; 2 partials; 1 limited evidence.
Quality and task outcome	Correctness, relevance to success criteria, completeness, functionality and iterative improvement.	Judge achievement against the objective; visual polish alone is insufficient.
Critical evaluation and verification	Tests outputs, checks facts/examples, notices errors or bias, revises decisions.	Distinguish independent checking from unexamined AI acceptance.
Independent process and academic integrity	Planning/drafts, code versions, prompts if permitted, citations/AI disclosure and explanation of choices.	Identify student contribution; investigate concerns fairly, never by AI-detector score alone.
Responsible and safe use	Respects teacher permissions, consent, privacy, respectful prompts, safety reporting.	Record observed behaviours and provide re-teaching when needed.

Suggested evidence cycle: (1) baseline/hook question, (2) teacher observation and formative checks during the task, (3) student artefact plus short explanation, (4) rubric/feedback and self- or peer-assessment, (5) reteach, extension or differentiated intervention, (6) secure record in the approved LMS or evidence system.

11.3 Academic integrity and permitted AI assistance

For each assessed task, teachers shall state one of the following: AI not permitted; AI permitted for brainstorming or scaffolding only; or AI permitted for specified generation/testing with

disclosure and independent evaluation. Students must not submit generated material as wholly their own, invent citations, expose confidential information or use AI during restricted assessments. The teacher shall check process evidence and allow the student to explain the work before making a judgment about misuse.

11.4 Inclusion, reporting and quality assurance
Tasks and assessments shall be accessible to students with additional learning needs and differentiated by readiness. Practical and oral demonstrations may be used where appropriate. Teachers shall record achievement by the mapped AI learning outcomes, use evidence to identify gaps and interventions, and report through the authorized school LMS/evidence system. The AI Lead and Heads of Section shall sample work and review curriculum coverage; school leadership retains oversight of consequential assessment decisions.

11.5 School assessment and platform controls requiring confirmation
Before approval of this policy, leadership should confirm (a) the actual active platform list and approved use of each AI feature, (b) whether Seesaw/Schoology or another system is the authoritative AI assessment record by grade, (c) the school assessment rubric and reporting frequency, (d) whether any student-facing generative AI, ML model training or chatbot use is already approved, and (e) documented parental consent and vendor data-retention arrangements.