



Embracing **Individuality**.
Preparing **Leaders**.

Inspired Schools: Our Approach to 1:1 Digital Devices & AI Our Commitment to Balanced, Purposeful Use of Technology

Our Commitment

Inspired Education Group remains committed to the collaborative, investigative and exploratory opportunities offered by both digital and analogue technologies as part of a rich and balanced diet of learning experiences. Outstanding education integrates hands-on exploration, creative expression, meaningful relationships, and digital tools used with clear purpose.

We believe in the transformative potential of AI to enhance learning, engagement and academic performance but recognise the importance of balancing innovation with caution, transparency and responsibility, ensuring that the use of these technologies aligns with ethical and pedagogical considerations and of course our number one priority of the safeguarding of our students.

We also recognise increasing concerns about:

- excessive or unsupervised screen time in childhood, and
- unrestricted access to open, generative AI systems

These issues highlight the need for strong educational principles, clear guardrails, and developmentally appropriate expectations for students' engagement with digital tools.

To ensure safe and responsible use:

- Inspired schools apply web filtering and monitoring software and mobile device management (MDM) to ensure students access only age-appropriate platforms and tools.

We encourage parents to adopt similar protections at home, including filtering, supervised use, and limits on personal screen time and AI tools.

Our approach focuses on the safe, intentional use of 1:1 devices, screen-based learning, and AI, while fully supporting technology rich educational experiences such as STEM, coding, robotics, Makerspaces, ICT, digital art and design. Inspired Education Group has an *AI position statement* that is available upon request from your Headteacher.

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What Parents Can Expect

At Inspired, families can be confident that our approach to digital technology and AI is balanced, protective, educationally grounded and developmentally appropriate. Specifically, parents can expect that:

- Mobile phones are not allowed during the school day. This protects focus, social interaction and student wellbeing.
- Teaching and relationships remain at the heart of learning. Technology never replaces teacher led instruction, dialogue, modelling or collaboration.
- Screen time is intentional and limited. Students will not spend entire lessons on screens, and digital tools are used only when they genuinely enhance learning. Early years children will not use individual screens.
- Handwriting, organisation and foundational skills are protected. Students will continue to write by hand, use exercise books and maintain physical folders, particularly as examinations remain handwritten.
- Digital tools are used because they add value, not because they are fashionable. Devices and platforms are chosen for clear educational benefit and used purposefully within the curriculum.
- Robust safeguarding measures are in place. All schools use web filtering and monitoring and mobile device management (MDM) to ensure safe, age-appropriate online access in compliance with applicable law and regulation around AI and online safety. Families are encouraged to adopt similar protections at home.
- BYOD (Bring Your Own Device) expectations are applied only when developmentally appropriate. Personal devices are introduced gradually, with guardrails, maturity checks and clear boundaries for learning use.
- Students learn to navigate AI thoughtfully and safely. AI literacy is taught explicitly through the UNESCO framework, and students are guided to understand both the potential and limitations of AI.
- LLMs are not used for schoolwork. Large Language Models (such as ChatGPT) are used only in controlled, teacher led demonstrations to help students understand how AI systems function.
- Technology complements but never defines learning. It sits alongside STEM innovation, practical creative experiences, hands-on inquiry and rich human interaction.
- Innovation is aligned with long term educational benefit. Adaptive learning platforms, digital citizenship education, and ethical AI understanding form

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the core of our digital strategy - not high screen time models or shortcuts that undermine deep learning.

Early Years and Digital Technologies

Inspired understands that young children learn most effectively in:

- warm, trusting relationships
- calm, sensory rich environments
- contexts that value exploration, collaboration and imaginative play

We also recognise the potential of well-chosen digital tools to enrich early learning by supporting curiosity, creativity and children's understanding of the world.

Digital tools in early years - such as webcams, projectors, microscopes, drawing pads and light tables - are:

- used responsibly and responsively within inquiry-based learning
- embedded in collaborative and creative contexts
- connected to expressive, social and investigative play
- used to deepen children's awareness of and connection to the natural world

Screen Time in Early Years

- Early years children are not exposed to individual on-screen activities.
- In the later early years, large, shared screens may be used briefly during carefully planned, teacher led sessions (e.g., phonics, early numeracy).
- These experiences are always short, purposeful and surrounded by rich, hands-on learning.

AI in Early Years

While Early Years children do not interact with AI directly, strong foundational skills and understanding are built through inquiry and exploratory learning which:

- supports a growing understanding of what is natural, what is artificial and the relationship between those.
- supports reflective and reflexive thinking as well as metacognition foundations

Balanced Use of Digital Tools and Screen Time

We do not expect students to be on screens for entire lessons. Inspired classrooms continue to centre on:

- teacher led explanation and modelling

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- discussion and collaboration
- practical and creative work
- sustained reading and writing
- positive relationships and shared focus

Technology is used purposefully, only when it clearly enhances learning.

Learning Management Systems

The Inspired Global Study Platform (IGSP) / Manage Bac

IGSP / Manage Bac is the “learning spine” of our schools. It provides:

- course information
- teaching and learning resources (where not provided in textbooks)
- assignments and feedback
- academic data

IGSP / Manage Bac supports organisation and visibility for families, but it does not replace classroom teaching or require constant device use. Students will not be expected to:

- learn exclusively through the platform during lessons
- complete all homework on the relevant platform

Homework continues to be set in age appropriate, subject appropriate formats.

Handwriting and Physical Workbooks

Because most public examinations are still handwritten, students at Inspired continue to:

- complete most classwork and homework by hand
- use exercise books or lined/squared paper
- organise written work in physical files and folders

Digital submission is used only when it meaningfully enriches learning.

Adaptive Learning Platforms (ALPs)

We use Adaptive Learning Platforms — such as Century Tech — to provide:

- targeted practice
- personalised question pathways
- reinforcement of key concepts

These platforms support excellent teaching; they do not replace it.

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AI Literacy and the Use of AI in Schools

Inspired Education Group has an *AI position statement* that is available upon request from your Headteacher.

We want students to understand AI safely, critically and responsibly. Inspired schools teach dedicated AI literacy lessons, based on the UNESCO AI Competency Framework. These lessons help students understand:

- how AI systems work
- their limitations and risks
- issues surrounding reliability, bias and misinformation
- the importance of ethical and responsible use

We do not allow students to use LLMs for schoolwork. LLMs are used only to demonstrate how AI works, not to complete schoolwork. Our schools comply with applicable data privacy regulations, and personal data of students, staff or families is not permitted to be entered into public AI tools.

Immersive and Innovative Learning Experiences

Schools may use immersive or digital environments when they meaningfully enhance learning, but these tools are one option among many. They complement — rather than define — our approach to innovation.

Our long-term strategy prioritises:

- personalised learning through adaptive learning platforms
- digital citizenship and ethical AI understanding

These reflect areas where technology can genuinely support student growth.

Best Practice for Device Use and BYOD

- Inspired follows international research on development, wellbeing and pedagogy to determine how and when students should use personal devices. Inspired also keeps up to date and compliant with regulatory requirements

Families can expect that:

- Structured device use begins only when developmentally appropriate
- BYOD requirements are introduced gradually, when students demonstrate sufficient maturity and executive functioning
- All device use is governed by clear guardrails: filtering, MDM, teacher supervision and defined purposes

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- Devices are never used as a default or to replace excellent teaching
- Parents should be administrators of devices, not students

Conclusion: A Continuously Evolving, Evidence Aligned Approach

The digital landscape evolves rapidly. Inspired regularly reviews all digital practices to ensure alignment with:

- educational research
- student wellbeing
- emerging technologies
- safeguarding expectations
- long term skills for life and work in a digital world

This ensures families can trust that our approach is balanced, responsible and future focused.

A Final Note on Safeguarding

The safety of students is of paramount importance. AI tools used within Inspired Education Group will be vetted for potential risks to student well-being. This includes:

- Ensuring AI systems are free from content that could harm or exploit students.
- Establishing monitoring systems to detect harmful behaviour, such as cyberbullying, and implementing safeguards that prevent AI from amplifying or enabling such behaviour.
- Conducting appropriate due diligence on, and putting contractual safeguards in place with, any third-party AI tool provider.
- Educating students about responsible use of AI to minimise the risk of exposure to inappropriate content or online dangers, or loss of control of personal data.
- Educating students not to use open or public AI tools to ask important pastoral or safeguarding questions but directing them to approved staff or resources.

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