

Klax School: AI Policy Framework and Strategies

Introduction

At Klax School, we harness the potential of Artificial Intelligence (AI) to enhance learning while staying true to our core pedagogical values. Our goal is to integrate AI tools in a way that fosters students' development as creative and critical thinkers, aligning with the principles of the Klax pedagogical model. This policy outlines how AI is used within the school environment to ensure ethical standards, transparency, and the protection of privacy.

Basic Principles of AI Use at the Klax School

1. **AI as a tool, not a replacement:** AI should enhance learning and teaching without replacing human thinking, creativity, or problem-solving skills.
2. **Transparency and ethical use:** We are committed to using AI tools transparently and encouraging students and teachers to critically reflect on their application.
3. **Respect for data protection:** All AI tools used will comply with the GDPR and protect users' personal data.
4. **Promoting critical thinking:** Students are encouraged to analyse and critically question AI-generated content to develop their skills in engaging with AI and understanding the ethical implications of technology.
5. **Compliance with the EU AI Regulation:** We ensure that all AI systems are used in accordance with the EU AI Regulation, particularly regarding transparency, risk management, and human oversight.

Integration of Klax Pedagogy with AI

Our pedagogical approach is built on four key principles: **the social community, the authentic adult, the stimulating environment, and individualised learning pathways**. AI is used in the following ways to support and promote these principles:

- **The social community:** AI tools foster collaboration and discussion, enabling students to work together on projects that incorporate AI technologies, thereby creating a collaborative learning environment.
- **The authentic adult:** Teachers model the responsible use of AI by reflecting on its strengths and limitations while guiding students. They also lead discussions on the ethical implications of AI and encourage students to critically evaluate AI-generated content.
- **The stimulating environment:** AI is integrated into a well-structured learning environment that promotes safety, creativity, and personalised learning. These tools help design spaces and activities that stimulate curiosity and support individual learning pathways.
- **Individualised learning pathways:** AI facilitates personalised learning by allowing students to explore topics based on their interests, strengths, and learning styles, with teachers providing ongoing guidance and support.

Educational Goals and Applications of AI

AI will support learning in various ways and be in line with the principles of Klax pedagogy:

Supporting learning: AI personalizes learning by adapting lessons to individual student needs, for example, through adaptive learning platforms or language learning tools.

1. **Primary school pupils use** AI to create a digital storybook about the life cycle of a butterfly, with AI providing questions and creative prompts.
2. **Middle school students design** a sustainable city with AI support, present their model and discuss solutions for ecological challenges.
3. **High school students debate** the rights of AI with AI as a partner and write a reflection paper on the ethical implications.

Teacher support: AI will help teachers with assessment, progress tracking and the provision of differentiated learning materials.

1. **AI supports** teachers in designing interactive, project-based learning experiences by suggesting personalised resources such as virtual field trips, creative tasks or collaborative projects.
2. **AI helps** teachers track students' learning progress through real-time feedback in creative processes such as coding, critical thinking, and debating.
3. **AI enables** teachers to create differentiated learning paths that are tailored to the individual interests and skills of the students, e.g. through adaptive learning games, challenges or artistic projects.

Encouraging creativity and critical thinking: AI tools can stimulate creativity, for example by generating stories or visual art that students can use as a basis for further exploration and development.

1. **Primary school children use AI** to develop interactive stories, with the AI suggesting characters, storylines or illustrations, which the children then develop creatively.
2. **Middle school students use AI** to generate visual artworks that they use as inspiration for their own projects, such as designing a fictional planet or visualising a vision of the future.
3. **High school students use AI** to simulate complex philosophical or ethical scenarios, e.g. through AI-generated dialogues with historical figures or the creation of future scenarios that they critically analyse and discuss.

Ethical Considerations and Guidelines

The use of AI at the Klax School is bound by the following ethical guidelines:

- **Equal treatment:** AI tools must support all learners equally and ensure that no student is disadvantaged by AI systems.
- **Data protection:** All personal data is protected, and AI systems do not collect data without explicit consent.
- **Transparency:** Students and teachers are informed when AI tools are used and receive clear explanations of how AI affects their learning and teaching.
- **Accountability:** Teachers and administrators remain accountable for educational outcomes when using AI, ensuring that AI complements rather than replaces human instruction.
- **Risk assessment:** All AI systems are assessed in terms of their risk level and measures are taken to minimise potential negative effects.

AI in Evaluation and Assessment

AI can assist with formal assessments (e.g. providing feedback on assignments), but the final assessment and grading is always done with human involvement to ensure fairness.

Challenges and Opportunities

AI offers numerous opportunities to promote learning, but also brings challenges:

- **Over-reliance on AI:** While AI is helpful, students need to learn to think critically and creatively without relying too much on AI-generated content.
- **Bias in AI systems:** AI tools can reflect biases contained in their data. Students are encouraged to question the results of AI and understand that AI is not infallible.
- **Opportunities for personalisation:** AI enables personalised learning experiences where students can work with topics at their own pace, but with teacher guidance to ensure a balanced approach.

Teacher and Student Engagement with AI

Teachers will be trained in the responsible use of AI to ensure that they can guide students in the ethical use of technology. In turn, students will not only use AI tools but also engage with the concepts of AI in discussions and question its role in education and society.

Compliance with the EU AI Regulation and Legal Conformity

The Klax School is committed to the requirements of the fully implementing and other relevant data protection laws. This includes the following priorities: **EU General Data Protection Regulation** (Regulation (EU) 2016/679) as well as the **GDPR**:

a) Risk Assessment and Classification of AI Systems

- All AI tools used at the school are assessed in terms of their risk level, as set out in the EU AI Regulation.
- AI systems that are classified as **high risk** (e.g. those that influence assessments or personalised learning paths) are subject to stricter transparency, security and data protection requirements.
- The school ensures that only AI systems that meet the requirements of the regulation and are categorised as **low or minimal risk** are used.

b) Transparency and Duty to Inform

- Pupils, parents and teachers are informed transparently about when and how AI systems are used.
- When using AI systems that contain **generative AI** (e.g. text or image generators), it is clearly labelled that this is AI-generated content.
- The school ensures that all users understand how AI systems work and what data they process.

c) Data Protection and Data Security

- The school ensures that all AI systems fulfil the requirements of the **GDPR** and the **EU AI Regulation**.
- Particular attention is paid to **data minimisation**: only the data required for the specific educational purpose is collected.
- The school favours AI systems that **process data locally** or are hosted in the EU to ensure compliance with data protection regulations.

d) Human Supervision and Control

- The school ensures that all AI systems are operated under **human supervision**. This applies in particular to systems used in assessments or personalised learning paths.
- Teachers retain full control over the use of AI and can review, correct or reject decisions made by AI systems.

e) Ethical Review and Risk Management

- The school conducts regular **ethical reviews** of the AI systems used to ensure that they comply with the values of the Klax pedagogy.
- A **risk management system** is established to identify and minimise the potential negative impact of AI systems on pupils, teachers and the school community.

f) Training and Sensitisation

- Teachers and students receive regular training on the **ethical, legal and technical aspects** of AI.
- The school promotes a critical understanding of AI by encouraging discussion about the **societal implications** of AI and the **limitations of the technology**.

g) Documentation and Accountability

- The school documents the use of AI systems, including the purposes, the risk assessment and the measures taken to minimise risks.
- For questions or concerns regarding the use of AI, students, parents and teachers can contact a **designated contact person** who is responsible for compliance with the AI regulation.

Conclusion

At Klax School, we believe that AI can be a valuable tool to support learning, provided it is used ethically, transparently and responsibly. By integrating AI in line with the principles of the Klax pedagogy – social community, authentic adult, stimulating environment and individualised learning pathways – we create a learning environment that empowers students to grow into reflective, critical thinkers. At the same time, we ensure that all AI systems fulfil the requirements of the **EU AI Regulation, GDPR** and other relevant data protection regulations. In this way, we prepare students for an increasingly technology-driven future in which they can use AI responsibly and competently.

Sources

Federal Agency for Civic Education (bpb) (2025) *Data protection and AI in educational institutions*. Available at: <https://www.bpb.de> (Accessed: 25th February 2025).

European Commission (2025) *Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Education*. Available at: https://learning-corner.learning.europa.eu/learning-materials/use-artificial-intelligence-ai-and-data-teaching-and-learning_de (Accessed: 25th February 2025).

European Council (2025) *EU Artificial Intelligence Act*. Available at: <https://www.consilium.europa.eu/de/policies/artificial-intelligence/> (Accessed: 25th February 2025).

European Union (2025) *EU General Data Protection Regulation (GDPR)*. Available at: <https://www.eugdpr.org> (Accessed: 25th February 2025).

European Union (2025) *EU AI Regulation*. Available at: https://eur-lex.europa.eu/legal-content/DE/TXT/?uri=OJ:L_202401689 (Accessed: 25th February 2025).

Standing Conference of the Ministers of Education and Cultural Affairs (KMK) (2025) *Handlungsempfehlung KI*. Available at: https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2024/2024_10_10-Handlungsempfehlung-KI.pdf (Accessed: 25th February 2025).

TeachAI (2025) *TeachAI Toolkit*. Available at: <https://www.teachai.org/toolkit-guidance> (Accessed: 25th February 2025).

UK Government (2025) *Guidance for schools in the UK on AI*. Available at: <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education> (Accessed: 25th February 2025).

UNESCO (2025) *The role of AI in education*. Available at: <https://www.unesco.org/en/digital-learning/ai-in-education> (Accessed: 25th February 2025).