Department for Education

The safe and effective use of AI in education

Module 4 – Use cases of generative AI in education video transcripts

May 2026

Contents

Video 1 – Introduction

Presenter: Welcome to module 4, video 1 from the safe and effective use of AI in education online resources.

This module is structured as five videos based on different use cases for AI:

- This introduction provides an overview of the module and its objectives.
- AI for Teaching and Learning explores how AI can support lesson planning, resource creation and assessment.
- AI for Inclusion and Accessibility focuses on how AI can support learners with special educational needs and disabilities, those who have English as an additional language, and other inclusion needs.
- AI for Administrative Tasks covers use cases relevant to all staff such as producing written communications, meeting preparation and creating routine documentation.
- AI for Business and Operations takes a deeper look at strategic and operational applications. This section will be particularly relevant for school business professionals, finance teams and operations staff, but it also contains valuable use cases for school and college leaders, and anyone involved in operational decision-making and data analysis.

Daniel Davies, Trust Assistant Headteacher - Digital, Woodland Academy Trust:

"Don't be oversold by the shiny tools that are shouting the loudest on the market. Go back to looking at what are your priorities, what are the school improvement elements you're already working on, and is there a solution out there that can support those? It doesn't sit as a separate strand, it doesn't sit as another thing that you have to do or you have to think about – you bring it in to support the issues and priorities you are currently trying to address in the first place and find the right tool for that."

Presenter: By the end of this module, you should be able to:

- Identify possible use cases for AI in your specific role.
- Apply effective prompting techniques to these use cases as learnt in previous modules.
- Recognise the limitations of AI and that human judgement is essential when using AI.
- Understand how to maintain data protection and intellectual property safeguards when using AI in a variety of contexts.

Throughout the module, we'll return to the key safety messages we've covered earlier in these resources. Data protection, intellectual property, accuracy checking and human oversight apply to every use case we explore. We'll also see case studies from a range of school and college staff sharing how they've used AI in their role.

Throughout this module we will use the FACTS framework to structure effective prompts.

F is for Focus Prompts. As we explored in module 2, the quality of what AI produces depends heavily on the quality of what you put in. A vague or poorly constructed prompt produces a vague or poorly suited output. Focus means being clear, concise and deliberate, giving the AI the context it needs, specifying the task precisely, and thinking about what a genuinely useful output would look like before you start. The more focused your prompt, the less time you will spend reviewing and adapting the response.

A is for Analyse Outputs. We have heard throughout these materials that AI can hallucinate, producing content that sounds authoritative but is simply wrong. It can reference sources that do not exist, use outdated evidence, or generate information that feels plausible but does not withstand scrutiny. Analysing the output means applying your own subject knowledge and professional expertise to check what the AI has produced. It means cross-referencing claims against trusted sources such as curriculum documents, exam board specifications and professional guidance, and asking yourself: is this actually accurate?

C is for Check for Bias. As we covered in module 3, AI systems can reproduce the biases present in their training data. This might show up as cultural assumptions, gender stereotypes, or a tendency to present particular perspectives as neutral or universal. Checking for bias is not a one-off task; it is a habit of mind. It means asking whether the output reflects a fair and representative range of perspectives, and whether it is appropriate for the diverse range of learners you work with. If you spot bias, you can often address it through a revised prompt or by editing the output directly.

T is for Tailor Suitability. Even a well-written, accurate, unbiased AI output will not be right for your context without adaptation. AI does not know your students, your school's values, your local curriculum context, or the specific lesson, communication or document that you are trying to create. Tailoring means taking the AI's first draft and genuinely transforming it, adjusting the reading level, the examples, the tone and the format, so that it works for the intended audience. This is where your professional expertise is irreplaceable. AI provides a starting point; you provide the judgement.

S is for Strengthen Prompts. Using AI well is a skill that develops through reflection and iteration. When an output is not quite right, ask yourself why. What did your prompt miss? What context would have helped? What constraints should you have specified? Strengthening your prompts over time, learning from each interaction, is how you become a more effective and confident user of these tools. It also helps you stay alert to the risks of cognitive outsourcing: when you are actively refining your prompts, you are thinking critically, not just accepting whatever the AI produces.

Video 2 – AI for teaching and learning

Presenter: Welcome to module 4, video 2 from the safe and effective use of AI in education online resources.

There is a wealth of approaches we can take with AI for a huge range of tasks. It's worth remembering that generative AI tools can produce content in a range of forms, including text, images, video, audio, music, code and other content types. Different approaches will be appropriate to the phase and subject you are teaching in your setting.

Before we look at specific applications, let's establish an important principle: AI tools work best when they are supporting teachers alongside their subject knowledge and pedagogical expertise. The value an AI tool adds depends entirely on the professional using it being able to evaluate and adapt the output.

Dr Fiona Aubrey-Smith, Teacher and Leader, One Life Learning:

"The historical edtech mindset has been, how can we use these digital tools to support our pedagogy or our teaching and learning, but it keeps the tool as the forefront. It keeps the tool as the pivot point. It's about using that tool, integrating that tool into practice. Sometimes whether it fits or is appropriate or not. Well, let's learn from the research. Let's learn from the evidence and evolve into a ped tech mindset. And this is a pedagogy first approach to thinking about digital tools in our educational spaces. It's saying, what actually is our pedagogy? What do we really believe about the structural support for learners and learning and what sits around the learner to enable them? And when we're clear on that, then which digital tools, including AI, can support, extend, enhance that, or sometimes where they should stay well back."

Presenter: Research from the Education Endowment Foundation, published in 2024, explored the impact of using AI for lesson and resource preparation by teachers. The study found that teachers using AI for their lesson and resource planning tasks saved over 25 minutes, compared to those not using AI. This represented a reduction of 31% and, importantly, there was no significant difference in the quality of the lesson materials produced. This suggests that AI can genuinely help with efficiency without compromising quality, provided teachers are reviewing and adapting the outputs.

However, the research also reinforced a crucial point: AI outputs must always be checked by someone with the subject expertise to identify errors. As we learnt in previous modules, AI can hallucinate quite convincingly producing incorrect information. Therefore, a critical check by someone with the appropriate subject knowledge is essential before using resources with students.

Olivia Raven, Assistant Headteacher, Aylesbury High School:

"I think we are very used to as teachers, the concept that whatever resources that you create, whether that's with bits of paper, or an old typewriter, or just with what you're

presenting verbally in the classroom – you are responsible for what you are presenting to those young people and you are the role model. So, it is your responsibility to make sure that the resources you provide are fit for purpose, they have educational value, that they are right for our students, that they are accurate and all of these things. So actually when we look at AI, there's no differences really in that way, only that you've got a tool that can do it very quickly and very easily for you. So, step number one is you've got to proof check it, and that's got to be an essential part of staff training. And yes, use it for time saving, but draft it first, make sure that your thought process has gone into that, make sure you are checking for bias, for prejudice, all the things you normally would do, and check the output. And another important part of that is transparency as well – to ensure we retain that really important trust between students, staff, parents, each other. If we want to encourage our students to use it transparently, we need to be role modelling that as well. Saying to the students, yes, I've used AI for this, this is the tool I used, this is why I used it and actually that's freed me up to spend more time with you in today's lesson, talking about your feedback or so on. You know, you're not shying away from it, but human in the loop all the way through."

Presenter: Before we explore the opportunities further, we need to acknowledge the risk of cognitive outsourcing. This occurs when we rely so heavily on AI that we begin to lose our own skills and judgement.

For teachers who are early in the development of their practice, there's a risk that using AI could prevent the development of important professional skills. For example, lesson planning is the process of thinking through a lesson, considering sequencing, anticipating misconceptions and selecting appropriate activities. This is valuable professional development in itself. If AI does this thinking for us, we may not develop the pedagogical reasoning that distinguishes expert teachers.

For students, the risks are also significant. If students use AI to complete work rather than engaging with the learning process, they miss the cognitive struggle that builds understanding. The effort of working through a problem, making mistakes and refining thinking is where learning happens. The risk of cognitive outsourcing doesn't mean we shouldn't use AI, but it does mean that both students and teachers should use it thoughtfully, considering how specific uses of AI will support teaching and learning tasks and preserve the thinking that matters.

There are also other risks, which we explored in module 3, related to students using AI and we should always strive to ensure we have safe and secure tools in place if we choose to enable access for students. This means following the DfE's product safety standards to make sure we're safeguarding students, not only through the technology we choose to use but also by taking opportunities within the curriculum to strengthen critical thinking and help students to understand how AI can both help and hinder their progress.

The Curriculum and Assessment Review recognises that the rise of AI and trends in digital information require heightened media literacy and critical thinking, as well as digital skills. While subject-specific knowledge remains the best investment in preparing young people for challenges and opportunities ahead, the Review states that the curriculum must also adapt to ensure learners develop the knowledge and skills to shape our changing social and technological environment. This means teaching children how to think critically about AI outputs, understand their limitations, and recognise when human judgement and effort are essential. The Review notes that rapid technological advancements, including AI, are likely to significantly change the way we work and notes the importance of disciplinary subject knowledge. This makes it all the more important that education focuses on developing the deep understanding, strong subject knowledge and critical thinking that cannot be outsourced to technology.

The Government has set out how it is responding to the Review's recommendations. The programmes of study for all national curriculum subjects will be reformed in line with the Review’s recommendations, to make sure that every child can achieve true subject mastery through a solid understanding of the curriculum. The Government has committed to embedding vital applied knowledge and skills in financial, media and digital literacy as well as improving climate and sustainability education. Schools, colleges and teachers will be given sufficient time to plan and prepare for changes, with a revised national curriculum expected to be taught for the first time in 2028.

Lesson planning and resource creation

AI can support various aspects of lesson planning. You might use it to generate initial ideas for lesson activities, create differentiated resources for different ability groups, produce worked examples or model answers, draft explanations of complex concepts at different levels, or create starter activities, plenaries, or assessment questions. Always remember you should not upload sensitive or private information, and you must check your setting’s data protection and security policies before uploading any school or college documents. Consideration needs to be given to intellectual property, as set out in module 3. If you are using AI to support you to plan for a specific student's needs or situation, be careful not to share any personal information about that student.

When using AI tools for planning, consider providing a good amount of context about your curriculum, the prior learning students have completed, and any specific requirements or constraints. The more context you provide, the more tailored the output will be. You may consider uploading some long-term planning or other contextual resources such as your school or college's teaching and learning framework, using a tool that is approved by your organisation and so has appropriate data protections in place.

For example, rather than asking AI to "create a lesson on photosynthesis", you might prompt:

"I'm teaching Year 8 biology. Students have already covered plant cell structure and understand the basic concept of chemical reactions. I need a 50-minute lesson on photosynthesis that includes a practical demonstration. The class includes three students with reading difficulties who will need adapted materials – attached are the strategies that work best for each of these three students."

Remember: AI generates a first draft, not the finished product. You'll need to review the output, check for accuracy, adapt it to your specific class and individual needs, and ensure it aligns with your curriculum and school or college policies.

In these examples, you would also need to ensure that you were using a tool approved by your school or college – one that doesn't use the data you've put in it to further train the model.

Matthew Wemyss, AI in Education author, Assistant School Director, Cambridge School of Bucharest:

"If you ask for a computer science lesson on a particular topic, you will always get most likely probable version of that lesson, and that might be absolutely fine. It could be absolutely fantastic and work for you and your students, but it doesn't know your context. So then going in and saying, I've got this student, I've got this student, I might have a student who has an IEP, I need additional support for this area. So, it's really our training at my school has been, how we can use AI to personalise learning for students through the teacher's own reflections."

Victoria Hedlund, AI Bias Researcher:

"After any output, always ask: what assumptions have been made here? This will show you a whole heap of assumptions that you may not have realised were being assumed within the question you were asking and so when you see these assumptions and what they are based around you might think actually no, that doesn't resonate with me, that's not what I wanted, that's not right, and that will show you that you have the power and the control to shape the prompt and then you can mitigate or you can change that prompt and work with the output and say no, I want this assumption or this added in or that taken away or whatever and so it shows you that it's not an infallible, objective truth that you're getting out of that input prompt that you're putting in."

Caroline Shea, Head of Art, Chiltern Academy:

"When using AI in my classroom I particularly keep in mind when students want to use it in the future and beyond the classroom in their careers. We focus hugely on preparing students for the working world in art and design and AI is a great tool as it is used throughout many careers such as animator, architect and graphic designer. Using AI in teaching I use it commonly when planning lessons and particularly making sure that all students' needs are met during every lesson. When using AI in lessons I tend to look at it in terms of an aesthetic point of view as well, it being art and design, and making sure my

lessons fit the theme I’m discussing. Also, using AI especially for digital art as digital art is becoming incredibly common nowadays, usually a student would have a sketchbook and a pencil at home but nowadays it’s more so an iPad and a stylus.”

Presenter: Aila, from Oak National Academy, is a free-to-use AI-powered lesson planning tool specifically grounded in the National Curriculum in England. Aila has been designed using Oak's evidence-informed curriculum principles and draws on its bank of over 10,000 expert-designed lessons, so it's more likely to generate appropriate and relevant content that builds coherently on prior learning. Aila encourages teachers to input key details such as subject, year group and learning objectives and allows step-by-step adaptation of lesson plans to suit specific classes. When choosing AI tools for lesson planning, consider whether a curriculum-aligned tool might reduce the time you spend reviewing and adapting outputs compared to using a general-purpose AI system.

AI tools can help teachers create assessment materials such as quiz questions, exam-style questions based on previous questions from actual exams, or diagnostic assessments. It can generate mark schemes or success criteria and can help produce model answers at different grade levels. However, it is important to note that generative AI tools like LLMs are designed to give different answers when asked the same question, and so if they are used to mark work, they may produce inconsistent feedback.

For feedback, AI might help teachers draft comments on common misconceptions or suggest next steps for improvement. However, the professional judgement about each individual student's needs, progress and appropriate feedback remains firmly with the teacher, and the process of marking helps the teacher to understand their students better. Any approach to using AI tools for marking should balance workload reduction with ensuring accuracy and enabling educators to better understand their students' progress. Formative assessment tasks are an integral part of planning the next steps in a pupil or student’s learning so using AI to reduce workload here needs careful consideration. With AI-generated assessment questions, it’s important to check that questions are appropriately challenging, that mark schemes are accurate and complete, and that model answers reflect what would genuinely achieve the marks available.

It’s important to remember that we shouldn’t be outsourcing high-stakes decisions to AI and so there are some key areas where AI should not be used:

- AI shouldn’t be used to make summative judgements or predictions about student attainment or progress.
- You should be careful when using AI for writing references or reports that will go to external parties without thorough review and adaptation.
- AI shouldn’t be used for any task involving personal student data unless you have explicit approval and appropriate safeguards are in place.
- Most importantly, your use of AI shouldn’t replace your professional judgement about what's appropriate for your specific students.

AI can support and inform your decisions, but the decisions themselves must remain yours.

It’s important to never input personal data about students into AI tools unless you have been advised it is safe to do so. This includes names, assessment data, SEND information, or any details that could identify individual students. If you need to use AI for tasks involving student context, use anonymised or hypothetical examples unless you are certain that you can safely input such data into the systems or tools you are using.

You should also remember that students own the copyright to their own work. Using student work to train AI or inputting it into AI tools without consent raises significant intellectual property concerns. Similarly, it’s important to be cautious about inputting copyrighted materials such as textbook content or published resources into AI systems without the necessary permissions in place. Module 3 has more information on intellectual property considerations.

When AI generates content for you, consider how you'll use it and whether you need to acknowledge that AI was involved in its creation. It’s important to be transparent about your own use of AI, especially when, as educators, we encourage students to be transparent when they’ve used AI. Always remember to follow the guidance from your school or college.

In summary:

- There are early indications that AI can save time for teachers on routine planning tasks such as lesson and resource planning, without reducing quality.
- Your subject knowledge and pedagogical expertise are essential for evaluating and adapting AI outputs.
- Be aware of cognitive outsourcing – for yourself and your students.
- Use the FACTS framework to create effective prompts.
- Always check outputs for accuracy, bias and appropriateness
- Protect student data and respect intellectual property.

Video 3 – AI for inclusion and accessibility

Presenter: Welcome to module 4, video 3 from the safe and effective use of AI in education online resources.

Inclusion in education is an ongoing process aimed at offering an ambitious, quality education for all learners while respecting diversity and the different needs, strengths and areas for development and learning expectations of individual students. It goes beyond ensuring attendance and achievement, focusing on identifying and removing barriers to learning, improving wellbeing and enabling full participation. As Ofsted emphasises, inclusion is about being 'ambitious for every child' to ensure that all pupils, including those with SEND or from disadvantaged backgrounds, receive the same high-quality curriculum.

Amjad Ali, CPD and Inclusion Lead, Chiltern Learning Trust:

“What I need teachers to do is think, as a result of their label, what are the barriers that are being seen? And then, which tech, which AI piece, which resource can help me be better, be more efficient at addressing that barrier. What I think we should all be very mindful of is that we should never ever pick tech for the reason of doing something that I can do myself better.”

Presenter: While we won’t be able to explore every use case related to inclusion in this video, we will explore some key principles and you will also find examples in the accompanying PowerPoint presentation.

When we talk about digital accessibility tools, it's important to remember that many effective assistive technologies don’t use AI, and among the AI-powered tools available, not all use generative AI.

Many accessibility features that have existed for years, such as voice typing, screen readers, text-to-speech and colour overlays, don't necessarily use AI. These established tools remain valuable and shouldn't be overlooked in favour of newer AI-based solutions.

There are also a growing number of specialist tools that use a range of AI technologies to improve accessibility, such as apps that describe a scene in detail using a phone’s camera or dictation technologies that adapt to atypical speech.

An important principle is to consider the pupil’s or student’s particular needs ahead of the tool. It can be beneficial to explore a range of tools so that you’re familiar with what’s possible. It’s also important to always consult an appropriately trained professional to support your decision-making when finding specific accessibility tools for a learner’s needs. You should always consider the specific needs ahead of a diagnostic label. For example, you may have several learners who have been diagnosed with dyslexia, but their individual support needs and plans may differ significantly, which will lead to different accessibility tools being selected.

Victoria Hedlund, AI Bias Researcher:

"If you prompt anything for a child who identifies as an autistic learner, or ADHD, or dyslexic, it will usually take a deficit lens. Not always but it will usually take a deficit lens and it will make assumptions. For example, if you ask for an image of an autistic child it will put ear defenders on and it will put the child by itself away from people because it is assuming the child does not like to socialise – and does that actually reflect your child that you're trying to personalise for. For an ADHD learner it will put little bubbles, trying to show that the child is thinking. This is quite obvious in images so you can address it but these assumptions are baked into the lesson plans, the adaptations, the expectations, the cognitive load and so there are patterns if you put these labels into your lesson plans – and the major use cases we will have are adapting lesson plans, adapting schemes of work, adapting lesson schemes and resources – and so it's become vitally important to consider the labels that you use and add in that context of your specific child without breaching confidentiality. So, if you are talking about a child who identifies as autistic you need to talk about that child – their preferences, needs, strengths, what works for them – and then you'll find out output reflects your context a little bit more rather than reflecting the flawed, in my opinion, statistical norms of what an autistic learner is and what their needs are. We're not there yet in terms of learning materials, and sometimes, with very obvious prompting, it will talk about trying to be neuro-affirming and respectful and diverse, but often if you work through iterations of a prompt and look at your output it will show up time and time again later on as it's there in the underlying dataset, so awareness is key and mitigation is key and context for your specific children is key. Otherwise you're getting output for children who are not sitting in your class and I don't think that is acceptable."

Presenter: So, when you work with colleagues to select an appropriate tool, you would first ask "What barrier is this learner facing?" before considering what tool, AI or otherwise, might help address that barrier. Sometimes a more established tool may be more appropriate than a newer AI-based tool, and sometimes the best tool will be built into the device's operating system instead of being an additional application or software.

Generative AI can support learners with special educational needs and disabilities (SEND) in various ways. For teachers and teaching assistants, AI might help create differentiated resources more efficiently, generate alternative explanations of concepts, produce visual supports or social stories, or adapt texts to different reading levels.

This approach respects the individuality of each learner and is more likely to produce a result that will need less adaptation to be appropriate. It's important also to remember that AI tools can generate resources using different media. If you need to create some personalised emotion cards for a learner, you could prompt an AI tool to generate a range of images or graphics around a particular interest the student has, or that may be more meaningful for the individual learner.

Daniel Davies, Trust Assistant Headteacher - Digital, Woodlands Academy Trust:

"We've seen a really positive impact for our students with SEND through our universal design for learning approach to teaching. So, we're thinking about removing barriers to lessons, we're thinking about how we can pre-empt any barriers that may be in place before they get there so they can independently access the learning at the level that's right for them. Having an AI tool to act as a coach with a teacher to say 'I'm thinking about using a UDL approach to my lesson, can you have a look at this lesson plan, can you talk through anything that might be missing, can you simulate this lesson and identify any errors or misconceptions that I might not have thought of'. We can slowly just start to use that to pick out some of those barriers and go even further with that approach, that's been really impactful."

Matthew Clements, Cloud Champion, Leo Academy Trust:

"So, I'm using it constantly, pretty much in most lessons, so it could be for adaptations, it could be for tweaking it for children with slightly different needs, who need it. And also it's making my time a lot more efficient, so I'm spending a lot more time with the learners and it makes the admin tasks much, much, much, much quicker."

Helen Masters, Director of SEND and Safeguarding, Chiltern Learning Trust:

"If you choose a piece of technology to assist a child, that isn't necessarily going to work for every subject. So, for example, if you use speech-to-text in English, you wouldn't necessarily use that in maths. The child may still want to use good old-fashioned pen and paper.

I don't think you can get away from the fact that children with special educational needs are often very complex. And when it comes to creating support for them, we need to think about every facet – their personality, their likes and dislikes, what they're good at, what interests them – so that you can put a support package together that really fulfils their needs and helps them thrive and achieve."

Sheldene McTaggart, HLTA, Cornerstone Primary:

"Yesterday in RE and year six, they had to create a paragraph on the themes on the story of Moses. So, I put into AI without putting an age bracket of what I wanted to achieve. So, I asked it to explain the themes used in the story of Moses. It then came back with language that was far too high for year 6. So, then I said, could you now please make it into something for an age group of 12-year-olds. I always go a little bit higher than the age group we're looking at because AI I don't think has quite learnt yet what is expected of children at a certain age. I looked at the age 12 – it was good, so I used that for the year six. If I want to use it for lower attainers, obviously I would just lower the age. It's helpful to use AI, especially when I want to produce something, but I don't just take what it says. I'd then edit it or ask for it to add more things if it's not quite right."

Peter Reeves, Head of Digital Education and Training, Abingdon House School:

"Saying 'a student with autism' or 'a student with ADHD' or 'a student with dyslexia' isn't differentiation – you're just using one brush for everyone. Autism is a spectrum and there's a lot on that spectrum. If we're going to use AI to differentiate resources for students with diagnosed learning difficulties, we need to be specific in how we're doing that and really thinking about what are their reading ages and writing ages, what are their interests, what's the way this person works, are they going to be better with an image-rich text or a text-rich one? Do they need a list of key words that we then need to break down for them, so they understand them later? If we're just thinking in generic terms of dyslexia, dyscalculia, dyspraxia – that's not meeting those individual students' needs. And actually, it can be quite dangerous, because not everyone is the same."

Presenter: An example of a well-established tool that can support learners with barriers to writing is voice dictation which in most cases makes use of AI. For some learners and in certain circumstances this can enable them to create a larger amount of work than if they were writing. However, consideration also needs to be given to how the pupil or student is progressing in writing, carefully deciding when to provide the technological support and when to work on writing. Widely accessible generative AI has made it possible for learners with barriers to structuring sentences to express their ideas with their voice and then the AI tool will re-write and structure it. This type of technology might be useful for certain learners but should be considered on an individual basis.

Laura Flynn-Coley, London AI Campus Director, Camden Learning:

"I think it will be game-changing for young people with SEND, particularly when AI can break down a question into manageable, achievable, readable chunks that they can actually understand and work their way through."

Roger Williams, Assistant Headteacher, College Site, Ivel Valley Special School:

"Students have reached the age of sixteen and they still can't read, but they still have to access the big bad world out there. They still have to read menus, they still have to read things on items they want to buy but there are apps that they can use, and actually they're incredibly excited about using, to enable them to read these things literally by holding their phone over something, and it will read it out. They can hold their phone over a barcode and it will tell them what they're holding and it will give them various information about it. But these are things that I've literally seen our pupils just so excited about using these things because it's opening up the world for them. So, we think AI is a very, very good thing and we're really excited about embracing all the things that are yet to come."

Aaron Norwood, Technology Lead, Ivel Valley Special School, Age 3-18:

"Some of our learners have used an app that has AI to support with their reading. Some teachers have used AI to create some entry level questions for morning work."

Scott Hayden, Head of Teaching, Learning and Digital, Basingstoke College of Technology:

"So, for example, an automotive teacher, we work with he gives his files to an AI tool and then he's able to summon and speak only to those files. And equally, his students are able to summon and speak to those files that have been curated with clear intention by their course tutor, which means they're not going beyond that. They're staying in a particular area, the learners when they're accessing it. And equally, the learners are able to get podcast overviews of said materials. And that from an accessibility and inclusivity viewpoint is particularly impactful.

"That automotive teacher is able to generate podcast overviews of his slides, his handouts and the videos he creates in the workshop. And one learner in particular, who can't always be present in the lessons, because he's a young carer and has a part-time job, is able to listen to those podcast overviews when he is travelling to his part-time job or perhaps on the bus home from college. So, the idea of adapting and personalising resources is particularly interesting."

Presenter: In Scott's example that we've just seen, the college were able to do this as they had considered the safety of the large language model and had permissions in place for the content that was uploaded.

Irina Kovacs, Art and English Teacher, Challney High School for Boys:

"In order for me to be able to use AI in my lessons, I had to research certain websites, make sure that the data is not shared with the website or student's data is not shared. And after I checked all these features and the terms and conditions, I shared it with my IT department, and they shared it with our Trust for approval. So out of the two, three AI image generators that I proposed, one was successful and I was able to use it.

"They had to write a short story and then they had to first write the setting of the story. They had to use a lot of imagery and literary devices. After they written the text, they had to put it on the AI image generator and then the image would be generated. They had to rewrite specific areas, so they would look at the image and recognise what the AI image generator did not take from their description and then improve that sentence."

Presenter: For learners with English as an additional language, AI can also provide valuable support. Most generative AI tools can help create bilingual resources, translate key vocabulary, or provide explanations in a learner's home language. AI can simplify complex texts while maintaining key concepts or generate multiple versions of instructions at different language levels. As in the previous example, the level of support you provide through adapted resources or translation tools needs to take into consideration the needs of the individual learner and what will enable them to progress in their learning, as well as the English language.

Always have translations checked by a fluent speaker where possible or try translating it back into English using several tools, particularly for important communications with families. AI may miss nuances or make errors with less common languages. Remember that regional variations of languages can often differ significantly, so ensure you're specific about this when prompting an AI tool.

Katherine Solomon, Head of Training and Resources, The Bell Foundation:

"I think AI can play a really, really vital role in supporting learners who use English as an additional language. I think it goes beyond translation. I think translation can help, but I think that's a relatively small part of it. I think in terms of access to the curriculum, there's a lot that you can do from simplifying texts, to chunking instructions, to supporting vocabulary, producing sentence stems, and I think helping teachers to adapt materials that targets the levels at which learners are working in terms of their English language proficiency. I think there are lots of opportunities around those things that can be really valuable and helpful to teachers. I think in terms of translation as a whole it plays a role, particularly if learners are very new to language and potentially new to the classroom and that's going to help them access the lesson. My slight caution around it would be ensuring that it's accurate – in terms of some of the less widely spoken languages I know that there can still be challenges around translating large pieces of text so it's about making sure it's been checked by someone who speaks those languages and certainly if you've got any sensitive information or important information that needs to be shared that that's done properly to make sure it's a good translation. It's thinking about what you want to achieve from the lesson and making decisions from there, but my default wouldn't always be translation.

"And if you think about the range of language proficiency that you may have within a classroom, you could want maybe three different versions of the same text with slightly more complex language in each of them and it can be pretty good at those things. But again it's about making sure that a teacher critically engages with what comes out of it and checks it. But I don't think it should seek to replace the high quality and kind of rich talk and social engagement, and everything that you can get from being a part of a diverse multilingual classroom."

Presenter: There is the potential for AI to reduce some of the administrative burden on SENCOs, teaching assistants and teachers. The data in these use cases is often particularly sensitive and so it's important to ensure that you are using a tool approved by your school or college that doesn't learn from the data uploaded and does have safeguards in place. Information about special educational needs, disabilities and additional support needs is particularly sensitive data under UK GDPR. Be extremely cautious about inputting any information about individual learners into AI tools. Even seemingly anonymised information can sometimes be identifiable when combined with other details. Always consult your Data Protection Officer before using AI tools with any SEND-related information.

AI can help draft initial versions of support plans, summarise information from multiple sources, draft staff-facing guides for supporting specific needs, or generate template letters and communications.

For instance, you might upload a general guide on supporting learners with reading difficulties and your school's lesson observation framework, then prompt:

"I've uploaded two documents: a new guide on supporting learners with reading difficulties and our school's teaching and learning framework. Please create a one-page staff-facing summary of practical classroom strategies for supporting learners with dyslexia. Structure it around the key moments in a typical lesson – starter activity, main teaching, independent work, and plenary. Use bullet points and keep the language accessible for all staff, including those new to teaching. The summary should be generic guidance but emphasise the range of needs of individual learners and therefore how it's also important to know individual support plans."

The resulting guidance should be checked by a suitable expert but could then be shared at a staff meeting, included in an induction pack for new colleagues, or used as a quick reference for supply teachers, saving the SENCO time while ensuring consistent approaches across the school or college.

This is just one example that has the potential to alleviate some of the workload and free up more time for building relationships with learners, working directly with families and providing the human support that makes inclusion so meaningful.

Chris Loveday, Vice Principal, Barton Peveril Sixth Form:

“The administrative burden on SEND is obvious, and we've seen it across the country, it's a known problem. What we've tried to do is help to support the team. So we built a solution that can ingest, essentially, all the data from the feeder schools around the student and their accessibility arrangements and that data can then be synthesised and prepopulate our forms that go out, it can prepopulate our management information system with current way of working, condition and provide the salient data that typically requires a human to read everything and synthesise it and process what they felt were the salient points. The administrative burden has been reduced by something like an hour a student for the students on access arrangements and that's before we get into simple solutions like our TAs using a large language model to help them understand a concept to break down for a student or our SENCO creating a small agent to help them break down datasets to get some key information out. So, when you start to look at the administration burden that falls on education, SEND is one of the biggest areas for me at the moment and the least supported. AI has the potential for real impact here if it's used and harnessed correctly.

Presenter: As we noted previously in this module, it's important to ensure that AI tools are never used to make high stakes decisions. Individual Education Plans, EHCP contributions and decisions about interventions require professional judgement and must

remain human-led. AI can support the administrative aspects of this work in summarising documents and generating first drafts, but the professional decision-making needs to stay with suitably qualified staff.

There are some areas where using generative AI would not be appropriate, such as:

- Making decisions about whether a learner has a special educational need.
- Determining provision or placement for individual learners.
- Writing or finalising statutory documents such as EHCP contributions without significant professional review.
- Providing support for social, emotional and mental health needs – these require human connection and professional expertise (although AI tools can be used to signpost students to appropriate services and support)
- Any application involving sensitive personal data without appropriate approvals and safeguards.

Peter Reeves, Head of Digital Education and Training, Abingdon House School:

"Let’s start with EHCPs as that’s a great place to start. AI can be really beneficial helping us with that. It can take away a lot of the time-consuming paperwork and really help us crunch plans. However, one of the key things is that we keep the human being in the loop. I know firsthand from being in lots of annual review conversations, lots of EHCP conversations, it’s the conversations that help because they spark professional discussion and that might take you down routes of ideas or concepts that you never had before and if you’re removing that element too much in it then the AI is taking over the process and it’s not actually a personalised process any more. You’re relying on the piece of technology to give you the outcome. There really needs to be a balance in that where we get the AI to free up some time to have those conversations more, that would be the best thing. We’re so focused on how we can do things quicker that not necessarily looking at how we can keep quality in these things and there needs to be a balance between the two on that front with all paperwork really.”

Presenter: When thinking about our most vulnerable learners, we should also consider the risk of anthropomorphism. This means attributing human characteristics to AI, seeing it as a friend, confidante, or emotional support.

Research highlights that some learners, particularly those who may struggle with social relationships or who are seeking connection, can develop concerning attachments to AI chatbots. They may share personal information, seek emotional support from AI, or come to prefer AI interaction over human connection.

This is particularly concerning because AI systems do not have genuine understanding or empathy and cannot provide the safeguarding oversight that human relationships with vulnerable people should include. We need to support our most vulnerable learners to understand this distinction.

Amjad Ali, CPD and Inclusion Lead, Chiltern Learning Trust:

"AI should be used for the non-personalisation elements, and then you should still be there for that human-to-human connection. AI is vital, AI is useful but AI should free you up to do the human-to-human thing – not free you up from not doing the human-to-human thing."

Presenter: Key messages:

- Start with the learner's needs, not the technology.
- Consider established accessibility tools alongside AI solutions.
- Describe needs, not diagnosis labels, when prompting AI
- Use AI to reduce administrative burden, freeing time for human support.
- Never use AI for high-stakes decisions about individual learners
- Be alert to anthropomorphism risks.
- Protect sensitive data about vulnerable learners.

Video 4 – AI for administrative tasks

Presenter: Welcome to module 4, video 4 from the safe and effective use of AI in education online resources.

Administrative tasks are part of every role in education. Whether you're a teacher writing reports, a teaching assistant planning support sessions, an office manager handling correspondence, or a senior leader preparing board papers, there are opportunities for AI to help with routine tasks while you focus on the work that requires your professional expertise and human connection.

Cheryl Shirley, Director of Digital Learning, Leo Academy Trust:

"And I think the main thing for us was to look at workload and think about, you know, we know that that's a challenge in terms of retention of staff across our schools and across the country. So, we wanted to make sure and decide what we could do to support them".

Neelam Parmar, Director of Professional Learning, AISL Academy, AISL Harrow Schools in Asia:

"Obviously, there are things like AI policies that we're considering. We're looking at the whole change management structure for incorporating Gen AI tools into our ecosystems. And we're also having the conversations about, what does this look like from a productivity side of things for our non-academic staff and also for my teaching staff, how could we really support them so that we can reduce their teacher workload or increase productivity or make them the smarter teachers we want them to be.

"So, from a leadership perspective, there's a lot of big questions that we don't necessarily have answers for. From a teacher point of view, I think a lot of us are looking at it in a way to generate perhaps lesson plans, summarise documents, or really from a more productive administrative point of view in terms of saving time and becoming smarter users for it."

Rose Hobbs, Teacher of Human Sciences, UTC Portsmouth:

"With regard to teacher work-life balance, one of the things I set up at the beginning of this year as an experiment, but I found it very effective is that I have a project set up within the generative AI that I use where I've put in my timetable and when my lessons are and I've trained it as a personal assistant so each morning it says these are the lessons you've got this day, this is what you're teaching, reminders to do this, check this, set this work and that has revolutionised the way I teach because I've got a lot more time to focus in moderation, marking, building relationships with the students as well, rather than sitting with a book, planning, writing, writing – it's all there just rolling over and every half term or so I just have to input new prompts to update it on any changes and I'm not carrying around lots of bits of paper with me anymore or a big bulky diary, it's all on there.

You can take pictures and upload that as well because it can read information and store it. From a teacher organisation perspective, I've been very grateful for that."

Email and communications

Presenter: One of the most common uses of AI tools is drafting communications. AI can help you structure emails, letters and other correspondence more efficiently. You might use it to draft initial versions of routine communications, rephrase messages to adjust tone or formality, create templates for frequently sent communications, or translate communications for families who speak other languages.

When using AI for communications, consider providing context about your relationship with the recipient, the purpose of the communication and any specific points you need to include. It can be useful to provide a previous communication to help shape the style, language and tone. Always review and adapt the output as AI-generated text can sometimes feel impersonal or miss the nuances of your specific situation. AI provides a starting point, but the final communication needs to reflect your professional judgement and your setting's values and language. Never input names or addresses into generative AI and you must always comply with your GDPR policy when discussing specific student situations in emails.

Miles Berry, Professor of Computing Education, University of Roehampton:

"You know, take the example, if you will, of the nit letter of we've got an outbreak of headlice/nits in a particular year group, and we have to send a letter home about that. You know, there are templates there. I'm sure there are plenty on the school server for that but asking the generative AI to produce a letter for that and giving it a particular focus to the language. So, we might draw on what we know about nudge theory, about behavioural insights and say, can you incorporate these ideas into this generic letter home about a particular issue? Plenty of other examples where the AI can really help with workload when it comes to home-school communication. This isn't about replacing admin staff because it's much more about finding ways in which their time can be used much more effectively for the personal communication, which is really important when parents are thinking about their own child's education. So, some letters, I think, will still be very much person to person communication. Others perhaps the AIs might be able to play a role in."

Joseph Arday, Computer Science Teacher, Brentwood County High School:

"I use AI myself personally to produce a school promotional campaign in a data bank campaign and to inform parents about free data over Christmas. I produced a little video using in AI, so I typed in AI for example, can you show me what an image would look like a poster to promote this, put in a few prompts and then generated a few ideas and then I went a bit deeper into terms of like, you know, I wanted to know what are the buzzwords that stand out."

Amy Fuller, Administrator, Heathermount School:

“I think it’s been most useful for writing LinkedIn posts and news articles because I can quickly type in ‘please write me 500 words on our amazing fishing pond opening that happened on this day with these people and then it’ll give me a draft as a starting point for me to work with and amend and that’s really useful, it makes it a lot quicker. I find they are very gushing, so I have to tone it down and take out a few thrills and quite a few exclamation marks.”

Presenter: In another example, a teaching assistant who supports a small reading group might need to provide the class teacher with a summary of how pupils are progressing. They might have rough handwritten notes from several sessions but limited time to write them up. Using a generative AI tool that has been assessed for data security and approved by their school, they might prompt:

"Please help me organise these into a clear summary for the class teacher. Group the information by pupil, highlight any progress or areas of difficulty I've noted, and flag anything that might need follow-up. Keep the language professional but concise, this is for internal use only. Attached are photos of my handwritten notes."

When using AI for tasks that involve grouping information by pupil, it is important to remember that this may count as personal data under UK GDPR. Any notes and observations, including handwritten notes, may still be identifiable information. Ensure you only process this type of information using AI tools that have been approved by your school, college or your data protection officer.

This prompt works because it explains the purpose and audience and specifies how the information should be organised. The teaching assistant would then review the summary, check that it accurately reflects their observations and add any context the AI might have missed before passing it on to the class teacher.

This kind of task – turning rough notes, meeting transcripts or typed notes into clear, organised summaries – is where AI can be genuinely very helpful, reducing the time spent on writing up while ensuring important observations are captured and shared with colleagues.

Meeting preparation and follow-up

AI can help you prepare for meetings by summarising background documents, generating agenda items, or creating briefing notes. After meetings, it can help structure minutes, extract action points, or draft a follow-up.

Some AI tools can transcribe meetings and generate summaries. If you're using these tools, ensure all participants are aware that the meeting is being recorded and

transcribed, the tool meets your school or college's data protection requirements, and you review any AI-generated summaries for accuracy before sharing them.

Document drafting and editing

AI can support various document-related tasks such as drafting policies, procedures, or guidance documents, proofreading and improving existing text, summarising lengthy documents into key points, and converting documents between formats or styles. It can also be useful when looking to create reports, business cases or proposals by suggesting clear structures and foundations from which to build.

For policy documents in particular, AI can provide useful starting points but should never be the final version. Your policies need to reflect your specific context, comply with current legislation and guidance, and align with your school or college's values and approach.

Hannah Guanlao (Teaching and Learning Leader, ECT Mentor, Chiltern Academy):

"Opportunity to be part of a working party, testing an AI education assistant, has been approved by both the trust in the school with all the necessary data and security checks in place. This AI assistant comes with a range of structured tools that help refine the outputs, making sure that they're useful and relevant. And honestly, it's been a huge time saver. It has saved me hours and hours of work in several ways. I'm an ECT mentor, so I write detailed observation reports, which can be time consuming. AI has helped me clean up and streamline my notes, making reports more concise and professional while keeping all the important details intact."

Data and reporting

Presenter: AI can help you work with data and create reports. It might help you analyse patterns in anonymised data, create visualisations or charts, draft narrative explanations of data trends, or generate report templates.

It's important to be careful about data protection when using an AI tool with any information that could relate to individuals. You may need to anonymise data before inputting it into AI tools depending on your school or college's policy. This could involve replacing names with numbers, for example "child572", and removing geographic and personal information that could identify the learner. You should always follow your setting's guidance on this.

Ensure you're using tools with data safeguards in place (often referred to as enterprise tools) and consult your Data Protection Officer if you're unsure whether your intended use is appropriate.

Miles Berry, Professor of Computing Education, University of Roehampton:

"There's plenty of issues around which we need to develop policies and we need to be up to date with what current government policy and strategy is around things. And there are some lovely tools out there where we can give it a particular document as a starting point, far less likely than the more generic tools to hallucinate, just make things up because we're giving it source material to work from, and then saying, okay, read this document and now give me the changes that we need to make to our particular policy or give me a summary of this, or even produce for me a 10-slide presentation that I could use with staff to introduce this."

Presenter: There are many routine administrative tasks where AI might save time. These include creating checklists or process guides, drafting FAQ documents, generating calendar schedules or timelines and creating standard operating procedures. Standard operating procedures can be produced from voice recordings for example, allowing you to record a process and then upload it to be summarised.

The key is to identify tasks that are time-consuming but relatively routine, where AI can handle the initial drafting and you can focus on reviewing and refining the output.

Key messages for administrative tasks:

- AI can help with routine drafting, freeing you to focus on professional judgement.
- Always review and adapt AI outputs – they're starting points, not finished products.
- Protect personal data and respect confidentiality.
- Use only approved tools and follow your school or college's guidance.
- Consider where AI adds genuine value versus where human input is essential from the start.

Video 5 – AI for business and operations

Presenter: Welcome to module 4, video 5 from the safe and effective use of AI in education online resources.

This video explores how AI can support business and operations across schools and colleges and suggests some practical examples. It builds on the safety, safeguarding and data protection principles introduced earlier in this module, and it's useful to consider these alongside the material covered in module 3. This video will be particularly relevant to business and operations professionals in schools and colleges but will also be useful for other staff carrying out similar tasks.

Business and operations teams across schools and colleges manage large volumes of data-rich and time-sensitive work. This includes planning, communication, reporting, compliance activity and coordination across teams. Much of this work follows established processes and templates and involves collecting or summarising information from multiple sources. Other members of staff, such as senior leaders, will also regularly deal with these activities.

Using AI tools well can add genuine value to business and operations work. But, to use any tool effectively, including AI, we need to be clear about why we're using them.

Niki Dinsey, IT Director, Abingdon School:

"How do we tell people about this? Because there's a lot of hype in tech, about cryptocurrencies and NFTs and whatever else the flavour of the day is, but this one was immediately different, wasn't it?"

Chris Hack, Director of Digital Innovation, Abingdon School:

"We saw the potential early on and a lot of the early work we did was on teacher workload, which I guess we can discuss more in due course. When it comes to support workload, our first step was to go out to the support teams and asking them to tell us about their pain points and then triaging them with this matrix we developed – how many hours were being spent on the job at the moment, how many people were involved in the process, the costs associated with running processes in the current way."

It's helpful to begin by applying AI to familiar, clearly defined and process-heavy tasks, where we know we have a clear aim and relevant source material. These are tasks where the expected outcome is already broadly understood. It might be drafting emails, formatting documents, or summarising guidance. Starting here makes it easier to confidently check outputs, recognise any errors, and adapt the results.

Chris Loveday, Vice Principal, Barton Peveril Sixth Form:

“At Barton Peveril, we're fortunate Post 16, we were able to build solutions to problems that we had, one being a GCSE results day. Historically, a student would turn up with their results slips. Sit in front of a member of staff who anxiously typed the grades, the qualification, the subject, the awarding body, the unique candidate number, into our MIS system. That student sat and watched that, anxiously wanting to know if they were able to come to us, if they'd reached, you know, qualified for the entry levels, or just generally waiting. We built a solution where the student takes a photo, uploads it to our MIS, and it pre-populates. When the student arrives now, the member of staff simply cross checks the paper with the system. The beauty of that has saved us something like 600 labour hours across two years of enrolment. I won't quantify that in terms of monetary savings, but I can tell you 600 labour hours is 600 labour hours. So, the members of staff involved in enrolment vary at grade and level. But essentially, not only have we been able to demonstrate an improved efficiency, if you look at the student experience, that student arrives to the college without that anxious wait, without that nervousness. The member of staff is no longer hastily typing, and I'm sure you know yourself that when you type, typically, under pressure, you make mistakes. Those 600 labour hours don't account for the correction of spellings in the back end that would occur typically."

Stephen Morales, CEO, ISBL:

"I like to talk about things in terms of capacity gains, and then you choose what you do with that additional capacity. We can’t think way beyond the benefits that will come from automation, and automation comes in many different sizes and shapes and AI and machine learning are part of that whole portfolio of solutions. Some of our community are nervous about technology taking over jobs they have done for many years but my message to our community is to lean into technology, not to be afraid of it, and early evidence suggests that it’s not about replacing individuals, it’s about individuals working in harmony with technology. We need to create and environment, create the cultural space where people can learn, develop and feel comfortable with technology, hence the digital standards. The digital standards are…we’re not in any way trying to develop highly technical individuals that are going to be developers and cyber security experts, not at all. They may choose that path at some time in the future but what we’re trying to do is develop a baseline of digital literacy so that they can work with, lean into and benefit from a digital world and automation. If you can identify repeatable and replicable functions, and automate them very quickly, you gain capacity back. Some might fear that you’re contradicting what you’ve just said in that it’s not going to take my job away, but that’s never going to be the case, certainly in the short to medium term, because we have a workforce that is overwhelmed by the task that they have. If by doing this process mapping and identifying those repeatable and replicable issues we can automate then we give colleagues capacity back, we give them room to breathe and we also give them room to innovate and think about new ways of doing things.”

Presenter: There are some key areas where AI has clear use cases in business and operations activities. These include creating and transforming content, such as drafting,

summarising or rewriting emails, reports and policies, and organising content by restructuring it or turning it into more usable formats. AI tools can also help with navigating content and answering questions by finding information quickly from policies, minutes or reports. AI tools might also be used to support thinking – such as exploring options and testing ideas – but should not be used to determine outcomes. Human judgement always needs to remain central across any use.

In the next sections, we will explore some of the different ways to use AI in business operations in more detail, using practical examples drawn from everyday work in schools and colleges.

Everyday communications and documentation

Communication and documentation, such as letters and reports, updates and meeting records, are a significant part of business and operations work in schools and colleges. From drafting and simplifying text, to translating content into multiple languages, AI tools can assist.

For instance, you might have a lengthy email thread about a facilities issue involving multiple departments, several proposed solutions and various budget implications. As previously explored in module 3 and earlier in this module, sensitive data from the email thread would fall under UK GDPR and therefore the tool selected for this take would need to be an Enterprise tool as described in module 3, that doesn't learn from the data inputted. The tool should also be approved by your setting following a Data Protection Risk Assessment. You could compile the key messages and prompt:

"I've provided an email thread between our estates team, finance department and senior leadership about replacing our boiler system. Please summarise this into a one-page briefing for the governing body. Extract the core issue, the three options that have been proposed with their respective costs and timescales, and the key considerations around disruption to the school day. Then create a clear recommendation section that outlines what decision governors are being asked to make. Structure this so it can be read in under three minutes, use subheadings for each section, and include a simple comparison table for the three options. Avoid technical jargon where possible, but where technical terms are necessary, provide brief explanations."

This approach turns scattered information into accessible decision-making materials, saving time while ensuring that governors receive clear, complete information. You would always review the output to verify accuracy, add any context the AI tool might have missed, and ensure the tone aligns with how your setting typically communicates.

AI tools are particularly useful for reviewing and organising existing material – perhaps summarising meeting minutes or project notes and identifying decisions and actions.

Where meeting minutes are being summarised, everyone needs to be aware that the meeting is being recorded and that it will be processed using AI. It's also important that you only use AI tools approved for use in your school or college and ensure that the AI model doesn't learn from the data input.

You'll need to use your careful, human judgement about when the use of an AI tool is appropriate. Where messages involve concern, reassurance, or a sensitive context, it is important that they are written and owned by a human. AI may support preparation or checking, by structuring content or clarifying key messages, but staff should remain responsible for tone, emphasis and how the communication might be received.

In contrast, there are situations where a more neutral approach is appropriate. Standard notifications, policy summaries, or routine information shared widely can benefit from clarity and consistency. In these cases, AI can help write drafts, or check that existing messages are accessible, fair and easy to understand. An AI tool could be used to bring together a range of stories into a school newsletter, for example.

Chris Hack, Director of Digital Innovation, Abingdon School:

"We had a problem that involved someone having to eyeball the receipts then manually re-key the values to go into the ledgers in the finance system – but that's something that AI vision is good enough to have a first pass at. It's probably not going to be 'fire and forget', human in the loop but the AI can read the image of the receipt, the digital image, it can extract all the relevant information and drop that into a spreadsheet that can be checked by a human to be uploaded."

Daniel Davies, Trust Assistant Headteacher - Digital, Woodland Academy Trust:

"The improvements to our business and operations side of the trust through the use of AI have been really seen with examples such as writing job descriptions, supporting with reporting to trustees, and adapting communications for neurodiverse members of staff, has seen a real improvement as well."

Lewis Duncan, Media Marketing Officer, Cedars Upper School:

"AI has become really, really helpful for a lot of my job role. Whether it be to streamline text documents that are sent to me for social media purposes – a lot of the time that text is full of content, however I need to make that fit into that social media platform. One of the platforms only allows 120 characters so to have a bulk of text, to whittle that down, to give you every bit of information that you still require to go out, is really, really helpful."

Chris Hack, Director of Digital Innovation, Abingdon School:

"The first serious operational tool we built was the policy chatbot, because it touched on a lot of different work areas and seemed to have the potential for high impact. This lets people use natural language queries to search the school's official policies – the

responses of the bot are grounded in the actual documents, and it links you back to those documents. The early feedback is that that's been really useful – more than 90% of users have been able to quickly find the information they want, and those who've struggled it's because the information just isn't in the policies rather than it not being found by the bot."

Presenter: Across all types of communication and documentation, outputs should be reviewed carefully before use. You should check for accuracy, appropriateness and alignment with your setting's values and expectations.

Policy, guidance and compliance work

Schools and colleges regularly work with policies, procedures and operational guidance – things like preparing for inspection, reviewing safeguarding arrangements and managing contracts. A lot of this work depends on clarity, consistency and the ability to respond confidently under pressure.

For instance, when regularly updating your safeguarding procedures, the Designated Safeguarding Lead (DSL) or responsible senior leader might upload your current safeguarding policy, the latest Keeping children safe in education (KCSIE) guidance, and your most recent safeguarding audit, then prompt:

"I need to prepare a briefing document for all staff. Please compare our current safeguarding policy against the latest KCSIE guidance and identify any areas where our policy needs updating to ensure full compliance. Then create a two-page staff briefing that summarises our key safeguarding procedures, highlights recent updates and includes likely inspector questions. Structure this with clear headings for different staff roles: classroom teachers, support staff and senior leaders, as their responsibilities differ. Keep the tone reassuring but professional."

This approach allows you to quickly bring together information from multiple sources, identify any gaps in your current arrangements, and produce consistent guidance. The responsibility for checking that the output is accurate in this example sits with the person responsible for sharing the briefing, and so as is the case for all AI outputs, it does need checking for accuracy and adapting to ensure suitability for the setting – and especially in this case as it relates to such a high stakes area as safeguarding.

Any work involving sensitive data must comply with UK GDPR and only using approved tools that have been evaluated against the DfE's generative AI product safety standards, is essential.

Working with data safely

Using AI tools to work with data can be very valuable in terms of insights produced and time saved but it is also an area where following safe use guidance is most critical. If you

use AI tools to analyse data, you must comply with data protection legislation and should consult your Data Protection Officer for support with understanding your school or college's governance and data protection accountability expectations.

The kind of data you might use AI tools to analyse includes attendance trends, cohort-level attainment patterns, survey responses and resource use. Used well, AI can help leadership teams move beyond static spreadsheets to understand relationships and the story behind the numbers, supporting more informed discussion and decisions.

AI can also support deeper comparison and pattern recognition across datasets, helping you identify where outcomes differ between groups, where interventions appear to be having impact, or where further investigation is needed. At a system or cohort level, AI can help explore potential impact and highlight areas for attention. It must not be used to generate automated judgements or predictions about individual pupils, students, or staff but it can often uncover useful insights.

The use of AI with personal data must also be justified, proportionate and transparent. Where data includes special category information, such as safeguarding, health, SEND, or wellbeing data, additional protections apply under UK GDPR. You need to have clarity about where data is processed, whether it is stored, and whether it is used to train the AI models. Schools and colleges should be able to show evidence of clear ownership, approved systems, documented decision-making and risk mitigation. Staff should check with their Data Protection Officer to ensure that the AI tool they are using is approved for processing personal data and that its use aligns with organisational policies. Enterprise systems allow organisations to control what happens with your data, prevent model training on inputs, and apply appropriate safeguards, unlike many free, open tools. Tool choice is therefore a governance decision, not a technical preference. We explored this in more depth in module 3.

Planning and coordination

Planning and coordination are areas where AI can be particularly effective. In schools and colleges this includes activities such as trip planning, or timetabling. Business continuity planning, estates coordination, and longer-term development work are also areas where AI tools can support.

For instance, when planning a school trip, you might provide the AI with your educational visits policy and health and safety requirements, then prompt:

"I'm planning a Year 10 geography field trip to the Jurassic Coast for 45 students taking place in May. The trip will involve coastal landform observations and rock sampling. Please create a comprehensive trip planning pack that includes a detailed risk assessment covering travel, coastal activities, and weather-related hazards, a day-by-day itinerary with timings including travel time from our school in Birmingham, a checklist of tasks with responsibilities and deadlines, a draft letter to parents explaining the

educational purpose and practical arrangements, and a packing list for students. Structure the risk assessment using our standard format and keep the parent letter professional but accessible. The itinerary should account for three members of staff supervising, with one being our trained first aider."

You would then review, refine and adapt the output to your specific context.

However, clear boundaries apply. While AI can support preparation and structure, it must not be used to determine feasibility, or judge appropriateness. Final decisions and responsibility for risk assessment and safeguarding considerations must always remain with the school or college.

Human oversight and responsibility

Across business and operations, AI can speed up processes, reduce manual effort and support more consistent ways of working. However, efficiency must not come at the expense of professional thinking, judgement, or accountability.

Outputs generated by AI should always be reviewed, adapted and contextualised for your setting. AI can produce plausible but unhelpful or generic outputs and may omit important context. Staff remain responsible for checking accuracy, understanding implications and making final decisions in line with their role and responsibilities.

Module 3 contains important messages about the range of risks involved in using AI in educational settings and includes best practice guidance on data protection and intellectual property. We recommend that all school and college staff complete module 3.

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