



Prompt Craft

A resource to help **education leaders** to take their first steps in using **Generative Artificial Intelligence (AI)** to reduce **workload**.

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Before using Artificial Intelligence, please review the [‘Artificial Intelligence \(AI\) in Education’](#) guidance provided (p.31+ for summary, full guidance downloadable at www.exceedacademiestrust.co.uk/ai), related trust/school policies, access training, and seek advice if you have any queries.

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An Introduction to Prompt Craft

Generative Artificial Intelligence (AI) tools have the potential to reduce leader, teacher and support staff workload. Exceed Academies Trust's '[Reducing Workload Utilising Artificial Intelligence \(AI\) Strategy](http://www.exceedacademiestrust.co.uk/ai)' (www.exceedacademiestrust.co.uk/ai) set out our ambition to achieve this. We have also issued an Acceptable Use Agreement for our staff to sign and return to their headteacher before beginning to use AI.

AI tools, like Microsoft Copilot and OpenAI's ChatGPT, need users to add '*prompts*' to tell them what to do and the format of the output the user desires. Prompts are just instructions, but some prompts generate better outcomes than others. However, prompts do not need to be complex.

This Prompt Craft guide begins to support the school and trust leaders to use and 'craft' prompts to produce outcomes more quickly and efficiently. Our strategy starts with building leadership awareness of AI as an enabler for wider workforce adoption of AI tools. Leaders can copy the prompts from this guide – referred to as *Example Prompt Templates* – as a starting point for common time intensive tasks (at least compared to how quickly generative AI can produce the outcome!). These prompts can then be modified to suit your needs (by editing the **red text** in the Example Prompt Template).

Each section includes:

- A description of what the prompt will help users to do
- Provide guidance on how to use and edit the prompt
- Provide an Example Prompt Template to get you started
- Provide an example of what the prompt will produce (although outcomes can vary)

This guide tries to start simple before it builds in more sophistication without veering away from being an entry level guide. None of the prompts are complex, but the first few (Performance Management, Newsletter, and Assembly prompts) are straight forward but powerful. The Implementation Plan Prompt is more detailed but has the potential to transform school improvement planning. The remaining prompts, such as the Leadership Mentor, apply the principles of creating a good prompt in a slightly different ways – perhaps more bespoke to your needs and interests. Finally, the guide signposts other sources of prompts, this time to support Subject Leaders and Teachers.

With experience, your prompt craft will develop and you'll begin to write your own prompts – short or long, single or multi-stepped – to fulfil your needs. We hope the prompts provided here begin to exemplify how generative AI can start to be used in educational settings. Please try out new prompts and share what works with us so we can disseminate these to other leaders, teacher and support staff users of generative AI.

There are a wide range of generative AI tools available. We've made suggestions you may wish to consider using based on our experience of creating this guidance. Generative AI is developing quickly and the functionality of these tools and others have and will evolve, and our suggested AI tool may be replaced by other that are better suited to the task in hand

(e.g. Microsoft Copilot wasn't available when versions 1 and 2 of the guide were published!).

Please **remember not to share any personal data (including your own and that of pupils/students) in any format with generative AI tools.** You are bound by your school/trust Data Protection and Internet Security policies. Please consult with your Headteacher who will be able to provide you with access to Exceed Academies Trust's guidance report: *Artificial Intelligence (AI) in Education*. A summary is provided at the end of this guidance.

Accessing generative AI tools

Users need to register with each AI tool to benefit from its functionality. Not all generative AI tools are the same and some work better than others for specific tasks.

Microsoft Copilot

Visit <https://copilot.microsoft.com> or download the app

1. Type your prompt at the bottom of the page

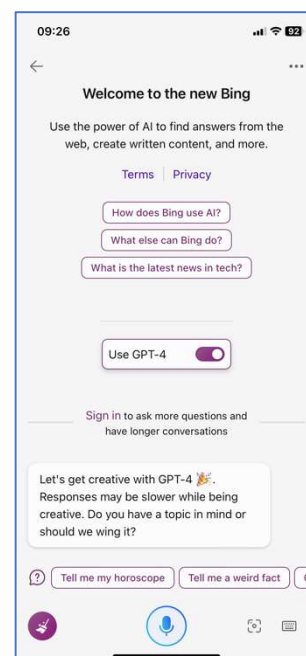
N.B. This is Microsoft Copilot without commercial data protection. The usually paid for and most current version of GPT-4 is available 'free' via a Copilot although responses are currently generated more slowly than version GPT-3.5. Copilot also provides integrated access to Image Creator that creates unique images from text descriptions directly within the model (Microsoft account required, your work email address will work). You can create a personal @outlook.com email address at <https://signup.live.com>. You can also choose one of three responses 'tones': More creative; More balanced; and More precise.

Microsoft Bing

Visit www.bing.com or download the app

1. Click on the 'Copilot' button towards the bottom of the screen (app) or toward the top of the screen (browser)
2. You are now ready to use Bing

Bing incorporates Microsoft Copilot without commercial data protection. The Bing also provides search engine functions. If you'd like to take your use of Bing further, the usually paid for and most current version of GPT-4 is available 'free' via a Microsoft Bing app although responses are currently generated more slowly than version GPT-3.5. Bing also provides integrated access to Image Creator that creates unique images from text descriptions directly within Bing or via <https://www.bing.com/create>. (Microsoft account required, your work email address will work). You can create a personal @outlook.com email address at <https://signup.live.com>. You can also choose one of three responses 'tones': More creative; More balanced; and More precise.



OpenAI ChatGPT

Visit <https://chat.openai.com/auth/login> or download the app

1. Click 'Sign up'
2. Type your email address and click 'Continue'
3. Type in a password
4. Verify your account via the link you will receive to the email address you provided
5. Use your email address and password to login from the link, above
6. Enter your first name, last name, and date of birth (DD/MM/YYYY format) then click 'Continue'
7. Enter a mobile phone number and click 'Send code'
8. Type in the code you receive as a text message
9. You are now ready to use ChatGPT

N.B. The usually paid for and most current version of ChatGPT-4 is available 'free' via a Microsoft Bing app although responses are currently generated more slowly than version ChatGPT-3.5.

Anthropic Claude

Visit <https://chat.openai.com/auth/login>

1. Type your email address and click 'Continue'
2. Verify your account via the link you will receive to the email address you provided
3. Click 'Continue with code'
4. Type in your full name and the name you would like to be known by
5. Confirm you are over 18 years old and that you agree to the terms and conditions then click 'Continue'
6. Change the flag to the United Kingdom and type in your mobile phone number
7. Type in the code you receive as a text message
8. Click 'Next' three times and then 'Finish'
9. You are now ready to use Claude

Google Gemini

1. If you don't have one already, create a Google account at <https://support.google.com/accounts/answer/27441?hl=en>, following all the instructions provided
2. **Visit Google Gemini:** <https://gemini.google.com/app>
3. Click 'Sign in'
4. Choose or login to your Google account
5. Type in your password and click 'Next'
6. You are now ready to use Google Gemini

Pi

Visit <https://pi.ai/profile/account>

1. Click 'Next' twice
2. Click 'Talk to Pi'
3. You are now ready to use Pi
4. You need to create an account using one of the four options if you'd like to save your searches on Pi for future reference.

Performance Management Targets Prompt

Example use:

- Drafting measurable targets and success criteria at the start of the performance management cycle.

Generative AI tools to consider:

- Microsoft Copilot <https://copilot.microsoft.com>
- Anthropic Claude <https://claude.ai>
- Google Gemini <https://Gemini.google.com>
- Open AI ChatGPT <https://chat.openai.com>
- Bing www.bing.com

Guidance on using the prompt:

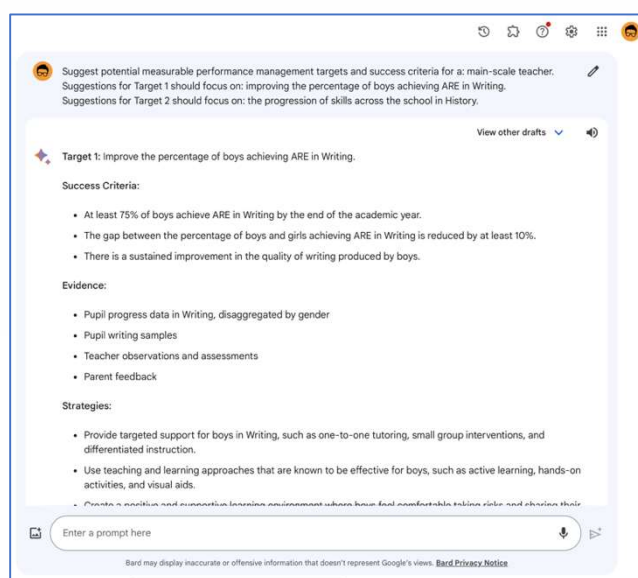
1. Copy the Example Prompt Template provided below. Paste it into the AI tool.
2. **Modify the red text in the Example Prompt Template**, below, to suit your needs.
3. Copy and paste the following prompt into the chat function in the Generative AI tool. Click the button to generate the outcome.
4. Copy the output the Generative AI tool creates and paste it into Microsoft Word to save for later use.
5. Quality assure the outcome. The generated outcome is a starting point. Some modification is likely to be required to make them fit for purpose and relevant to your context.

Example Prompt Template

*Act as a school leader. Suggest potential measurable performance management targets, success criteria and evidence for a: **main-scale teacher**.*

*Suggestions for Target 1 should focus on: **improving the percentage of boys achieving ARE in Writing**.*

*Suggestions for Target 2 should focus on: **the progression of skills across the school in History**.*



Example: Performance Management Targets generated by Google Gemini using the Example Prompt Template

Target 1: Improve the percentage of boys achieving ARE in Writing

Potential measurable performance management targets:

- Increase the percentage of boys achieving ARE in Writing from 60% to 65% in one year.
- Increase the number of boys achieving a higher grade in Writing by 10%.
- Reduce the gap between the percentage of boys and girls achieving ARE in Writing by 5%.

Success criteria:

- At the end of the year, 65% or more of boys achieve ARE in Writing.
- At the end of the year, the number of boys achieving a higher grade in Writing has increased by 10%.
- At the end of the year, the gap between the percentage of boys and girls achieving ARE in Writing is 5% or less.

Strategies for achieving the target:

- Identify the specific areas of Writing where boys need the most support.
- Develop and implement targeted teaching and learning strategies to address these areas.
- Provide boys with opportunities to practice their Writing skills in a variety of contexts.
- Give boys regular feedback on their Writing and support them to improve.
- Monitor the progress of boys in Writing and make adjustments to teaching and learning strategies as needed.

Target 2: Improve the progression of skills across the school in History

Potential measurable performance management targets:

- Increase the percentage of students at each year group who achieve ARE in History by 5%.
- Reduce the gap between the highest- and lowest-performing students in History by 10%.
- Increase the number of students who choose to study History at GCSE or A-level by 15%.

Success criteria:

- At the end of the year, 80% or more of students at each year group achieve ARE in History.
- At the end of the year, the gap between the highest- and lowest-performing students in History is 20% or less.
- At the end of the year, the number of students who choose to study History at GCSE or A-level has increased by 15%.

Strategies for achieving the target:

- Develop a clear and consistent curriculum for History across the school.
- Ensure that all students have access to high-quality teaching and learning in History.
- Provide students with opportunities to develop their History skills in a variety of contexts.
- Give students regular feedback on their work and support them to improve.
- Monitor the progress of students in History and make adjustments to teaching and learning strategies as needed.

It is important to note that these are just suggested targets and success criteria. The specific targets and criteria that are set for a main-scale teacher will vary depending on the individual teacher's strengths and weaknesses, as well as the needs of the school.

Newsletter Prompt

Example use:

- Drafting a template for a newsletter.

Generative AI tools to consider:

- Microsoft Copilot <https://copilot.microsoft.com>
- Open AI ChatGPT <https://chat.openai.com>
- Google Gemini <https://Gemini.google.com>
- Bing: www.bing.com
- Anthropic Claude <https://claude.ai>

Guidance on using the prompt:

1. Copy the Example Prompt Template provided below. Paste it into the AI tool.
2. **Modify the red text in the Example Prompt Template**, below, to suit your needs.
3. Copy and paste the following prompt into the chat function in the Generative AI tool. Click the button to generate the outcome.
4. Copy the output the Generative AI tool creates and paste it into Microsoft Word to save for later use.
5. Quality assure the outcome. The generated outcome is a starting point. Some modification is likely to be required to make them fit for purpose and relevant to your context.

Example Prompt Template

*Act as a school leader. Write a newsletter to **parents and carers of children at our school**.*

*The style should be friendly formal and approximately **400** words in length.*

*Things to celebrate are: **Mrs Jones has secured promotion to the Head of Year 9 post; Mrs Adams has successfully completed her NPQH; and the PTA raised £998 at the Summer Fayre.***

*Our Notices are: **school closes for Christmas on the 18th December.***

Example Newsletter generated by ChatGPT using the Example Prompt Template

Newsletter - October 2023

Dear Parents and Carers,

I hope this newsletter finds you well and that you've all settled into the autumn term. We have some wonderful achievements and exciting news to share with you this month.

Celebrating Success:

1. **Congratulations to Mrs. Jones:** We are thrilled to announce that Mrs. Jones, one of our dedicated members of staff, has secured a well-deserved promotion to the role of Head of Year 9. Mrs. Jones has been an integral part of our school community for many years, and her commitment to the welfare and development of our students is truly commendable. We have every confidence that she will excel in her new role and continue to make a positive impact on our students' lives.
2. **Mrs. Adams' Achievement:** We are delighted to share that Mrs. Adams has successfully completed her National Professional Qualification for Headship (NPQH). This is a significant accomplishment, reflecting Mrs. Adams' dedication to her professional development and leadership within our school. Her continued growth and expertise will undoubtedly benefit our students and staff.
3. **Summer Fayre Success:** A big round of applause to our fantastic Parent-Teacher Association (PTA) and all the parents, carers, and volunteers who made the Summer Fayre a tremendous success. The PTA raised a whopping £998 at the event, which will be invested back into enriching our students' educational experiences. Thank you for your support and hard work in making this event such a wonderful occasion.

Upcoming Notices:

1. **Christmas Closure:** As we approach the festive season, we would like to remind you that school will close for the Christmas holiday on **Monday, 18th December**. Please make the necessary arrangements for your child's care during the holiday period.

We look forward to celebrating the holiday season with our students, and we have some special activities and events planned in the lead-up to Christmas. Keep an eye on our website and social media for more details.

Stay Connected:

We are committed to keeping you informed and involved in your child's educational journey. If you have any questions, concerns, or would like to share your thoughts, please do not hesitate to get in touch with us. Our school's success is built on a strong partnership between staff, parents, and students.

Thank you for your continued support and involvement in our school community. We look forward to celebrating our students' achievements and watching them grow throughout the academic year.

Wishing you a joyful and restful festive season ahead!

Warm regards,

[Your Name] [Headteacher/Principal] [Contact Information]

[School Logo]

Social Media Prompt

Example use:

- Generate social media posts for X (former Twitter) and other platforms.

Generative AI tools to consider:

- Microsoft Copilot <https://copilot.microsoft.com>
- Open AI ChatGPT <https://chat.openai.com>
- Google Gemini <https://Gemini.google.com>
- Anthropic Claude <https://claude.ai>

Guidance on using the prompt:

1. Copy the Example Prompt Template provided below. Paste it into the AI tool.
2. **Modify the red text in the Example Prompt Template**, below, to suit your needs.
3. Copy and paste the following prompt into the chat function in the Generative AI tool. Click the button to generate the outcome.
4. Copy the output the Generative AI tool creates and paste it into Microsoft Word to save for later use.
5. Quality assure the outcome. The generated outcome is a starting point. Some modification is likely to be required to make them fit for purpose and relevant to your context.

Example Prompt Template

Acting as a marketing manager for **an initial teacher training provider**, write me **5 viral social media post of 280 characters or less**.

The posts should promote: **Exceed SCITT as an Ofsted-graded Outstanding Initial Teacher Training (ITT) provider with primary, secondary and special school training pathways**.

I want you to think about what you want readers of the post to know about us; that you want them to feel inspired; and what you want them to do as the next step.

Include a link to the website for more information: www.exceedscitt.co.uk.

Include emojis in each post and the following hashtags: **#WeExceed #GetIntoTeaching #ITT #PGCE**.

Example: Social media generated by ChatGPT using the Example Prompt Template

1. ✨ Ready to inspire the next generation? Discover Exceed SCITT, an Ofsted-graded Outstanding ITT provider! We offer primary, secondary, and special school training pathways. Join us on this incredible journey. Explore more at www.exceedscitt.co.uk 📖✍️ #WeExceed #GetIntoTeaching #ITT #PGCE
2. 🗣️ Become an exceptional educator with Exceed SCITT! We're here to empower you on your teaching journey. From primary to special school training, we've got it all. Start your inspiring path today! Learn more at www.exceedscitt.co.uk 🌍🎓 #WeExceed #GetIntoTeaching #ITT #PGCE
3. 🙌 Dream of making a difference in education? Look no further! Exceed SCITT offers outstanding training opportunities in primary, secondary, and special schools. Your path to impact starts here. Explore www.exceedscitt.co.uk 🚀📶 #WeExceed #GetIntoTeaching #ITT #PGCE
4. 🌈 Ready to embrace diversity and inspire change in education? Exceed SCITT welcomes all to be part of our remarkable journey. Primary, secondary, or special school, we've got you covered! Start today at www.exceedscitt.co.uk 🤝📖 #WeExceed #GetIntoTeaching #ITT #PGCE
5. 🎓 It's time to shape young minds and create a brighter future! Join Exceed SCITT, where your passion meets excellence. Explore our primary, secondary, and special school training pathways. Start your journey at www.exceedscitt.co.uk ✨👩🏫 #WeExceed #GetIntoTeaching #ITT #PGCE

Assembly Prompt

Example use:

- Exploring ideas and potential structure for an assembly.

Generative AI tools to consider:

- Microsoft Copilot <https://copilot.microsoft.com>
- Google Gemini <https://Gemini.google.com>
- Open AI ChatGPT <https://chat.openai.com>
- Anthropic Claude <https://claude.ai>
- Bing: www.bing.com

Guidance on using the prompt:

1. Copy the Example Prompt Template provided below. Paste it into Microsoft Word or directly into the AI tool.
2. **Modify the red text in the Example Prompt Template**, below, to suit your needs.
3. Copy and paste the following prompt in full into the chat function in the Generative AI tool. Click the button to generate the outcome.
4. Copy the output the Generative AI tool creates and paste it into Microsoft Word.
5. Quality assure the outcome. The generated outcome is a starting point. Some modification is likely to be required to make them fit for purpose and relevant to your context.

Example Prompt Template

Act as a school leader. Write my assembly on the theme of 'being kind to each other'. Include: a 500-word story I can read to children at the start and suggest reflective questions to ask children. At the end, suggest the possible structure for a PowerPoint presentation based on the key themes and issues relating to the assembly.

Example: Assembly generated by Google Gemini using the Example Prompt Template

Assembly on the theme of 'being kind to each other'

500-word story

The Kindness Ripple

Once upon a time, there was a little girl named Lily who loved to be kind to others. She would always hold the door open for people, help her friends with their homework, and donate her toys to charity.

One day, Lily was walking home from school when she saw a group of older kids picking on a younger boy. The boy was crying and the older kids were laughing at him.

Lily knew she had to do something. She walked up to the older kids and said, "Leave him alone."

The older kids were surprised that Lily had stood up to them. They didn't know what to say.

"It's not nice to pick on someone smaller than you," Lily said. "Why don't you be kind to him instead?"

The older kids looked at each other. Then, they turned to the younger boy and said, "Sorry."

The younger boy smiled. "Thank you," he said to Lily.

Lily smiled back. "You're welcome," she said.

Lily continued on her way home, but she couldn't stop thinking about what had happened. She had made a difference in the younger boy's day, just by being kind.

Lily realized that kindness is like a ripple in a pond. When you're kind to someone, it makes them feel good. And when they feel good, they're more likely to be kind to others. And so on.

Lily decided that she was going to start a Kindness Ripple. She wanted to encourage people to be kind to each other, one act of kindness at a time.

Lily started by telling her friends and family about the Kindness Ripple. She also made posters and flyers to put up around her school and community.

Soon, people all over town were talking about the Kindness Ripple. People were doing small acts of kindness every day, such as holding the door open for someone, helping an elderly person cross the street, or giving a compliment to a stranger.

The Kindness Ripple made a big difference in the town. People were happier and more connected to each other. The town became a kinder and more compassionate place.

Reflective questions for children

- What is the Kindness Ripple?
- Why is it important to be kind to others?
- What are some small acts of kindness that you can do each day?
- How can the Kindness Ripple make the world a better place?

Possible structure for a PowerPoint presentation

Slide 1: Title slide

Being Kind to Each Other

Slide 2: What is the Kindness Ripple?

The Kindness Ripple is a movement to encourage people to be kind to each other. It's about doing small acts of kindness every day, to make the world a better place.

Slide 3: Why is kindness important?

Kindness is important because it makes the world a happier place. When we are kind to others, we make them feel good. And when people feel good, they are more likely to be kind to others.

Slide 4: How can the Kindness Ripple make the world a better place?

The Kindness Ripple can make the world a better place by making people happier, more connected, and more compassionate.

Slide 5: Story

The Kindness Ripple

(Read the story to the children)

Slide 6: How can you be kinder to others?

Here are some ideas:

- Hold the door open for someone.
- Help an elderly person cross the street.
- Give a compliment to a stranger.
- Volunteer your time to a charity.
- Donate to a food bank.
- Be a good listener.
- Help out your classmates or siblings.

Slide 7: Conclusion

The Kindness Ripple is all about being kind to others, one act of kindness at a time. Even small acts of kindness can make a big difference in someone's day. So let's all try to be a little bit kinder each day. We can all make the world a better place.

Additional notes

- You can use images and videos to make your PowerPoint presentation more engaging.
- You can also add interactive elements to your presentation, such as polls or quizzes.
- Be sure to practice your presentation beforehand so that you can deliver it smoothly.
- Have fun and encourage the children to participate in the assembly.

Implementation Plan Prompt

Example use:

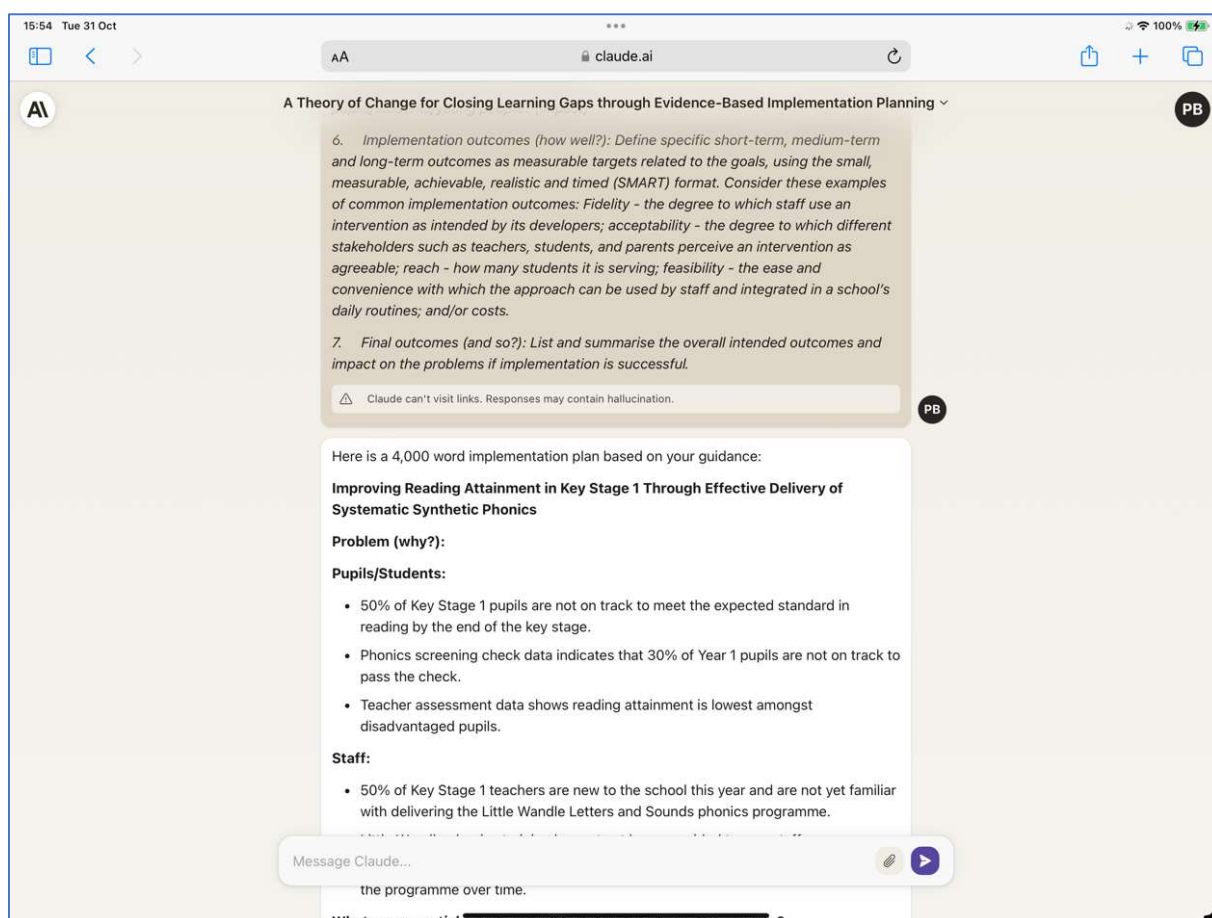
- Drafting the whole-school or subject-level Continuous Improvement Plan (CIP).

Generative AI tools to consider:

- **Anthropic Claude** <https://claude.ai> (provided the most thorough response when testing the prompt).

Guidance on using the prompt:

1. Copy the Example Prompt Template provided on the next page. Paste it into the AI tool.
2. **Modify the red text in the Example Prompt Template** to suit your needs, quoting research you would like to base the Plan on. Claude also allows users to attach documents (10mb file size limit).
3. Click the send button to generate the Plan.
4. Copy the Implementation Plan Claude created and paste it into Microsoft Word for later use.
5. Quality assure and amend the Implementation Plan. The generated outcome is a starting point. Some modification is likely to be required to make them fit for purpose and relevant to your context.



Example Prompt Template

Create a roughly **4000**-word research-based implementation plan following EEF's "Putting Evidence to Work" guidance. Use British English conventions and bold section titles.

Title the plan and provide a 1-paragraph rationale citing evidence.

Address these problems/goals: **Improve KS1 reading by solidifying the existing Little Wandle phonics programme's implementation. 50% of teachers are new and unfamiliar with the programme while established teachers may need refresher training.**

Include these sections:

1. **Areas for improvement:** Consider problems for students and staff
2. **Non-negotiable actions:** Active ingredients with research basis (e.g. **EEF Literacy KS1 guidance**)
3. **Implementation activities and timeline** (**Sept 2023-July 2024**)
4. **SMART short, medium and long term implementation outcomes** that consider fidelity, acceptability, reach and feasibility
5. **Intended final outcomes:** Consider the impact on the whole school, staff and students

End with a bibliography.

Example: Implementation Plan generated by Claude using the Example Prompt Template

Solidifying the Little Wandle Phonics Programme Implementation Plan

Developing strong phonics skills in the early years is crucial for building a solid foundation for reading. Research from the Education Endowment Foundation (EEF) highlights the importance of systematic phonics instruction and its positive impact on reading accuracy and comprehension, particularly for disadvantaged pupils. However, the effectiveness of a phonics programme hinges on its consistent and high-quality implementation across the school. With 50% of teachers being new and unfamiliar with the Little Wandle phonics programme, and the need for refresher training for established teachers, a structured implementation plan is essential to ensure the programme's success and improved Key Stage 1 reading outcomes.

Areas for Improvement

For Students:

- Inconsistencies in phonics instruction across year groups and classrooms, leading to gaps in knowledge and skills.
- Lack of engagement and motivation due to variations in teaching approaches and resources.
- Difficulties in transitioning from phonics to fluent reading for some students.

For Staff:

- Limited understanding of the programme's principles, scope, and sequence for new teachers.

- Potential skill gaps or deviations from the programme's recommended practices for experienced teachers.
- Lack of confidence or buy-in from staff members who are unfamiliar with the programme.

Non-negotiable Actions

Based on the EEF's "Improving Literacy in Key Stage 1" guidance, the following non-negotiable actions will be implemented:

1. **Systematic Phonics Instruction:** Ensure consistent, high-quality phonics teaching across all year groups, following the Little Wandle programme's scope and sequence.
2. **Effective Modelling and Practice:** Provide ample opportunities for modelling and guided practice, with immediate feedback and targeted support.
3. **Engaging Resources and Activities:** Utilize the programme's engaging resources and multisensory activities to promote active participation and enjoyment.
4. **Ongoing Assessment and Monitoring:** Regularly assess and monitor progress, using data to identify gaps and inform targeted interventions.
5. **Professional Development:** Provide comprehensive training and ongoing support for all staff, fostering a shared understanding and consistent implementation.

Implementation Activities and Timeline (September 2023 - July 2024)

September 2023

- Establish an implementation team to oversee and coordinate the plan.
- Conduct a staff survey to assess current knowledge, confidence, and areas of need.
- Provide initial training for new staff on the Little Wandle programme's principles, resources, and expectations.

October - November 2023

- Arrange refresher training sessions for experienced staff, addressing common challenges and reinforcing best practices.
- Develop a schedule for ongoing coaching and peer observations, focusing on high-quality phonics instruction.
- Introduce a consistent assessment and monitoring system across all year groups.

December 2023 - February 2024

- Facilitate regular implementation team meetings to review progress, address challenges, and adjust strategies as needed.
- Conduct learning walks and observations, providing feedback and support to staff.
- Identify students who may require additional interventions and tailor support accordingly.

March - May 2024

- Organize targeted professional development sessions based on identified areas of need.
- Encourage staff collaboration and sharing of effective practices through professional learning communities or group discussions.

- Plan for a seamless transition from phonics instruction to fluent reading for Year 2 students.

June - July 2024

- Evaluate the implementation plan's effectiveness through staff surveys, student assessments, and observation data.
- Celebrate successes and recognize staff members who have excelled in implementing the programme.
- Plan for sustained implementation and continuous improvement in the following academic year.

SMART Implementation Outcomes

Short-term (September 2023 - December 2023)

- Fidelity: 100% of staff will have received initial training or refresher sessions on the Little Wandle programme by the end of December 2023.
- Acceptability: At least 80% of staff will report increased confidence and understanding of the programme's principles and expectations by the end of December 2023.

Medium-term (January 2024 - April 2024)

- Fidelity: 90% of classroom observations will demonstrate consistent implementation of the non-negotiable actions by the end of April 2024.
- Reach: At least 75% of students will be on track to meet their phonics and reading targets, based on assessments conducted by the end of April 2024.

Long-term (May 2024 - July 2024)

- Acceptability: At least 85% of staff will report high levels of acceptability and feasibility of the implementation plan by the end of July 2024.
- Feasibility: 100% of Year 1 students will meet the expected standard in the Phonics Screening Check by the end of July 2024.
- Reach: At least 90% of Year 2 students will achieve the expected standard in reading by the end of July 2024.

Intended Final Outcomes

For Students:

- Improved phonics skills and reading accuracy across all year groups.
- Enhanced reading comprehension and enjoyment of reading.
- Smoother transition from phonics instruction to fluent reading in Year 2.

For Staff:

- Increased confidence and consistency in delivering high-quality phonics instruction.
- Shared understanding and commitment to the Little Wandle programme's principles and practices.
- Collaboration and professional growth through ongoing support and learning opportunities.

For the Whole School:

- Consistent and effective implementation of the Little Wandle phonics programme across all Key Stage 1 classrooms.
- Improved reading outcomes and achievement levels, narrowing gaps for disadvantaged students.
- A culture of continuous improvement and commitment to evidence-based practices.

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Education Endowment Foundation. (2018). Improving Literacy in Key Stage 1. Retrieved from https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS1_Literacy_Guidance.pdf

Education Endowment Foundation. (2019). Putting Evidence to Work: A School's Guide to Implementation. Retrieved from https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EF_Implementation_Guidance_Report_2019.pdf

Torgerson, C., Brooks, G., & Hall, J. (2006). A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling. Retrieved from <https://dera.ioe.ac.uk/14791/1/0007512.pdf>

Wyse, D., & Goswami, U. (2008). Synthetic Phonics and the Teaching of Reading. *British Educational Research Journal*, 34(6), 691-710. doi:10.1080/01411920802268912

Leadership Mentor Prompt

Example use:

- Take a conversational approach to brainstorm ideas, practice a big conversation, and receive coaching through a problem to explore potential strategies to adopt.

Generative AI tools to consider:

- Pi <https://pi.ai> (conversational approach)
- Google Gemini <https://Gemini.google.com> (provides a more immediate list of things to consider)
- Bing www.bing.com (similar response style to Gemini but offers suggested next questions you may wish to ask Bing)

Guidance on using the prompt:

1. Consider whether this is better as a conversation with a peer or colleague, such as the Trust's HR team.
2. Pi allows you to select a category on its home page, such as 'Brainstorm ideas' and 'Practice a big conversation'.
3. Start the 'conversation' by typing in what you would like to discuss or explore.
4. Pi takes an informal approach to the on-screen conversation. Ask Pi questions during the conversation.
5. You must avoid sharing any personal data whilst using this AI tool: don't be too specific to a situation, such as naming people.
6. Quality assure. The generated outcome is a starting point. Some modification is likely to be required to make them fit for purpose and relevant to your context.

Example Prompt Templates

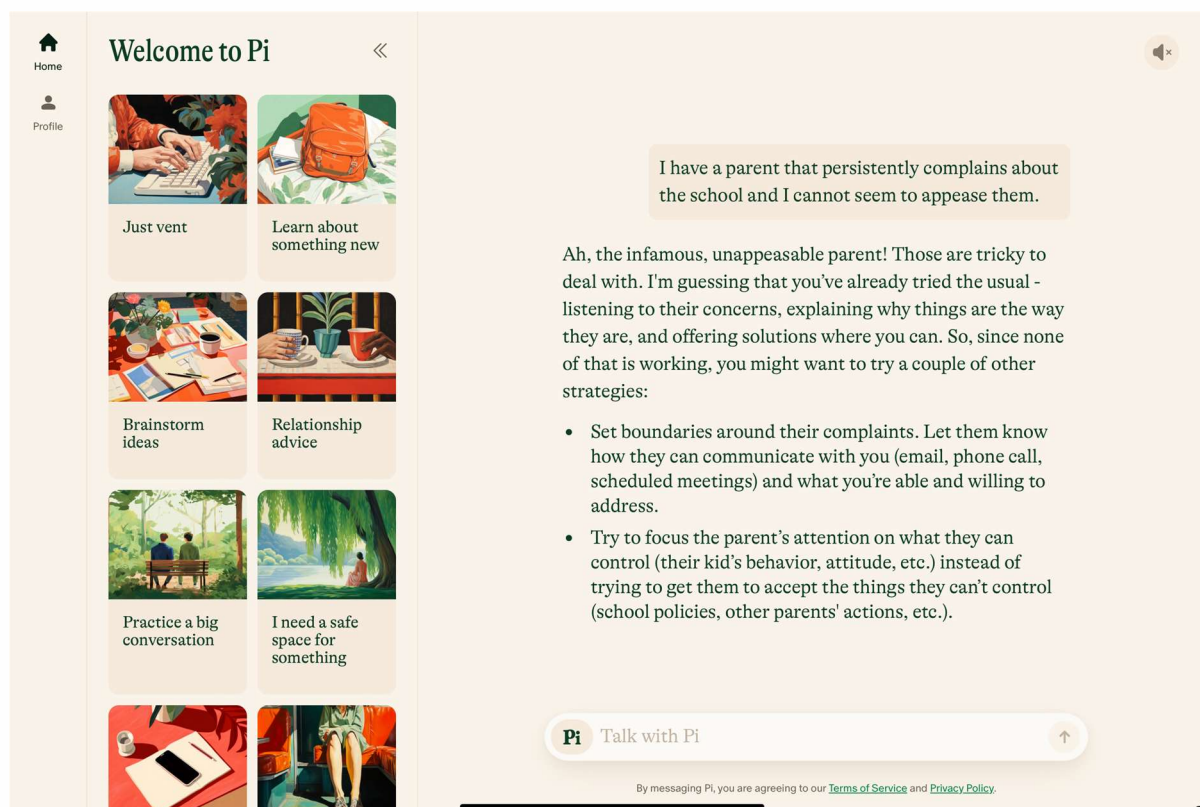
These prompts could be used to start conversations:

I have a parent that persistently complains about the school and I cannot seem to appease them.

I want to improve staff well-being at my school, but I don't know where to start.

I think iPads could transform teaching and learning. How could I start to use them in my classroom?

Example generated by Pi



Example generated by Google Gemini

It can be frustrating to deal with a persistently complaining parent, especially if you feel like you are doing everything you can to address their concerns. However, it is important to remember that all parents want the best for their children, and their complaints may be coming from a place of love and worry.

Here are some tips for dealing with a persistently complaining parent:

- Stay calm and professional. It can be difficult to stay calm when someone is constantly complaining, but it is important to do so. If you get angry or upset, it will only escalate the situation.
- Listen carefully to the parent's concerns. Try to understand what is motivating their complaints. Are they worried about their child's academic progress? Are they concerned about the school's culture or climate? Once you understand their concerns, you can start to address them.
- Be specific and transparent in your responses. When you respond to the parent's concerns, be as specific and transparent as possible. Explain what the school is doing to address their concerns, and provide a timeline for when they can expect to see results.

- Document all of your interactions with the parent. This will help you to track the progress of the situation and to identify any patterns in the parent's complaints.
- Involve other staff members if needed. If you are struggling to deal with the parent on your own, involve other staff members, such as the principal or another administrator. They may be able to offer support and guidance, and they may also be able to speak to the parent directly.

If you have tried all of these things and the parent is still persistently complaining, you may need to consider setting some boundaries. This may mean limiting your communication with the parent to email or phone calls only, or it may mean asking the parent to submit their complaints in writing. It is important to protect yourself from emotional abuse and to ensure that you are able to focus on your job.

Here are some additional tips that may be helpful:

- Build a relationship with the parent. Try to get to know the parent and their child on a personal level. This will help you to build trust and rapport, which will make it easier to have difficult conversations.
- Be proactive. Don't wait for the parent to come to you with complaints. Reach out to them regularly to provide updates on their child's progress and to answer any questions they may have.
- Be positive. Focus on the positive aspects of the school and of the parent's child. This will help to create a more positive and productive atmosphere.

It is important to remember that you cannot please everyone. There will always be some parents who are unhappy with something. However, by following these tips, you can minimize the impact of persistent complaints and create a more positive and productive relationship with the parent.

Other prompts that may be useful

Summarise long documents and articles

Summarise the text below and give me a list of key points and important facts in bullet form: [insert text].

N.B. Claude allows users to upload documents. This prompt can be modified to summarise large documents.

Generate new ideas

Make a list of 20 new ideas for [insert desired purpose, e.g., social media posts] based on [insert text].

Simplify complex texts for better understanding

Rewrite the text and make it easy for a beginner to understand: [insert text].

Learn faster using the 80/20 principle

I want to learn about [insert subject]. Identify and share the top 20% of learnings from this subject that will help me understand 80% of it.

Prepare for job interviews

I am interviewing for the position of [insert position]. Can you give me a comprehensive list of questions interviewers could ask during this interview? Also, provide brief answers to each question.

Enhance your writing

[Paste your writing] Review my writing above. Correct grammar and spelling errors and make suggestions to improve the clarity of my writing.

Improve problem-solving skills

[Insert problem] Give me a step-by-step solution to the above problem with clear instructions on how to perform each step.

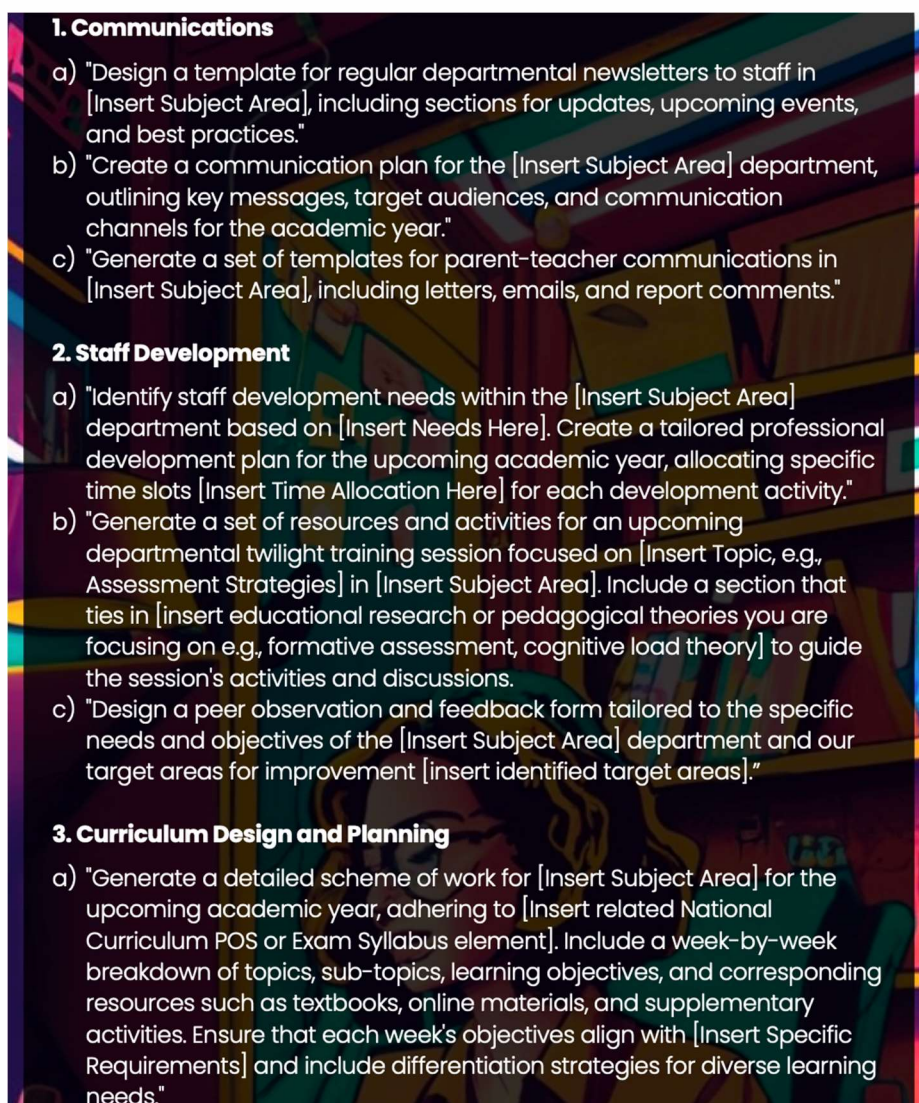
Quiz yourself (or others)

Give me a short quiz that teaches me [what you want to learn]. List the correct answers at the end.

Prompts for Subject Leaders

Click here:

<https://ictevangelist.com/wp-content/uploads/2023/10/ChatGPT-for-Subject-Leaders.pdf>



1. Communications

- a) "Design a template for regular departmental newsletters to staff in [Insert Subject Area], including sections for updates, upcoming events, and best practices."
- b) "Create a communication plan for the [Insert Subject Area] department, outlining key messages, target audiences, and communication channels for the academic year."
- c) "Generate a set of templates for parent-teacher communications in [Insert Subject Area], including letters, emails, and report comments."

2. Staff Development

- a) "Identify staff development needs within the [Insert Subject Area] department based on [Insert Needs Here]. Create a tailored professional development plan for the upcoming academic year, allocating specific time slots [Insert Time Allocation Here] for each development activity."
- b) "Generate a set of resources and activities for an upcoming departmental twilight training session focused on [Insert Topic, e.g., Assessment Strategies] in [Insert Subject Area]. Include a section that ties in [insert educational research or pedagogical theories you are focusing on e.g., formative assessment, cognitive load theory] to guide the session's activities and discussions."
- c) "Design a peer observation and feedback form tailored to the specific needs and objectives of the [Insert Subject Area] department and our target areas for improvement [insert identified target areas]."

3. Curriculum Design and Planning

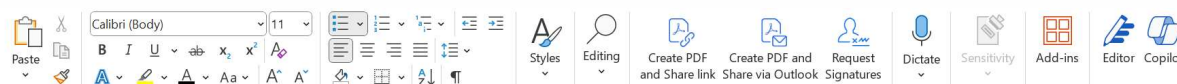
- a) "Generate a detailed scheme of work for [Insert Subject Area] for the upcoming academic year, adhering to [Insert related National Curriculum POS or Exam Syllabus element]. Include a week-by-week breakdown of topics, sub-topics, learning objectives, and corresponding resources such as textbooks, online materials, and supplementary activities. Ensure that each week's objectives align with [Insert Specific Requirements] and include differentiation strategies for diverse learning needs."

Summary: Artificial Intelligence (AI) in Education

Before incorporating Artificial Intelligence (AI) into the workplace or educational setting, it is crucial for school and trust leaders, teachers, support staff, and students to have an awareness and understanding of the following key points:

- Exceed Academies Trust encourages the careful and considerate use Artificial Intelligence (AI) but advises using generative AI cautiously.
- AI presents significant opportunities for educational institutions, in terms of teaching, learning and administration, but it also carries inherent risks that necessitate awareness and mitigation.
- School and trust safeguarding, data protection, cyber, internet use, and security policies are applicable to AI usage, including compliance with GDPR requirements. You must be familiar with and adhere to all related policies applicable to the use of AI.
- *Unlicensed generative Artificial Intelligence models without commercial data protection: Currently, these are the most common forms of generative AI.* Under no circumstances should sensitive or personal information or data be uploaded to premium paid-for or free-to-use generative AI models, including but not limited to ChatGPT, Google Gemini, Anthropic Claude, Pi and Microsoft Copilot. These operate in an unsecure, unprotected online environment without commercial data protection. Such requirements also apply to commercial products powered by ChatGPT or other generative model (e.g. TeachMate.ai). This data includes sensitive information (commercial, finance, etc) and personal information (such as names and birthdates) shared or reproduced in text, images, audio, video, code, or simulations formats (including through file names).
- *Licensed versions of Microsoft Copilot with commercial data protection:* If personal or sensitive data is to be used for with generative Artificial Intelligence, the user must have an active and paid for Microsoft Copilot license associated with their work Microsoft 365 account provided, funded and managed by their school/organisation and/or the trust. Such licensed versions of Microsoft Copilot operate with commercial data protection in a secure environment and data is not used to train the generative Artificial Intelligence model. It is likely that most school and trust Microsoft 365 accounts will not have access to the license, and so sensitive and personal data must not be used with generative artificial intelligence (see above). Schools/organisations should not subscribe to licensed paid for generative AI models other than Microsoft Copilot. The trust, schools and organisations wishing to purchase one or more licenses should approach the Trust's IT lead and IT provider for support.
- Please check with your IT support if you are unclear about whether you have access to a licensed version with commercial data protection before you begin to use it. In Microsoft Copilot, accessible via your internet browser, log in with your work email address. The following green shield icon will be displayed if you have a commercial data protection licensed version of Microsoft Copilot. In applications such as Microsoft Word, a Copilot icon will be displayed on the Home tab:





- Incidents of inappropriate use of generative Artificial Intelligence, including the use of personal and/or sensitive data, will be dealt with in line with relevant school and Trust HR policies and procedures.
- AI tools are sometimes available for free use, and in such instances, the company offering the service often considers the user's data as the valuable commodity they seek or their loyalty resulting in future purchases and use. This is like social media, etc. The data is drawn upon is captured, stored, and used to train the generative AI model.
- Certain commercial procured AI powered resources chosen by a school may necessitate the sharing of some personal data. The Headteacher should explore these data protection requirements relating to such resources and seek support from the Data Protection Officer where required. They must ensure that data is securely stored in alignment with school and trust policies, including GDPR, before purchasing or implementing such systems/resources.
- Typically, generative AI tools such as Google Gemini and ChatGPT have age restrictions of 13, 16 or 18+. Age restrictions vary between models. Leaders, teachers, support staff and students must check and be mindful of these age limitations and adhere to the related terms and conditions. Written parental consent is required for students aged under 18 to use such tools.
- As well as data protection and online safety related professional development, staff should consider accessing AI-related training provided by the trust, school, and/or other relevant providers based on the need of their school or organisation.
- When applicable, schools and their staff should familiarise themselves with guidance from assessment bodies, including examination boards and The Joint Council for Qualifications, and effectively communicate this information to students and parents or carers.
<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>
- Do not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright. Students' work should not be used to train AI without written parental consent (if the student is aged under 18) or consent from the student (if aged 18 or over).
- Generative AI serves as a valuable tool for stimulating ideas and providing a starting point, but it usually requires user intervention to produce a high-quality finished product.
- Generative AI will return results based on the dataset it has been trained on. Therefore, for example, a generative AI tool may not have been trained on the English curriculum and may not provide results that are comparable with a human-designed resource developed in the context of our curriculum.
- Not all generative AI tools have access to the same training data and not all systems are able to access up-to-date information from the internet and other sources. Comparing and

contrasting outcomes from different generative AI tools, such as ChatGPT and Google Gemini, is recommended to get the best outcome.

- Generative AI can be inaccurate; inappropriate; biased; taken out of context and without permission; and out of date and unreliable. The effectiveness of generative AI depends on the quality of the training data it has received, which may become outdated, biased, or contain misinformation. This includes content that reinforces stereotypes and bias towards underrepresented groups. Users should not use content that reinforces such biases and actively seek inclusive and diverse content appropriate to the context. Users should only use such information if they are qualified to verify its accuracy before using it. Generative AI can create inaccurate but believable content.
- The quality of prompts (what the user asks AI to do) used in generative AI tools, such as Google Gemini and ChatGPT, directly influences the quality of the output. Outcomes always need quality assurance and often prompts require adjustments to achieve the desired high-quality results.
- Where generative AI is used by educators and support staff in schools for educational purposes in lessons, they should cautiously model (e.g. turn off the data projector until AI generated images have been created and quality assured) the use of generative AI tools such as ChatGPT and Google Gemini rather than allowing students to use it independently).
- To prepare students to contribute to society and the future workplace, students should be educated about appropriate use, benefits, risks, and mitigations associated with generative Artificial Intelligence whether they have consent to use it and direct access to it in school or not. Equity in access to such resources should also be considered.
- Information about the use of generative AI should be provided to parents and carers.
- The field of AI evolves rapidly. Users should try to stay current with developments that impact AI usage in education and apply a critical eye to developments.

Keeping Children Safe in Education (KCSIE)

KCSIE states:

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.

DfE (Department for Education) states:

[Schools and colleges should] ensure that children and young people are not accessing or creating harmful or inappropriate content online, including through generative AI - keeping children safe in education provides schools and colleges with information on:

- *what they need to do to protect pupils and students online*
- *how they can limit children's exposure to risks from the school's or college's IT system*

KCSIE is available here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Department for Education (DfE) Generative AI in Education

DfE guidance is available here:

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

Ofsted's approach to artificial intelligence (AI)

Ofsted states:

Ofsted will not directly inspect the quality of AI tools. It is through their application that they affect areas of provision and outcomes such as safeguarding and the quality of education. Leaders, therefore, are responsible for ensuring that the use of AI does not have a detrimental effect on those outcomes, the quality of their provision or decisions they take.

Ofsted supports the use of AI by providers where it improves the care and education of children and learners. We recognise that these tools can help providers make better-informed decisions, reduce workload and lead to innovative ways of working.

Regulatory principle	Providers are expected to...
Safety, security, and robustness	Assure themselves that AI solutions are secure and safe for users and protect users' data Ensure they can identify and rectify bias or error
Appropriate transparency and explainability	Be transparent about their use of AI, and make sure they understand the suggestions it makes
Fairness	Only use AI solutions that are ethically appropriate – in particular, we expect providers to consider bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate
Accountability and governance	Ensure that providers and their staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance, and use of AI
Contestability and redress	Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology. Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment.

Ofsted's guidance is available here:

<https://www.gov.uk/government/publications/ofsteds-approach-to-ai>

Knowledge and skills for the future

The Department for Education (DfE) state:

The education sector needs to:

- *prepare students for changing workplaces*
- *teach students how to use emerging technologies, such as generative AI, safely and appropriately*

At different stages of education, this teaching may include:

- *the limitations, reliability, and potential bias of generative AI*
- *how information on the internet is organised and ranked*
- *online safety to protect against harmful or misleading content*
- *understanding and protecting Intellectual Property rights*
- *creating and using digital content safely and responsibly*
- *the impact of technology, including disruptive and enabling technologies*
- *foundational knowledge about how computers work, connect with each other, follow rules and process data*

The education system should:

- *support students, particularly young pupils, to identify and use appropriate resources to support their ongoing education*
- *encourage effective use of age-appropriate resources (which, in some instances, may include generative AI)*
- *prevent over-reliance on a limited number of tools or resources*

DfE will continue to work with experts to:

- *consider and respond to the implications of generative AI and other emerging technologies*
- *support primary and secondary schools to teach a knowledge-rich computing curriculum to children up to the age of 16*

Source: DfE (2023) <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

Resources and support

The latest guidance from the Department for Education (DfE) is available here:

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

Introduction to Generative AI (Google)

https://www.cloudskillsboost.google/course_templates/536

Empowering educators to explore the potential of artificial intelligence (Microsoft)

<https://learn.microsoft.com/en-us/training/modules/empower-educators-explore-potential-artificial-intelligence/>

Exploring generative AI with Copilot in Bing (Microsoft)

<https://learn.microsoft.com/en-us/training/modules/explore-generative-ai-copilot-bing/>

Prompt engineering (OpenAI)

<https://platform.openai.com/docs/guides/prompt-engineering/six-strategies-for-getting-better-results>

Discovering AI with Google for Education Champions (Google)

<https://www.youtube.com/playlist?list=PLP7Bvyb3ap4526l0TCX9Lz0tnkHgQOXCS>

Unlock generative AI safely and responsibly – classroom toolkit (Microsoft)

<https://learn.microsoft.com/en-us/training/educator-center/instructor-materials/classroom-toolkit-unlock-generative-ai-safely-responsibly>

Teacher Development Trust: Understanding AI for School: tips for school leaders

<https://tdtrust.org/2023/09/08/download-understanding-ai-for-school-tips-for-school-leaders/>

Net Support: Exploring effective and ethical use of AI in education

<https://youtu.be/4c2aXGU-KYQ?si=yCK9t-kJG61TCsDN>