



Prompt Craft

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

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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](https://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 365 Copilot Chat, require 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, teachers and support staff take their first steps in using Generative AI and to 'craft' prompts to produce outcomes more quickly and efficiently. Our strategy started with building leadership awareness of AI as an enabler for wider workforce adoption of AI tools. Readers of this Prompt Craft guide can copy the prompts from this document – 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.

You are bound by your school/trust Data Protection and Internet Security policies as well as the Trust's Artificial Intelligence Acceptable Use Policy. Please consult with your Headteacher or the Trust.

Accessing generative AI tools

The Trust authorises **Microsoft 365 Copilot Chat** and the upgraded service **Microsoft 365 Copilot** as the Trust's **only approved** large language model (LLM) and generative-AI system for general use. This service are provided via school/trust issued Microsoft 365 accounts. These services provide enterprise-grade data protection to support the safe handling of sensitive Trust and school information and may be used for a wide range of AI-supported tasks, including but not limited to generating text, images, code, data summaries, and charts.



This symbol, in the top right of the screen within Microsoft Copilot Chat and Microsoft 365 Copilot indicates **enterprise data protection** is active. **Do not use sensitive data unless this is displayed as this would be a breach of our Data Protection Policy.**

Microsoft 365 Copilot Chat is provided to the majority of staff. A small number of staff have upgraded Microsoft 365 Copilot accounts provided at an additional cost.

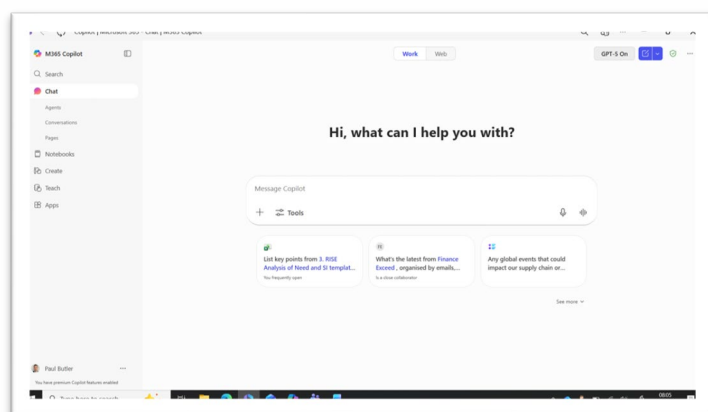
Microsoft 365 Copilot Chat and Microsoft 365 Copilot

Typically, you will find this service by logging in to your Microsoft 365 account via your internet browser in the same way you might access online apps associated with your school/trust account, such our Outlook and Microsoft Word.

Visit m365.cloud.microsoft or download the M365 Copilot app on your work device.

Please note: Microsoft Copilot

Microsoft Copilot is not a permitted app. Microsoft Copilot (*please note the name makes no reference to Microsoft 365*) is a free service. This **does not** have enterprise data protection so your work data is not secure. This is **not** permitted for work use.



Microsoft 365 Copilot

Performance Management Targets Prompt

Example use:

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

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 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.

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 using the Example Prompt Template

Newsletter - October 2025

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.

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 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.

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 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).

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 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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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.

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?

Examples generated using the Example Prompt Template

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.

Lesson Plan Prompt

Example use:

- Create a starting point for a lesson plan.

Guidance on using the prompt:

6. Copy the Example Prompt Template provided below. Paste it into the AI tool.
7. **Modify the red text in the Example Prompt Template**, below, to suit your needs.
8. Copy and paste the following prompt into the chat function in the Generative AI tool. Click the button to generate the outcome.
9. Copy the output the Generative AI tool creates and paste it into Microsoft Word to save for later use.
10. 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

Create a lesson plan for an *[how many]* minutes lesson.

The subject is *[Subject here]* from *[Exam board/syllabus/curriculum]* for the topic *[topic]* suitable for *[year group or age]*.

The lesson should include *[retrieval/video/activities]*.

Give success criteria.

Identify opportunities for stretch and challenge.

Additional details/prompts to consider

Do you have sessions of a specification you can copy in?

Have you asked for more information about the plan by adding more prompts or questions after the initial response?

Example Prompt

Create a lesson plan for a 60-minute lesson.

The subject is computing from OCR GCSE Computing J276 syllabus for the topic algorithms and programming concepts for 15-year-olds.

The lesson should include a video, retrieval practice and a 10-question quiz.

Give success criteria.

Identify opportunities for stretch and challenge.

Example generated by using the Example Prompt

Lesson Title: Introduction to Algorithms and Programming Concepts

Learning Objectives:

1. Understand the fundamental concepts of algorithms and programming.

2. Apply basic programming constructs to solve simple problems.

Lesson Structure:

1. **Introduction (5 minutes)**

- **Objective:** Set the context for the lesson.
- **Activities:**
 - Welcome students and briefly explain the purpose of the lesson.
 - Share the learning objectives.

2. **Video: “What Is an Algorithm?” (10 minutes)**

- **Objective:** Introduce the concept of algorithms.
- **Activities:**
 - Show a short video that explains what an algorithm is.
 - Discuss key points from the video as a class.
 - Highlight real-world examples of algorithms (e.g., making a sandwich, sorting cards).

3. **Retrieval Practice: Algorithm Definitions (15 minutes)**

- **Objective:** Reinforce understanding of algorithm terminology.
- **Activities:**
 - Distribute a handout with algorithm-related terms (e.g., pseudocode, flowchart, iteration).
 - Ask students to define each term and provide examples.
 - Discuss answers as a group.

4. **Programming Concepts: Pseudocode (15 minutes)**

- **Objective:** Introduce pseudocode as a way to represent algorithms.
- **Activities:**
 - Explain what pseudocode is and its purpose.
 - Provide examples of pseudocode for simple tasks (e.g., calculating the average of two numbers).
 - Students work in pairs to create pseudocode for a basic problem (e.g., finding the maximum of three numbers).

5. **Stretch and Challenge: Coding Exercise (10 minutes)**

- **Objective:** Extend learning beyond the basics.
- **Activities:**
 - Present a more complex problem (e.g., Fibonacci sequence).
 - Encourage students to write pseudocode or even attempt coding in Python (optional).
 - Discuss different approaches and solutions.

6. **Quiz: Algorithm Concepts (5 minutes)**

- **Objective:** Assess understanding of key concepts.
- **Activities:**
 - Administer a 10-question quiz on algorithm terminology and pseudocode.
 - Review answers together.

Success Criteria:

- Students can define key algorithm-related terms (pseudocode, flowchart, iteration).
- Students can create pseudocode for simple problems.

- Students can identify opportunities to optimize algorithms.

Opportunities for Stretch and Challenge:

1. **Advanced Pseudocode:** Encourage students to write pseudocode for more complex problems (e.g., sorting algorithms).
2. **Coding Practice:** Provide additional coding exercises (e.g., implementing pseudocode in Python).
3. **Algorithm Efficiency:** Discuss how to improve algorithm efficiency (e.g., reducing time complexity).

Assessments Prompt

Example use:

- Create an assessment to use in a lesson or for homework.

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

Create an assessment for *[Subject]* from *[Exam board/curriculum]* for *[year group or age]*.
The assessment should contain *[multiple choice/essay/ranking....]* questions.
This should have *[X]* questions.
Provide a mark scheme that lists the answers at the end.
Create opportunities for stretch and challenge.

Additional details/prompts to consider

Can you define a specific topic for the questions to focus on?
Have you got content you could paste in for the questions to be based upon?
Have you checked the answers?
Could you add to your prompt to give weight to questions?
Could you use past exam questions?

Example Prompt

Create an assessment for maths from the UK national curriculum for year 4 pupils.
The assessment should contain multiple-choice questions.
This should have 10 questions.
Provide a mark scheme that lists the answers at the end.
Create opportunities for stretch and challenge.

Example generated by using the Example Prompt

Year 4 Mathematics Assessment

Instructions:

- Read each question carefully.
- Choose the correct answer by selecting the corresponding letter (A, B, C, or D).
- Good luck!

1. **What is the value of 7×8 ?**

- A) 48
- B) 56
- C) 64
- D) 72

2. **Which fraction represents three-quarters?**

- A) $\frac{1}{4}$
- B) $\frac{2}{3}$
- C) $\frac{3}{4}$
- D) $\frac{4}{5}$

3. **What is the next number in the pattern: 5, 10, 15, 20, ...?**

- A) 25
- B) 30
- C) 35
- D) 40

4. **Which shape has four right angles?**

- A) Circle
- B) Triangle
- C) Square
- D) Hexagon

5. **If a rectangle has a length of 12 units and a width of 5 units, what is its perimeter?**

- A) 22 units
- B) 34 units
- C) 40 units
- D) 60 units

6. **Which of the following is a prime number?**

- A) 12
- B) 17
- C) 20
- D) 25

7. **What is the missing number in the sequence: 9, 16, 23, __, 37?**

- A) 30
- B) 31
- C) 32
- D) 33

8. **If a bag contains 24 marbles, and $\frac{1}{3}$ of them are red, how many red marbles are there?**

- A) 6
- B) 8
- C) 12
- D) 16

9. **Which of the following fractions is equivalent to $\frac{3}{5}$?**

- A) $\frac{1}{2}$
- B) $\frac{2}{3}$
- C) $\frac{4}{7}$

- D) $\frac{5}{8}$

10. What is the product of 9 and 7?

- A) 56
- B) 63
- C) 72
- D) 81

Mark Scheme:

1. A) 48
2. C) $\frac{3}{4}$
3. B) 30
4. C) Square
5. C) 40 units
6. B) 17
7. B) 31
8. A) 6
9. B) $\frac{2}{3}$
10. A) 56

Stretch and Challenge Opportunities:

- Encourage pupils to explain their reasoning for each answer.
- For more challenge, ask them to solve additional word problems related to the topics covered.

Remember, mathematics is not just about getting the right answers but also understanding the concepts behind them. ✨

Student Report Prompt

Example use:

- Create a *starting point* for an individual student's report to parents. Remember no personal student data should be input into AI tools and all policies must be adhered to. Parents and students should not receive generic reports – reports should be regenerated and personalised to each individual student.
- Senior leaders are right to reject any report that reads too 'robotic'.
- Follow your school's guidelines for report writing.

Guidance on using the prompt:

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Example Prompt Template

Act as a UK teacher of *[subject, year group, student age]* writing reports home to parents and carers.

Write me a *[X]* word school report.

The following key points should be reference: doing well in *[list subjects and topics]*.

Highlights from the year to date include *[detail successes]*.

Next steps in their learning are *[list areas for development]*.

The tone should be *[formal, informal, relaxed, professional...]*.

Example Prompt

Act as a UK teacher of Year 4 children writing reports home to parents and carers.

Write me a 150-word school report.

The following key points should be reference: doing well in English literature, read Michael Morpurgo; and Science – learnt about cells in plants.

Highlights from the year to date include the Romans homework where a model amphitheatre was created.

Next steps in their learning are to not distract other children with chat not related to the learning in Science.

The tone should be professional.

Example generated by using the Example Prompt

Dear Parents/Carers,

I am writing to update you on [Child's name]'s progress in Year 4.

[Child's name] is excelling in English literature. They have a real enthusiasm for reading, and we recently explored the works of Michael Morpurgo. Their ability to analyse characters and plotlines is impressive.

In Science, we've been delving into the fascinating world of cells, the building blocks of life! [Child's name] has grasped the concepts well and actively participates in class discussions.

One of the year's highlights was the Roman homework project. [Child's name] created a fantastic model amphitheatre, demonstrating a clear understanding of Roman architecture.

Looking ahead, in Science, we'll be focusing on collaborative learning. While [Child's name] works well independently, there are times when side conversations can distract others. We'll be working on ways to communicate effectively without disrupting the learning environment.

Overall, [Child's name] is a positive and engaged member of the class. They're always keen to learn and contribute.

Please feel free to contact me if you have any questions.

Kind regards,

[Your Name]

Year 4 Teacher

Text Summary Prompt

Example use:

- Summarise lengthy text into a quicker read whilst keeping the main points.
- Not only can a prompt like this support the creation of resources for students, it can help a teacher summarise research and guidance for their own use.

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.
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Example Prompt Template

Summarise the following text in [x] words.

This is for [teachers, age of pupil].

[paste text]

N.B.

Some AI models, such as Microsoft Copilot, allows users to upload files to interrogate. For example, a research report could be summarised. Models often have file size limits, e.g. Copilot is 1mb. Do not upload files that contain personal or sensitive data.

Example Prompt

Summarise the following text in 100 words.

This is for a class of 8-year-olds.

Promoting children and young people's wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public Health England, 2021).

Mental health plays a key role in a child's overall wellbeing and can be affected by various factors, including:

- abuse and neglect
- family circumstances
- environment
- stress
- loneliness or social isolation.

Negative experiences can adversely affect a child's mental health, just as positive experiences can help improve it.

Anyone who works with children and young people has a responsibility to promote their wellbeing, recognise any concerns about a child's welfare and know what action to take to keep children safe.

We've put together some tips and resources to help you promote mental wellbeing in the children and young people you work with. This includes:

- talking with children about their mental health
- strategies to help improve mental health
- tips to share with parents and carers.

Source: NPSPCC

Example generated by using the Example Prompt

Feeling happy and safe helps us learn and grow! Just like our bodies need healthy food, our minds need healthy habits too. Things like stress, loneliness, or family troubles can sometimes bring us down. But the good news is, there are lots of grown-ups who care about our wellbeing! They can help us feel better by listening to us, teaching us coping strategies, and even talking to our parents. We can all learn ways to stay happy and healthy together!

Simplification Prompt

Example use:

- This can be used to create new content, as a follow-up prompt and with existing text.

Guidance on using the prompt:

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Example Prompt Template

*Simplify this for a reader who is [aged X]
[paste text]*

Additional details/prompts to consider

Do you want to pose some questions for responses?
Do you want to highlight any particular points?

Example Prompt

Simplify this for a reader who is 14 years old.

We're starting to get reaction from economists to the Bank of England's announcement today - and what it could mean for the near future.

The decision to hold rates is "no surprise", says Philip Shaw - chief economist at Investec - who says they "maintain [their] current view" that rate cuts will begin in June.

Fiona Cincotta - market strategist at City Index - says with no members of the Bank of England's committee voting to increase interest rates, "the ship is turning towards that rate cut" and she believes that could come "sooner than we thought".

"May seems off the table" for that to happen, according to Colin Asher - senior economist at Mizuho Bank - while he believes "June is possible, but we still see August as most likely".

Susannah Streeter - head of money and markets at Hargreaves Lansdown - agrees, saying it's "not surprising that caution remains the name of the game", with "wage pressures and higher shipping fees" meaning companies are "pushing up prices".

Source: BBC

Example generated by using the Example Prompt

The Bank of England decided to hold interest rates steady today. Economists are now discussing what this means for the future.

- Most economists think interest rates will be cut eventually, to help the economy.
- Some say the cut could come in June, sooner than expected.
- Others are more cautious, saying August is more likely.
- The reason for the delay is because businesses are still raising prices.

Translation for EAL Learners Prompt

Example use:

- AI tools have a vast array of languages and in practice offer a great opportunity to support EAL. This could also be used when inducting new students and supporting communication with parents. Remember no student data or personal information should be entered into any AI tools.

Guidance on using the prompt:

1. Copy the Example Prompt Template provided below. Paste it into the AI tool.
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Example Prompt Template

Translate the following to *[language]*.
[paste text].

Example Prompt

Translate the following to Greek.

As a parent or carer, you always want the absolute best for your children growing up. Having a good education is a great head start in life and crucial in creating more opportunities in adult life.

Did you know that:

- *a child who is absent a day of school per week misses an equivalent of two years of their school life.*
- *90% of young people with attendance rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all!*
- *poor examination results limit young people's options.*
- *poor attendance suggests to colleges and employers that these students are unreliable.*
- *poor school attendance can lead to potential involvement in crime - a quarter of school age offenders have truanted repeatedly.*
- *In the UK 7.5 million school days are missed each year through unauthorised absence*

Example generated by using the Example Prompt

Ως γονέας ή φροντιστής, πάντα θέλετε το απόλυτο καλύτερο για τα παιδιά σας καθώς μεγαλώνουν. Η καλή εκπαίδευση αποτελεί ένα εξαιρετικό ξεκίνημα στη ζωή και είναι ζωτικής σημασίας για τη δημιουργία περισσότερων ευκαιριών στην ενήλικη ζωή.

Ήξερες ότι:

- Ένα παιδί που απουσιάζει μια μέρα την εβδομάδα από το σχολείο, χάνει ουσιαστικά το ισοδύναμο δύο ετών σχολικής ζωής.
- Το 90% των νέων με ποσοστό φοίτησης κάτω του 85% αποτυγχάνουν να επιτύχουν πέντε ή περισσότερους καλούς βαθμούς GCSE και περίπου το ένα τρίτο δεν λαμβάνει κανένα GCSE!
- Τα κακά αποτελέσματα των εξετάσεων περιορίζουν τις επιλογές των νέων.
- Η κακή φοίτηση υποδηλώνει στα κολέγια και στους εργοδότες ότι αυτοί οι μαθητές δεν είναι αξιόπιστοι.
- Η κακή σχολική φοίτηση μπορεί να οδηγήσει σε πιθανή εμπλοκή στο έγκλημα - ένα τέταρτο των παραβατών σχολικής ηλικίας έχει κο προγυλιστεί (κου προγυλιστεί - skipped school repeatedly) επανειλημμένα.
- Στο Ηνωμένο Βασίλειο, χάνονται 7,5 εκατομμύρια σχολικές ημέρες κάθε χρόνο λόγω μη εξουσιοδοτημένης απουσίας.

Stretch and Challenge Prompt

Example use:

- A prompt to help identify more challenging activities for children to undertake.

Guidance on using the prompt:

1. Copy the Example Prompt Template provided below. Paste it into the AI tool.
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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

Create a more challenging set of activities based on the text below.

This is originally aimed at students aged [X].

[paste text which includes existing activities]

Additional details/prompts to consider

Could you be more explicit about what challenge means?

Example Prompt

Create a more challenging set of activities based on the text below.

This is originally aimed at students aged 8.

Geography

- *Make maps to show the expansion of the Roman empire*
- *Find out about how volcanoes are formed and where they are found*
- *Compare the capital cities of Italy and the UK*
- *Map out where Romans built roads in the UK*
- *Make a tourist guide to Hadrian's Wall or another Roman site*

Example generated by using the Example Prompt

1. **Roman Empire Expansion Maps:**
 - Instead of just making maps, encourage students to create an animated timeline showing the gradual expansion of the Roman Empire. They can mark key conquests, significant battles, and major cities. Bonus points for adding labels and short descriptions to each event!
2. **Volcano Formation Research Project:**
 - Students can delve deeper into how volcanoes are formed. They should research the different types of volcanoes (shield, stratovolcanoes, etc.) and create informative posters or presentations. Include details about magma chambers, tectonic plate movements, and volcanic eruptions.
3. **Capital Cities Comparison Challenge:**
 - Extend the comparison beyond Italy and the UK. Have students explore additional European capital cities. They can create a table or infographic comparing population, historical significance, famous landmarks, and cultural aspects of each capital.
4. **Roman Roads Exploration Quest:**
 - Instead of just mapping out where Romans built roads in the UK, turn it into a treasure hunt! Students can research specific Roman roads (like the Fosse Way or Dere Street) and find remnants or modern equivalents. They should document their findings with photos and descriptions.
5. **Hadrian's Wall Adventure Guide:**
 - Transform the tourist guide task into an adventure! Students become time-traveling explorers visiting Hadrian's Wall during its construction. They can write fictional diaries, create illustrated brochures, or even design interactive apps guiding virtual tourists along the wall.

Comprehension Questions Prompt

Example use:

- Generate questions to support the assessment of student's learning.

Guidance on using the prompt:

1. Copy the Example Prompt Template provided below. Paste it into the AI tool.
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Example Prompt Template

Create a set of comprehension questions based on the text below.

There should be [X] questions.

The questions are designed for a student who is [X] years old.

Include answers.

[paste text]

Additional details/prompts to consider

Could you have the questions increase in difficulty?

Example Prompt

Create a set of comprehension questions based on the text below.

There should be 5 questions.

The questions are designed for a student who is 10 years old

include answers.

A volcano is a vent in the Earth's crust through which molten rock erupts onto the Earth's surface. Under the Earth's surface, this molten rock is called magma, but once it is extruded, erupted, or flows out onto the surface, it is called lava. Volcanoes also expel various gases, ash, and solid volcanic rock.

Volcanoes usually occur as cone-shaped mountains or hills, however, they can take many other forms as well. They can be steep and rise to great heights, or low, wide, dome-shaped and spread over a large area. Studying the distribution of volcanoes tells us that they also exist as ridges beneath the surface of the sea. They are found all around our planet and on all continents, including Antarctica. There are an estimated 1,900 active volcanoes on Earth. These volcanoes occasionally demonstrate some sort of volcanic activity and are expected to erupt again in the future. A large number of volcanoes do not pose any risk of

eruption at present but may become active in the future. These volcanoes are called dormant volcanoes. Some volcanoes are inactive, and with no chance of being active in the future, are considered extinct. Volcanic eruptions occur in a variety of ways and produce an equally varied set of landforms. When two plates collide, intense heat and pressure lead to violent eruptions that form steep, cone-shaped volcanoes. These stratovolcanoes are formed by lava that builds up after it has erupted from the opening. Conversely, when two plates pull apart, lava seeps through the space in between. In the ocean, this gentler flow of magma creates a crust on the seafloor.

Example generated by using the Example Prompt

1. **What is a volcano?**
 - **Answer:** A volcano is a vent in the Earth's crust through which molten rock erupts onto the Earth's surface.
2. **What is the difference between magma and lava?**
 - **Answer:** Magma is the molten rock beneath the Earth's surface, while lava is the molten rock that flows out onto the surface during an eruption.
3. **How do volcanoes usually appear on the Earth's surface?**
 - **Answer:** Volcanoes can appear as cone-shaped mountains or hills, but they can also take other forms such as low, wide, dome-shaped structures.
4. **Where can volcanoes be found?**
 - **Answer:** Volcanoes are found all around our planet, including on all continents and even beneath the surface of the sea.
5. **What are dormant volcanoes?**
 - **Answer:** Dormant volcanoes are those that do not currently erupt but may become active in the future.

Video Recommendations Prompt

Example use:

- Use this prompt to identify videos to support learning. Not all AI tools will be able to recommend videos. Google Gemini will get videos from YouTube that may be appropriate.
- Watch the recommended videos before sharing them with students.

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:

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Example Prompt Template

Recommend videos based upon the text below

[paste text]

Example Prompt

Recommend videos based upon the text below.

A volcano is a vent in the Earth's crust through which molten rock erupts onto the Earth's surface. Under the Earth's surface, this molten rock is called magma, but once it is extruded, erupted, or flows out onto the surface, it is called lava. Volcanoes also expel various gases, ash, and solid volcanic rock.

Volcanoes usually occur as cone-shaped mountains or hills, however, they can take many other forms as well. They can be steep and rise to great heights, or low, wide, dome-shaped and spread over a large area. Studying the distribution of volcanoes tells us that they also exist as ridges beneath the surface of the sea. They are found all around our planet and on all continents, including Antarctica. There are an estimated 1,900 active volcanoes on Earth. These volcanoes occasionally demonstrate some sort of volcanic activity and are expected to erupt again in the future. A large number of volcanoes do not pose any risk of eruption at present but may become active in the future. These volcanoes are called dormant volcanoes.

Some volcanoes are inactive, and with no chance of being active in the future, are considered extinct.

Volcanic eruptions occur in a variety of ways and produce an equally varied set of landforms. When two plates collide, intense heat and pressure lead to violent eruptions that form steep, cone-shaped volcanoes. These stratovolcanoes are formed by lava that builds up after it has erupted from the opening. Conversely, when two plates pull apart, lava seeps through the space in between. In the ocean, this gentler flow of magma creates a crust on the seafloor.

Example generated by using the Example Prompt

1. “Volcanoes 101” by National Geographic:

- This video explains what causes volcanoes to form and erupt, showcasing different types of volcanoes and their effects. It also highlights the dangers and benefits of volcanoes for humans and the planet.
- [Watch it here](#)



2. “Hawaii: Video shows progression of Kilauea volcano’s eruption”:

- Witness the eruption of one of the world’s most active volcanoes, Kilauea, on Hawaii’s Big Island.
- [Watch it here](#)



3. “Iceland volcano: Spectacular video of eruption”:

- Helicopter shots capture the eruption on Iceland’s coast after weeks of intense earthquake activity.
- [Watch it here](#)

Exit Ticket Generator Prompt

Example use:

- Exit tickets help the teacher assess if the students have learnt what has been taught and to plan for the next lesson.

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

Create exit tickets for a school lesson based on the text below.

[paste text]

Example Prompt

Create exit tickets for a school lesson based on the text below.

A volcano is a vent in the Earth's crust through which molten rock erupts onto the Earth's surface. Under the Earth's surface, this molten rock is called magma, but once it is extruded, erupted, or flows out onto the surface, it is called lava. Volcanoes also expel various gases, ash, and solid volcanic rock.

Volcanoes usually occur as cone-shaped mountains or hills, however, they can take many other forms as well. They can be steep and rise to great heights, or low, wide, dome-shaped and spread over a large area. Studying the distribution of volcanoes tells us that they also exist as ridges beneath the surface of the sea. They are found all around our planet and on all continents, including Antarctica. There are an estimated 1,900 active volcanoes on Earth. These volcanoes occasionally demonstrate some sort of volcanic activity and are expected to erupt again in the future. A large number of volcanoes do not pose any risk of eruption at present but may become active in the future. These volcanoes are called dormant volcanoes. Some volcanoes are inactive, and with no chance of being active in the future, are considered extinct.

Volcanic eruptions occur in a variety of ways and produce an equally varied set of landforms. When two plates collide, intense heat and pressure lead to violent eruptions that form steep, cone-shaped volcanoes. These stratovolcanoes are formed by lava that builds up after it has erupted from the opening. Conversely, when two plates pull apart, lava seeps through the space in between. In the ocean, this gentler flow of magma creates a crust on the seafloor.

Example generated by using the Example Prompt

1. Describe the difference between magma and lava.

- This question assesses students' understanding of the terms and their ability to recall the definitions provided in the lesson.

2. Explain why volcanoes are not just found on land but also under the sea.

- This question encourages students to think about the distribution of volcanoes and their formation related to tectonic plate boundaries.

3. What is the difference between an active, dormant, and extinct volcano?

- This question checks students' comprehension of the different states of volcanic activity and their potential future behaviour.

Flashcard Generator Prompt

Example use:

- Flashcards are a study and memorisation tool, with information on both sides: the term on one side and the definition/explanation on the other.

Guidance on using the prompt:

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Example Prompt Template

Create a set of **[X]** flashcards based upon the text below
[paste text]

Example Prompt

Create a set of 10 flashcards based upon the text below.

A volcano is a vent in the Earth's crust through which molten rock erupts onto the Earth's surface. Under the Earth's surface, this molten rock is called magma, but once it is extruded, erupted, or flows out onto the surface, it is called lava. Volcanoes also expel various gases, ash, and solid volcanic rock.

Volcanoes usually occur as cone-shaped mountains or hills, however, they can take many other forms as well. They can be steep and rise to great heights, or low, wide, dome-shaped and spread over a large area. Studying the distribution of volcanoes tells us that they also exist as ridges beneath the surface of the sea. They are found all around our planet and on all continents, including Antarctica. There are an estimated 1,900 active volcanoes on Earth. These volcanoes occasionally demonstrate some sort of volcanic activity and are expected to erupt again in the future. A large number of volcanoes do not pose any risk of eruption at present but may become active in the future. These volcanoes are called dormant volcanoes. Some volcanoes are inactive, and with no chance of being active in the future, are considered extinct.

Volcanic eruptions occur in a variety of ways and produce an equally varied set of landforms. When two plates collide, intense heat and pressure lead to violent eruptions that form steep, cone-shaped volcanoes. These stratovolcanoes are formed by lava that builds up after it has erupted from the opening. Conversely, when two plates pull apart, lava seeps through the space in between. In the ocean, this gentler flow of magma creates a crust on the seafloor.

Example generated by using the Example Prompt

1. **Volcano:** A vent in the Earth's crust through which **molten rock** erupts onto the Earth's surface.
2. **Magma:** The molten rock beneath the Earth's surface, which becomes **lava** once it reaches the surface.
3. **Lava:** Molten rock that has extruded, erupted, or flowed out onto the Earth's surface.
4. **Gases, Ash, and Solid Volcanic Rock:** Materials expelled by volcanoes during eruptions.
5. **Cone-Shaped Mountains or Hills:** Common forms of volcanoes, characterized by steep slopes.
6. **Wide, Dome-Shaped Volcanoes:** Volcanoes that spread over a large area and have gentle slopes.
7. **Volcanoes Beneath the Sea:** Volcanoes also exist as **ridges beneath the surface of the sea**.
8. **Global Distribution:** Volcanoes are found on all continents, including Antarctica, and there are approximately **1,900 active volcanoes** on Earth.
9. **Dormant Volcanoes:** Volcanoes that occasionally demonstrate volcanic activity and are expected to erupt again in the future.
10. **Extinct Volcanoes:** Volcanoes that are inactive and have no chance of being active in the future.

Spelling List Prompt

Example use:

- Create a list of spelling for children to learn in relation to a subject, topic or in relation to age related expectations.

Guidance on using the prompt:

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Example Prompt Template

Create a set of **[X]** spelling words associated with **[subject and age group]**.
[paste text]

Example Prompt

Create a list of 10 spellings associated with volcanoes and plate tectonics from Geography year 7.

A volcano is a vent in the Earth's crust through which molten rock erupts onto the Earth's surface. Under the Earth's surface, this molten rock is called magma, but once it is extruded, erupted, or flows out onto the surface, it is called lava. Volcanoes also expel various gases, ash, and solid volcanic rock.

Volcanoes usually occur as cone-shaped mountains or hills, however, they can take many other forms as well. They can be steep and rise to great heights, or low, wide, dome-shaped and spread over a large area. Studying the distribution of volcanoes tells us that they also exist as ridges beneath the surface of the sea. They are found all around our planet and on all continents, including Antarctica. There are an estimated 1,900 active volcanoes on Earth. These volcanoes occasionally demonstrate some sort of volcanic activity and are expected to erupt again in the future. A large number of volcanoes do not pose any risk of eruption at present but may become active in the future. These volcanoes are called dormant volcanoes. Some volcanoes are inactive, and with no chance of being active in the future, are considered extinct.

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Example generated by using the Example Prompt

Here is a list of 10 spellings associated with volcanoes and plate tectonics from Geography year 7:

1. Magma
2. Lava
3. Ash
4. Stratovolcano
5. Dormant
6. Extinct
7. Eruption
8. Seafloor
9. Tectonic plates
10. Collision

Identify Objects From Photos Prompt

Example use:

- Take a photograph of an object and ask AI to identify it.

Guidance on using the prompt:

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Example Prompt Template

Identify this object:

[upload or take photograph]

Example Prompt

Identify this object:



Example generated by using the Example Prompt

The object in the image is a commemorative 50 pence coin minted by the Royal Mint in the United Kingdom. The text on the coin reads "HASTINGS," "1066," "2016," and "BATTLE." The image depicts a rider on a horse, which is likely William the Conqueror.

The coin commemorates the 950th anniversary of the Battle of Hastings, which took place in 1066. The battle is a significant event in British history, as it marked the end of Anglo-Saxon rule in England and the beginning of the Norman conquest.

This particular 50 pence coin is considered to be a collectible item. Values can vary depending on its condition, but similar coins have sold on [auction websites] for between £2 and £20.

Create Unique Images Prompt

Example use:

- Convert text to images.
- Summarise a story a student has written and create an image that represents it.
- Create objects for use in displays, such as Lego mini-figures!

Guidance on using the prompt:

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Example Prompt Template

Create an image of *[write a description]*

Example Prompt

Create an image of a LEGO male minifigure with a wizard hat, brown hair, eyes blue, round glasses, black cape and brown boot style to the feet

Example generated by Bing using the Example Prompt



Convert to Text

These tools can be useful for professional development and other uses.

Transcribe YouTube Videos

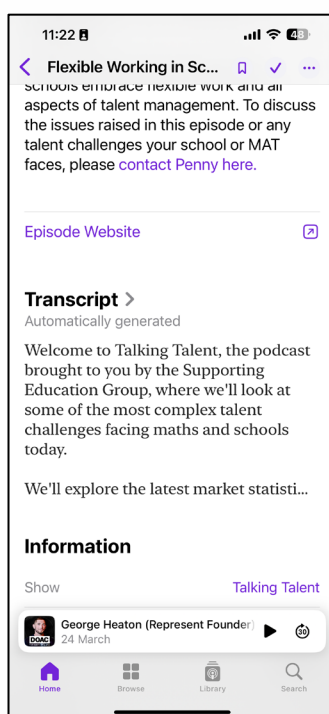
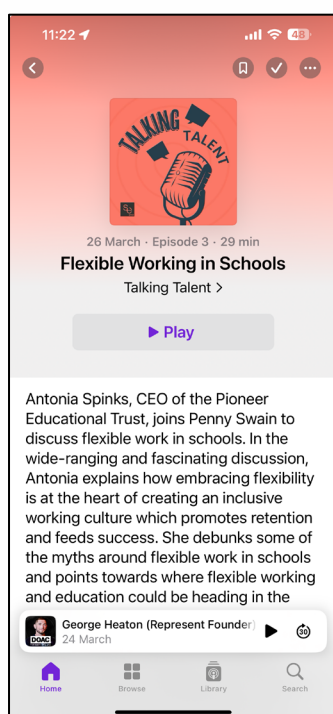
Paste the website address (URL) of a YouTube video into the following website to create a transcript of the video:

www.youtube-to-text.com

Here's a video about instructional coaching to try: <https://youtu.be/9n5BYiwzDyc>

Read a Transcript of a Podcast

In the Apple Podcast app, locate a podcast you would like to not only listen to but also read the transcript for. Scroll down the podcast information and select 'Transcribe' to view the text. Text can be highlighted and copied for use elsewhere, such as in the Notes app for future reference.



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.