

WORKLOAD REDUCTION UTILISING ARTIFICIAL INTELLIGENCE (AI)

Initial Uses and Observations of Schools Utilising Generative AI to Reduce Workload

Holybrook Primary School

- **Implementation Plan:** Leaders are creating an implementation plan using Claude, an AI tool. For next year, subject leaders will be supported to utilise AI too.
- **Feedback Policy in child speak:** The school converted their feedback policy into child-friendly language using AI. They made some edits but AI provided a framework.
- **Newsletter creation:** AI-generated prompts were shared with staff to create the half-term newsletters.
- **Bing keyboard:** A leader switched from iPhone to the Bing Keyboard for integrated AI.
- **Image Creator:** In Year 5, the teacher modelled the use of Image Creator tool to represent a stories about a Phoenix and Aladdin. The image combined the two.
- **Summarise stories:** Length stories reduced in length. But, AI sometimes recalls parts of the story that come after the section AI was asked to focus on.
- **AI-generated job application:** A Higher Level Teaching Assistant vacancy application the school received appears to have been generated by AI, with some spelling mistakes in one section but a perfect personal statement.

Cavendish Primary School

- **Arbor attendance focus:** The school sends weekly messages to parents about attendance figures and their relation to the target. To keep messages fresh, AI differentiates suggestions to parents for improving attendance.
- **Communication channels:** The school creates engaging Facebook posts using AI to address attendance challenges.
- **KS2 teachers and WAGOLLS:** KS2 teachers have created examples. Prompts have been refined by considering key features and subject specificity.
- **Image Creator for storytelling:** The Image Creator tool is used for storytelling, creating an image that represents children's work.
- **Implementation Plan prompt:** Utilised the implementation plan prompt to inform school improvement planning.
- **Finance administration:** Collated school addresses for invoicing.

Appleton Academy

- **Quizlet's Q-Chat:** A new feature that uses teachers' existing revision sets. It can extract key content from PDFs provided by exam boards and creates quizzes. Students can ask questions or receive questions from the chatbot. It helps students stay focused by preventing them from deviating to other topics and saves teachers time (hours) creating such resources.
- **Scholars Programme logo:** Designed the Scholars Programme logo using the Image Creator tool.

Exceed SCITT

- **Vision statement refinement:** Current statement run through AI. But, flowery language in the vision statement needed editing. Copilot was discussed as it enables tone to be adjusted to suit the context.
- **Social media posts:** Exceed SCITT leverages AI to enhance social media content, e.g., creating engaging posts such as "Five Reasons to Choose Exceed."
- **Research summaries:** New research reports are summarised using AI. This ensures that tutors and mentors receive concise information, increasing the likelihood of engagement.

Horton Park Primary School

- **Newsletter prompt:** The letter format generated by AI was changed to a more creative format by copying and pasting AI-generated content. The text was rather flowery. Copilot allows for the tone to be changed.
- **TeachMate.ai:** Trialed by a small number of teachers. Teachers found it more effective for English than for Maths (although maths is OK). It was used in Year 6 for a range of different purposes. It has been excellent at saving time for modelled texts. It generated a CV as a shipmate on Shackleton's ship in the 1800s using relative clauses and a range of other year 6 language features. The same prompt was used for a photographer, a Meteorologist and a Physicist on the ship. If these had been written without AI, it would have taken over 5 hours.
ECT reports: Using TeachMate.ai provided some information and sentences that could be used, however, they did not always make sense and for the progress reports, there is too much information provided. ChatGPT was better for a progress review whilst teachmate.ai is better for an assessment review where Teacher Standards were referenced in the prompt. Both need editing and personalising but a great starting point.

Cottingley Village Primary School

- **Staff meeting:** Focus on the use of AI, the tools you can use Bing, ChatGPT, Scribble Diffusion, <https://sketch.metademolab.com>, and Canva.
- **WAGOLL:** Teachers generate WAGOLL texts for English across a range of genres – stories, explanation texts, poetry. Specific to different themes, year groups and containing specific grammatical features given.
- **Resources:** Vocabulary development linked with spelling rules – creating sentences SATS style where children add the correct spelling of the word to the sentence
- **SEND:** Generating images to support visualisation for SEND children
- **Inference:** Generating images to support inference based upon a specific theme the children are learning about.
- **Questions:** Allowing AI to scan text and generate retrieval and inference questions to support the development of reading comprehension.
- **Letters:** Creating letters home to parents e.g. newsletters, school visits
- **Summary:** Summarising text and short stories in 100 words/5 sentences etc
- **Maths:** Generating Maths word problems – Give the AI a certain style of maths problem and it will generate different versions using the same structure.
- **Language:** Rephrasing text in different ways to demonstrate how the same things can be said in better ways.
- **Upscaling** a paragraph of writing using more interesting vocabulary – tell the AI the features to include.
- **GAPS:** Phrasing targets and steps to success for each target that can then be adapted for specific children / needs.
- **Socials:** Writing Tweets for our social media to promote the school.
- **Production:** Nativity performance Script written using AI.

Outcomes are quality-assured before use. No personal or sensitive data is shared with AI. School and trust policies were adhered to. All uses are by staff, not students. Teachers cautiously model the use of AI where it is used in classrooms.

www.exceedacademiestrust.co.uk/ai