




Prompt Craft

A resource to help **teachers and classroom-based support staff** 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 (a summary is provided near the end of this document and the full guidance downloadable at www.exceedacademiestrust.co.uk/ai), related trust/school policies, access training, and seek advice if you have any queries. Some of these prompts were created with thanks and in partnership with Chiltern Learning Trust.

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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.

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 teachers and classroom-based support staff 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)

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. Some models will produce better outcomes than others – test these and your own prompts on different models, e.g. Microsoft Copilot, Google Gemini. 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 our leadership guide was first published and Gemini was Bard!).

Please **remember not to share any personal or sensitive 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. You might want to start with one and then branch out. Microsoft Bing is the easiest to get started with but Anthropic Claude is well worth exploring early in your AI journey too. Not all generative AI tools are the same and some work better than others for specific tasks. Each tool has a 'free' account option. On your second visit, many of these steps are no longer required.

Microsoft Copilot

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

1. Type your prompt at the bottom of the page

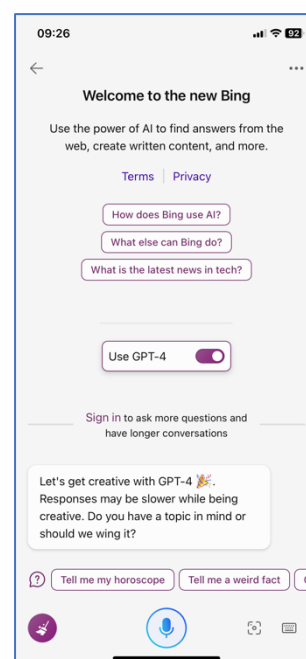
N.B. If you'd like to take your use of Copilot further, Copilot also provides integrated access to Image Creator that creates unique images from text descriptions directly within Copilot. The usually paid for and most current version of GPT-4 is available 'free' via a Microsoft Copilot app although responses are currently generated more slowly than version GPT-3.5. If you are signed in, you can also choose one of three responses 'tones': More creative; More balanced; and More precise. (Microsoft account required, at present your work email address will not work. You can create an @outlook.com email address at <https://signup.live.com>).

Microsoft Bing

Visit www.bing.com or download the app

1. Click on the 'Copilot' button towards the bottom of the screen
2. You are now ready to use Bing

Bing is very similar to Copilot as they both use the same models (they are both Microsoft products). The Bing app 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>. If you are signed in, you can also choose one of three responses 'tones': More creative; More balanced; and More precise. (Microsoft account required, your work email address will not work. You can create an @outlook.com email address at <https://signup.live.com>).



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

N.B. Claude allows users to attach and upload small documents, such as a research article, to use with the AI model, e.g. ask it to summarise the document. Do not share personal or sensitive data.

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.

Lesson Plan Prompt

Example use:

- Create a starting point for a lesson plan.

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

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 Microsoft Copilot 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.

Generative AI tools to consider:

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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 Microsoft Copilot 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.

Generative AI tools to consider:

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- Microsoft Copilot <https://copilot.microsoft.com>
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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 Google Gemini 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.

Generative AI tools to consider:

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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 Google Gemini 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.

Generative AI tools to consider:

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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 Google Gemini 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.

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>
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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

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 Google Gemini 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.

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

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 Google Gemini 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.

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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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 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 Microsoft Copilot 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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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

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 Microsoft Copilot 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.

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

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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 Microsoft Copilot 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.

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>
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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 Microsoft Copilot 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.

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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4. Copy the output the Generative AI tool creates and paste it into Microsoft Word to save for later use.
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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.

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 Microsoft Copilot 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.

Generative AI tools to consider:

- Microsoft Copilot <https://copilot.microsoft.com>
- Google Gemini <https://Gemini.google.com>
- Bing www.bing.com

Guidance on using the prompt:

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4. Copy the output the Generative AI tool creates and paste it into Microsoft Word to save for later use.
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Example Prompt Template

Identify this object:

[upload or take photograph]

Example Prompt

Identify this object:



Example generated by Google Gemini 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!

Generative AI tools to consider:

- Microsoft Copilot <https://copilot.microsoft.com>
- Bing www.bing.com

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


You

Create an image of a LEGO male minifigure with a wizard hat, brown hair, eyes blue, round glasses, black cape and brown boots

Copilot

I'll try to create that.

👍 🗨️ 📄 ⬇️ 🔊 1 of 30 responses



"A LEGO male minifigure with a wizard hat, brown hair, eyes blue..."
Designer Powered by DALL·E 3

Ask me anything...

0/2000

Convert to Text

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

Transcribe YouTube Videos

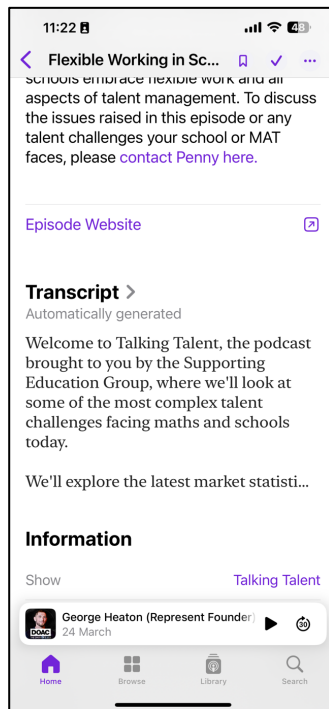
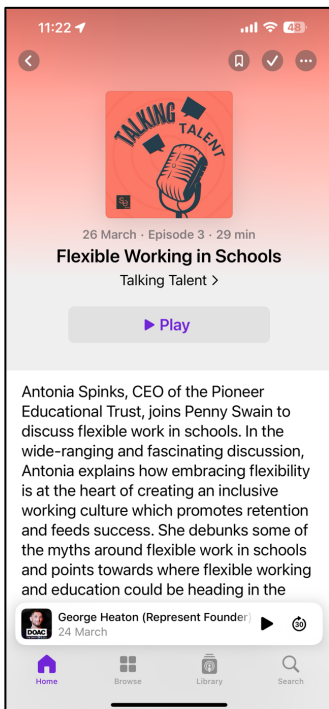
Paste the website address (URL) of a YouTube video into the following website to create a transcript of the video:

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.



Further Prompts for Teachers

Click here for the free Resource from ICT Evangelist, Mark Anderson (@ICTevangelist):

<https://ictevangelist.com/wp-content/uploads/2023/10/The-Little-Book-of-Generative-AI-prompts-for-teachers.pdf>

Workload Reduction

1. "Create a [Duration]-minute lesson plan on [Specific Topic] for [Year Group] following the [Insert course or curriculum] in [Insert your country] using Direct Instruction. Include objectives, activities, and assessments."
2. "Design a marking scheme for [Maths Topic] assignments for [Year Group] following the [Insert course or curriculum] in [Insert your country]."
3. "List common student queries on [Maths Topic] for [Year Group] following the [Insert course or curriculum] in [Insert your country] and generate simple explanations for each query."

Resource Creation

4. "Make flashcards for key formulae in [Maths Topic] for [Year Group] following the [Insert course or curriculum] in [Insert your country]."
5. "Summarise key concepts and formulae of [Maths Topic] for [Year Group] following the [Insert course or curriculum] in [Insert your country]."
6. "Create challenging problems on [Maths Topic] for [Year Group] following the [Insert course or curriculum] in [Insert your country] using [Insert taxonomy, e.g. Blooms/SOLO] taxonomy."

Lesson Planning

7. "Plan a [Duration]-minute lesson on real-world applications of [Maths Topic] for [Year Group]."

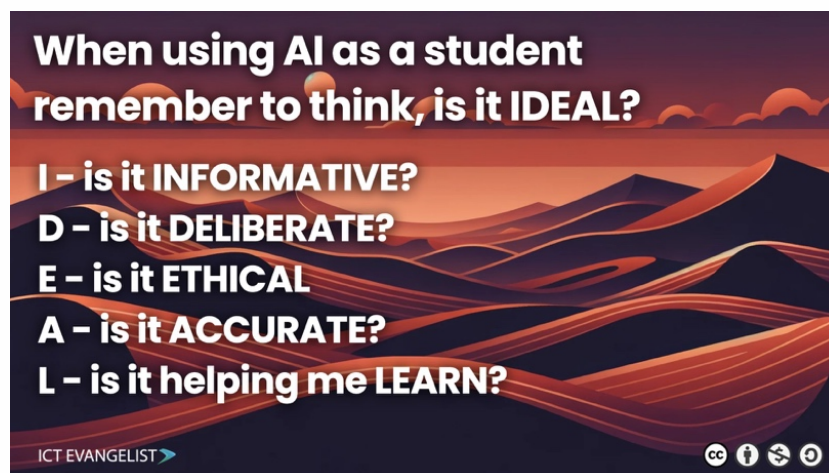
Summary: Artificial Intelligence (AI) in Education

Before incorporating Artificial Intelligence (AI) into the educational setting, it is crucial for Leaders, Teachers, Support Staff and Students to have an awareness and understanding of the following key points detailed in this guidance document:

- Exceed Academies Trust encourages the careful and considerate use Artificial Intelligence (AI) by educators and support staff but advises using 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 Data Protection and 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.
- Under no circumstances should sensitive or personal data be uploaded to generative AI tools like ChatGPT and Google Gemini. This includes, but is not limited to, sensitive information (commercial, finance, etc) and personal information (such as names and birthdates) shared in text, images, audio, or video formats (including through file names).
- 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 parental consent (if the student is aged under 18) or consent from the student (if aged 18 or over).
- Recent headlines have focused on generative AI systems like ChatGPT and Google Gemini but AI's scope extends beyond these generative tools.
- Typically, generative AI tools such as Google Gemini and ChatGPT have age restrictions of 13, 16 or 18+. Leaders, Teachers, Support Staff and Students must be mindful of these age limitations and adhere to the related terms and conditions. Written parental consent would also be required for students to use such tools.
- *Educators and support staff should cautiously model the use of generative AI tools such as ChatGPT and Google Gemini rather than allowing students to use it independently. There may be other AI tools that students can use directly but the Teacher should test the tool and monitor its use closely.*
- 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 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.

- As well as Data Protection and Online Safety related professional development, school staff should consider accessing AI-related training provided by the Trust, school, and/or other relevant providers.
- Children and young people should be educated about the benefits and risks associated with AI, with guidance provided to parents and carers, to prepare students to contribute to society and the future workplace.



- 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/>
- 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. Often prompts require adjustments to achieve the desired results.
- 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.
- 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. Users should only use such information if they are qualified to verify its accuracy before using it.

- 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. Comparing and contrasting outcomes from different generative AI tools, such as ChatGPT and Google Gemini, is recommended to get the best outcome.
- 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. This is similar to social media, etc.
- 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.
- At the time of writing, the following generative AI tools may be a useful starting point for Leaders, Teachers and Support Staff:
 - Microsoft Copilot: <https://copilot.microsoft.com>
 - OpenAI ChatGPT: <https://chat.openai.com>
 - Google Gemini: <https://Gemini.google.com/chat>
 - Anthropic Claude: <https://claude.ai/chats>
 - Pi: <https://pi.ai/home>
 - Image Creator: within Copilot and Bing

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>