

# AI-READY TEACHING: Scheme of Work

## AI-READY TEACHING: Scheme of Work

### 6-Session CPD Programme for UK Schools

**Programme Overview:** This comprehensive CPD suite equips teachers with the knowledge, skills, and frameworks needed to implement AI safely, legally, and effectively in UK schools. Aligned to DfE guidance and UNESCO AI Competency Framework.

**Target Audience:** Teachers (all phases), middle leaders, senior leaders, AI champions

**Total Duration:** 6 hours (6 x 60-minute sessions)

**Delivery Mode:** Face-to-face professional development sessions

**Programme Designer:** Meta Pedagogy Educational Consultancy

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### Programme Aims

By the end of this CPD programme, participants will be able to:

1. Explain how generative AI works and its limitations (hallucinations, bias)
  2. Apply UK legal and ethical frameworks (GDPR, IP, KCSIE) to AI use in schools
  3. Design effective prompts and quality-assure AI-generated teaching resources
  4. Implement AI-assisted feedback whilst maintaining human accountability
  5. Assess when and how to use pupil-facing AI safely within KCSIE requirements
  6. Develop whole-school AI implementation strategies and governance structures
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### Curriculum Framework Alignment

#### DfE Generative AI in Education Guidance (2024):

- Teacher-facing AI use (DFE-OPP)
- Data protection and privacy (DFE-DATA)
- Intellectual property considerations (DFE-IP)
- Safeguarding and KCSIE compliance (DFE-SAFE)
- Assessment and academic integrity (DFE-ASSESS)
- Ofsted perspectives (DFE-OFSTED)
- Future developments (DFE-FUTURE)

# AI-READY TEACHING: Scheme of Work

## UNESCO AI Competency Framework for Teachers:

- Level 1 (Acquire): Understanding AI, human agency, ethics foundations
  - Level 2 (Deepen): AI pedagogy, assessment, professional development
  - Level 3 (Create): Innovation, strategic leadership, policy development
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## Session-by-Session Overview

### Session 1: AI Foundations & UK Context

**Duration:** 60 minutes

**UNESCO Level:** Acquire

#### Learning Outcomes:

- LO1.1.1: Understand how generative AI works and identify hallucinations
- LO1.1.2: Recognise human agency in AI design and deployment
- LO3.1.1: Explain the difference between traditional AI and generative AI
- LO3.1.2: Identify when AI outputs cannot be trusted
- LO3.1.3: Apply basic quality checks to AI-generated content

**DfE References:** DFE-WHAT, DFE-OPP

#### Key Content:

1. What is generative AI? (Traditional vs generative, pattern prediction)
2. Critical limitation: Hallucinations (cannot verify facts, sounds confident whilst wrong)
3. DfE three-principle framework:
  - Principle 1: Teacher-facing first (lower risk)
  - Principle 2: Pupil-facing requires great care
  - Principle 3: Human judgement non-negotiable
4. Human agency and accountability (AI doesn't know your context)

**Practical Task:** Generate and quality-check a lesson plan using AI evaluation framework (20 minutes)

**Assessment/Evidence:** Completed lesson plan with quality assurance annotations showing identification of hallucinations, curriculum alignment checks, and human oversight

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## Resources Required:

- Access to ChatGPT or similar AI tool
- QR codes for tool access
- Evaluation checklist handout
- Prompt Starter Library (10 ready-to-use prompts)
- 5-Minute AI Wins document
- Safety Checklist (one-page reference)
- DfE Guidance Summary

**Prior Knowledge Required:** None (suitable for complete beginners)

## Facilitator Notes:

- Have ChatGPT ready for live demonstration
- Prepare backup screenshots in case of WiFi failure
- Encourage adaptation of prompts to participants' actual teaching needs
- Emphasise that AI provides structure, teacher provides expertise

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## Session 2: Legal & Ethical Framework

**Duration:** 60 minutes

**UNESCO Level:** Acquire/Deepen

### Learning Outcomes:

- LO2.1.1: Apply UK data protection law to AI use scenarios
- LO2.1.2: Understand ethical principles for AI in education
- LO2.1.3: Identify intellectual property infringement risks
- LO2.1.4: Document legal compliance in AI workflows

**DfE References:** DfE-DATA, DfE-IP, DfE-SAFE

### Key Content:

1. Data Protection: The Golden Rule
  - Personal data must NOT go into AI tools
  - GDPR and Data Protection Act 2018 compliance
  - ICO enforcement powers

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- Do's and Don'ts with practical examples
- 2. Intellectual Property Essentials
  - Three IP scenarios: inputs, outputs, secondary infringement
  - Who owns what: student work, teacher materials
  - Real case studies
- 3. Safeguarding: KCSIE Requirements
  - Age restrictions (13+/18+ depending on tool)
  - Filtering and monitoring systems
  - Risk assessments mandatory
  - Supervision protocols
- 4. UNESCO Ethical Principles
  - Do no harm, proportionality, non-discrimination
  - Sustainability, transparency, human determination

**Practical Task:** Create GDPR-compliant parent communication using AI with full compliance checklist (20 minutes)

**Assessment/Evidence:** Parent communication + completed compliance checklist documenting data protection, IP, and safeguarding considerations

**Resources Required:**

- GDPR/KCSIE quick reference guides
- Compliance checklist template (provided in slides)
- Example parent communication templates
- DfE guidance extracts

**Prior Knowledge Required:** Session 1 content (what AI is, basic use)

**Facilitator Notes:**

- Emphasise "red lines" that cannot be crossed
  - Use real scenarios to make abstract legal concepts concrete
  - Reassure participants that compliance becomes automatic with practice
  - Highlight that checklist provides legal protection
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## Session 3: AI-Assisted Teaching & Planning

**Duration:** 60 minutes

**UNESCO Level:** Deepen

**Learning Outcomes:**

- LO4.1.1: Design effective prompts for curriculum-aligned resources
- LO4.1.2: Apply systematic quality assurance to AI outputs
- LO4.1.3: Create differentiated resources using AI with professional oversight
- LO4.1.4: Evaluate age-appropriateness and curriculum alignment
- LO5.1.3: Use specialised AI tools (Oak Academy Aila)
- LO5.1.4: Integrate AI into pedagogical workflows

**DfE References:** DFE-OPP

**Key Content:**

1. Prompt Engineering
  - What makes an effective prompt (specificity, context, structure)
  - Primary and secondary examples
  - Key components: year group, curriculum, differentiation, format
2. Quality Assurance Framework (5 criteria)
  - Curriculum alignment (check against NC/exam specs)
  - Factual accuracy (verify all content, spot hallucinations)
  - Age appropriateness (reading age, conceptual difficulty)
  - Bias and representation (who's included/excluded?)
  - Differentiation quality (genuine scaffolding vs more/less work)
3. Common AI Errors to Watch For
  - Wrong curriculum year/key stage
  - American spelling/curriculum
  - Outdated information
  - Missing safety considerations
  - Generic examples, incorrect terminology
4. Oak National Academy's Aila

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- UK curriculum-specific AI tool
- DfE-funded, trained on Oak content
- How to access and use effectively

**Practical Task:** Create 3-tier differentiated resource set (scaffold/core/extension) with QA documentation (25 minutes)

**Assessment/Evidence:** Three differentiated resources + QA record documenting errors found, corrections made, and professional judgements applied

**Resources Required:**

- Access to ChatGPT and/or Oak Academy Aila
- QA record template (provided in slides)
- National Curriculum/exam specification documents
- Prompt engineering examples

**Prior Knowledge Required:** Sessions 1-2 (AI basics, legal compliance)

**Facilitator Notes:**

- Circulate during work time to check QA is being applied systematically
- Challenge participants who claim "no errors found"
- Highlight that time-saving comes from good prompts + QA, not skipping QA
- Celebrate good examples of professional judgement

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### Session 4: Assessment, Feedback & Academic Integrity

**Duration:** 60 minutes

**UNESCO Level:** Deepen

**Learning Outcomes:**

- LO4.2.3: Design AI-assisted assessment and feedback with human accountability
- LO1.2.4: Maintain teacher responsibility for all AI-assisted outputs

**DfE References:** DFE-ASSESS

**Key Content:**

1. JCQ Guidance on AI

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- What counts as malpractice (student submitting AI work as their own)
  - Teacher requirements: prevent and detect malpractice
  - Reporting obligations to exam boards
  - AI use in marking (allowed with human accountability)
2. Formative vs Summative Assessment
- Different rules apply based on stakes
  - Formative: AI-assisted feedback appropriate WITH oversight
  - Summative: stricter controls, JCQ compliance essential
3. AI-Assisted Feedback Model (3-step workflow)
- Step 1: AI generates initial feedback
  - Step 2: Teacher reviews and personalises (adds context, relationships, pedagogy)
  - Step 3: Teacher approves and sends (accountable for final feedback)
4. Detecting Student AI Use
- Content and structural indicators (not definitive proof)
  - Detection tools are unreliable (false positives common)
  - Best approach: know your students, have conversations
5. Creating AI-Aware Assessment Policies
- Homework policy updates
  - Assessment policy additions
  - Student guidance on responsible use
  - How to cite AI assistance

**Practical Task:** Create AI-assisted feedback for 3-5 student work samples with Human Accountability Log (20 minutes)

**Assessment/Evidence:** Personalised feedback set + accountability log documenting what AI generated vs what teacher added (context, encouragement, pedagogy)

**Resources Required:**

- Sample student work (anonymised) or participants bring own
- Human Accountability Log template (provided in slides)

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- JCQ guidance extracts
- Example AI-aware policies

**Prior Knowledge Required:** Sessions 1-3 (AI use, legal framework, resource creation)

**Facilitator Notes:**

- Emphasise human accountability throughout
  - Challenge anyone who doesn't personalise AI feedback
  - Discuss ethical implications of AI feedback on vulnerable students
  - Normalise formative use whilst being cautious about summative
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## Session 5: Pupil-Facing AI - Safe Implementation

**Duration:** 60 minutes

**UNESCO Level:** Deepen/Create

**Learning Outcomes:**

- LO4.2.1: Evaluate when pupil-facing AI is educationally appropriate
- LO4.2.2: Design supervised AI learning activities
- LO2.2.3: Implement KCSIE safeguarding requirements for pupil-facing AI
- LO2.2.4: Complete risk assessments for student AI use
- LO1.2.4: Maintain teacher accountability in pupil-facing contexts

**DfE References:** DFE-SAFE

**Key Content:**

1. DfE Position on Pupil-Facing AI
  - "Evidence still emerging" - proceed with great care
  - Teacher-facing first (proven benefits, lower risk)
  - Schools free to decide BUT must meet legal responsibilities
  - When NOT to use (without safeguards, under-age students, etc.)
  - When it MIGHT be appropriate (clear purpose, all safeguards, supervised)
2. KCSIE Safeguarding Requirements (7 mandatory elements)
  - Age restrictions compliance
  - Filtering and monitoring systems



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- Risk assessments completed
- Active supervision protocols
- Safeguarding policy updates
- Parent communication

## 3. Supervision Protocols

- Classroom setup (screens visible, teacher circulates)
- Active monitoring (checking prompts and outputs continuously)
- Explicit instructions to students (acceptable/unacceptable use)
- Backup plans (alternative tasks, emergency shutdown)

## 4. Risk Assessment Framework (4 areas)

- Tool assessment (age, data protection, filtering)
- Activity assessment (learning objective, benefits, risks, mitigation)
- Student assessment (age/ability appropriate, SEND, vulnerable students)
- Environment assessment (supervision possible, filtering/monitoring enabled)

## 5. Subject-Specific Applications

- English/MFL: conversational practice, creative prompts
- Computing: teaching about AI, code debugging
- Science: concept explanation, hypothesis generation
- All subjects: retrieval practice, brainstorming (process not product)

**Practical Task:** Design supervised pupil-facing AI lesson with complete risk assessment + parent communication (20 minutes)

**Assessment/Evidence:** Lesson plan + risk assessment + parent letter demonstrating full safeguarding compliance

### Resources Required:

- Risk assessment template (provided in slides)
- KCSIE reference document
- Subject-specific application examples
- Parent communication templates

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**Prior Knowledge Required:** Sessions 1-4 (full foundation in AI use, legal/ethical frameworks, assessment)

## Facilitator Notes:

- Frame this as "IF you do it, HOW to do it safely" not "you must do this"
  - Normalise choosing NOT to use pupil-facing AI
  - Challenge weak justifications for AI use
  - Emphasise supervision is demanding and that's why many teachers avoid pupil-facing use
  - Ensure risk assessments are thorough, not checkbox exercises
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## Session 6: Strategic Implementation & Innovation

**Duration:** 60 minutes

**UNESCO Level:** Create

### Learning Outcomes:

- LO5.3.1: Develop whole-school AI implementation strategies
- LO5.3.2: Design and deliver staff CPD programmes
- LO5.3.4: Create governance structures and policy frameworks
- LO1.3.2: Lead AI innovation initiatives
- LO2.3.3: Establish ethical oversight mechanisms

**DfE References:** DFE-FUTURE, DFE-OFSTED

### Key Content:

1. Ofsted Early Adopter Insights (21 schools studied)
  - Key finding 1: AI Champions are crucial
  - Key finding 2: Workload reduction works (when done properly)
  - Key finding 3: Ethics prioritised
  - What worked: leadership support, gradual rollout, training, teacher-facing first
2. The AI Champion Role
  - Responsibilities (staying informed, supporting colleagues, sharing practice)

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- Who can do it (enthusiasm + willingness to learn, not technical expertise)
- Time allocation (2-3 hours/month initially, 1-2 hours/month established)
- Support needed (leadership backing, time, small budget)

### 3. Whole-School Policy Framework (4 essential policies)

- AI Acceptable Use Policy (staff and students)
- Risk Assessment Process
- Assessment & Academic Integrity Policy
- Safeguarding Addendum
- Review cycle: annually minimum

### 4. Phased Implementation Model

- Phase 1 (Term 1): Foundation - policies, AI Champion, awareness, teacher-facing use
- Phase 2 (Terms 2-3): Expansion - training, systematisation, evidence building
- Phase 3 (Terms 4-6): Advanced - pupil-facing consideration, cross-curricular, impact review

### 5. CPD Cascade Models (4 approaches)

- Full 6-session series (comprehensive)
- Essentials (Sessions 1-3 only, quicker)
- Twilight drops (one per half-term, gradual)
- Department-led (subject leads cascade)
- Differentiation by user experience

### 6. Future Developments

- Oak Academy Aila ongoing development
- DfE Content Store Pilot (£3m investment)
- AI Tools for Education Competition
- EdTech Evidence Board (evaluating tools)
- Ongoing guidance updates

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**Practical Task:** Create 12-month AI implementation action plan for school/department (20 minutes)

**Assessment/Evidence:** Complete strategic plan including: context analysis, vision, phased timeline, governance, CPD plan, success metrics, budget, risk mitigation

**Resources Required:**

- Implementation planning template (provided in slides)
- Ofsted early adopter report extracts
- Example whole-school policies
- CPD cascade planning tools

**Prior Knowledge Required:** Sessions 1-5 (comprehensive understanding of all aspects of AI in education)

**Facilitator Notes:**

- Help participants scope appropriately (whole school vs department vs individual practice)
- Challenge unrealistic timelines
- Ensure plans have specific actions not vague intentions
- Emphasise starting small and building evidence
- Celebrate completion of 6-session journey

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## Assessment & Evidence Summary

### Formative Assessment

Throughout the programme, participants demonstrate learning through:

- Hands-on tasks (one per session, 20-25 minutes each)
- Quality assurance documentation
- Compliance checklists
- Risk assessments
- Discussions and peer sharing during debriefs

### Summative Evidence Portfolio

By programme completion, each participant will have created:

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1. **Session 1:** Quality-assured lesson plan with evaluation annotations
2. **Session 2:** GDPR-compliant parent communication + compliance checklist
3. **Session 3:** 3-tier differentiated resource set + QA record
4. **Session 4:** AI-assisted feedback set + Human Accountability Log
5. **Session 5:** Supervised pupil-facing AI lesson + risk assessment + parent letter
6. **Session 6:** 12-month strategic implementation action plan

**Portfolio Value:** This evidence demonstrates both competence in AI use and professional judgement in application. It provides documented compliance with legal/ethical frameworks and forms the foundation for whole-school implementation.

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## Progression & Differentiation

### For Beginners (Never used AI)

- Start with full 6-session series
- Focus heavily on Sessions 1-3 (foundations, legal, resources)
- Provide additional support during practical tasks
- Emphasise that skills build cumulatively

### For Confident Users (Already using AI)

- May accelerate through Session 1
- Focus more time on Sessions 4-6 (assessment, pupil-facing, strategy)
- Use as opportunity to formalise existing practice
- Contribute expertise during peer discussions

### For Leaders (SLT, middle leaders)

- Sessions 2 and 6 particularly critical (legal/ethical, strategy)
- Consider additional time for policy development
- Focus on governance and whole-school implementation
- May deliver abbreviated sessions to wider staff

### For Subject Specialists

- Adapt practical tasks to subject-specific contexts
- Consider department-led cascade approach

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- Focus on subject-specific applications in Session 5
  - Create subject-specific prompt libraries
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## Resources & Materials

### Core Resources (Included)

- 6 PowerPoint presentations (67 slides total)
- Comprehensive speaker notes (14,000+ words)
- Handouts and templates:
  - Prompt Starter Library (10 prompts per phase)
  - 5-Minute AI Wins
  - Safety Checklist
  - DfE Guidance Summary
  - Compliance Checklist
  - QA Record Template
  - Human Accountability Log
  - Risk Assessment Template
  - Implementation Planning Template

### Essential External Resources (Required)

- Access to AI tools (ChatGPT free account minimum, ChatGPT Plus recommended)
- Internet connection and devices for all participants
- National Curriculum and exam specification documents
- School safeguarding policy and KCSIE guidance

### Recommended Additional Resources

- Oak National Academy Aila (free, [labs.thenational.academy](https://labs.thenational.academy))
- DfE Generative AI Guidance ([gov.uk](https://gov.uk))
- JCQ AI Guidance ([jcq.org.uk](https://jcq.org.uk))
- UNESCO AI Competency Framework

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- Ofsted Early Adopter Report
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## Delivery Requirements

### Facilitator Requirements

- Completed the 6-session programme themselves OR
- Extensive experience using AI in educational contexts
- Understanding of UK education system, curriculum, and accountability frameworks
- Familiarity with GDPR, IP law, and KCSIE safeguarding requirements
- Confident using AI tools (ChatGPT minimum)
- Able to troubleshoot technical issues

### Room/Environment Requirements

- WiFi access (reliable, sufficient bandwidth for all participants)
- Projector/screen for slide presentation
- Participants need devices (laptops/tablets, not just phones)
- Space for participants to work independently during practical tasks
- Ability to circulate and view participant screens

### Technical Requirements

- Access to AI tools not blocked by school filtering
  - Backup plan if WiFi fails (screenshots, offline alternatives)
  - QR codes for easy tool access
  - Test all tools before session delivery
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## Quality Assurance

### Session Quality Indicators

- **Timing:** Sessions complete within 60 minutes (checkpoints provided)
- **Engagement:** 80%+ participants completing practical tasks
- **Understanding:** Participants can explain key concepts when questioned

# AI-READY TEACHING: Scheme of Work

- **Application:** Evidence portfolios demonstrate competent AI use
- **Compliance:** All outputs show legal/ethical framework application

## Programme Evaluation

Collect feedback on:

- Content relevance and clarity (1-5 scale)
- Practical applicability to participants' roles
- Confidence before and after programme (1-10 scale)
- Likelihood to implement learning (1-10 scale)
- Quality of resources and materials
- Facilitator effectiveness

## Impact Measures (3-6 months post-programme)

- Percentage of participants using AI in practice
- Time savings reported (hours per week)
- Quality of AI-generated resources (evaluated by peers/leaders)
- Number of safeguarding incidents related to AI use
- Whole-school policy development/updates
- CPD cascade to wider staff

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## Adaptation Guidance

### For Different Phases

#### Primary Schools:

- Use primary-specific examples throughout (Years 1-6, NC objectives)
- Focus on concrete resources: worksheets, activities, parent communications
- Emphasise SEND differentiation
- Address age restriction issues (many primary pupils under 13)

#### Secondary Schools:

- Use GCSE/A-Level examples, exam board specifications
- Focus on subject-specific applications



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- Emphasise assessment and academic integrity
- Address coursework and controlled assessment requirements

## FE/Sixth Form:

- Focus on A-Level and vocational qualifications
- Emphasise independent learning skills
- Address different age restrictions (18+)
- Consider employer engagement and skills

## For Different Settings

### Small Schools (< 200 pupils):

- May not have dedicated AI Champion time allocation
- Combine roles (e.g. Computing lead as AI Champion)
- Share resources across trust/partnership
- Focus on essentials (Sessions 1-3) initially

### Large Schools/MATs:

- Potential for dedicated AI Champion role
- Phase implementation across multiple schools
- Develop trust-wide policies
- Create shared resource repositories

### Special Schools:

- Emphasise accessibility and SEND applications
- Focus on personalisation and differentiation
- Consider assistive technology integration
- Address specific safeguarding needs

## For Time-Constrained Contexts

### Essential 3-Session Programme (3 hours):

- Session 1: AI Foundations & DfE Framework
- Session 2: Legal & Ethical Framework
- Session 3: AI-Assisted Teaching & Planning

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- Covers: What AI is, legal compliance, resource creation
- Omits: Assessment, pupil-facing use, strategic implementation

## **Twilight Drop-In Model (6 x 1 hour over academic year):**

- September: Session 1
- November: Session 2
- January: Session 3
- March: Session 4
- May: Session 5
- June: Session 6
- Allows practice time between sessions
- Builds competence gradually

## **INSET Day Intensive (6 hours):**

- Deliver all 6 sessions in one day
- Include extended breaks between sessions
- Provide lunch and refreshments
- Risk: Cognitive overload, less practice time
- Benefit: Comprehensive coverage, builds momentum

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## **Safeguarding & Risk Management**

### **Key Safeguarding Considerations**

- All AI use with students must comply with KCSIE
- Age restrictions must be verified and respected
- Personal data must never be entered into AI tools
- Active supervision required for any pupil-facing use
- Risk assessments mandatory before pupil-facing implementation
- Incident reporting procedures in place

### **Risk Mitigation Strategies**

- **Technical failure:** Backup plans for WiFi issues, tool access problems

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- **Participant resistance:** Emphasise professional choice, start with volunteers
- **Safeguarding breach:** Clear escalation procedures, DSL involvement
- **Data protection violation:** Checklist compliance, DPO consultation
- **Academic integrity issues:** Clear policies, JCQ guidance adherence
- **Inappropriate content generation:** Supervision protocols, immediate intervention

## Equality & Inclusion

- Ensure all participants have device access (loan if needed)
- Consider accessibility needs (screen readers, font size, alternative formats)
- Address digital literacy gaps (paired work, additional support)
- Acknowledge different levels of technical confidence
- Ensure examples represent diverse contexts and students

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## Links to Wider School Priorities

### Ofsted Framework Connections

- **Quality of Education:** AI enhancing curriculum delivery, differentiation, assessment
- **Behaviour & Attitudes:** Clear policies, student digital citizenship
- **Personal Development:** Teaching responsible technology use
- **Leadership & Management:** Strategic planning, staff development, safeguarding

### School Improvement Plan Alignment

- **Teaching & Learning:** Enhanced resource quality, personalised feedback
- **Workload Reduction:** Time-saving through AI-assisted planning and marking
- **Staff Development:** Building digital competence, professional learning culture
- **Innovation:** Future-focused practice, early adopter positioning

### Wider Policy Links

- **Safeguarding Policy:** AI-specific addendum required
- **Data Protection Policy:** AI use covered explicitly

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- **Assessment Policy:** Academic integrity and AI use
  - **Acceptable Use Policy:** Staff and student AI use
  - **CPD Policy:** Ongoing professional learning about emerging technologies
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## Next Steps After Programme Completion

### Immediate Actions (Week 1)

- Review evidence portfolio
- Identify one AI application to implement immediately
- Share learning with one colleague
- Begin drafting school AI policy (if not existing)

### Short-Term Actions (Term 1)

- Implement personal AI practice (teacher-facing use)
- Document time savings and quality improvements
- Build evidence for wider rollout
- Identify potential AI Champion (if not already)
- Present findings to leadership/department

### Medium-Term Actions (Terms 2-3)

- Cascade CPD to colleagues (select appropriate model)
- Develop/refine whole-school policies
- Establish governance structures
- Build resource repository
- Evaluate impact systematically

### Long-Term Actions (Academic Year)

- Complete 12-month implementation plan
- Review and update policies based on practice
- Consider pupil-facing implementation (if appropriate)
- Contribute to wider educational AI community
- Plan for ongoing development as AI evolves

# AI-READY TEACHING: Scheme of Work

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## Programme Updates & Version Control

**Current Version:** 1.0 (January 2026)

**Review Cycle:** This Scheme of Work should be reviewed:

- Annually (minimum)
- When DfE guidance updates
- When UNESCO framework revises
- When major AI tools change significantly
- After pilot delivery (incorporate feedback)

**Update Responsibility:** Meta Pedagogy Educational Consultancy

**Feedback:** Schools/facilitators delivering this programme are encouraged to share:

- What worked well
  - What needed adaptation
  - Emerging issues not covered
  - Updated examples and resources
  - Impact evidence
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## Contact & Support

**Programme Designer:** Meta Pedagogy Educational Consultancy

**For Queries About:**

- Programme delivery
- Resource customisation
- Facilitator training
- Whole-school implementation support
- Strategic consultancy

**Additional Services Available:**

- Bespoke school-specific CPD design
- AI Champion coaching and support

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- Whole-school policy development
  - Strategic implementation consultancy
  - Follow-up evaluation and impact measurement
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## Appendix: UNESCO Framework Mapping

### Full Coverage Across 6 Sessions

#### Aspect 1: Understanding AI & Human Agency

- LO1.1.1 (Session 1): AI mechanisms and limitations
- LO1.1.2 (Session 1): Human agency in AI design
- LO1.1.3 (Session 1): AI's role in education
- LO1.1.4 (Session 1): What AI doesn't know
- LO1.2.4 (Sessions 4, 5): Teacher accountability
- LO1.3.2 (Session 6): Leading innovation

#### Aspect 2: Ethics & Equity

- LO2.1.1 (Session 2): Legal frameworks
- LO2.1.2 (Session 2): Ethical principles
- LO2.1.3 (Session 2): IP considerations
- LO2.1.4 (Session 2): Compliance documentation
- LO2.2.3 (Sessions 2, 5): Safeguarding
- LO2.2.4 (Session 5): Risk assessment
- LO2.3.3 (Session 6): Ethical oversight

#### Aspect 3: AI Foundations

- LO3.1.1 (Session 1): Traditional vs generative AI
- LO3.1.2 (Session 1): Reliability and hallucinations
- LO3.1.3 (Session 1): Quality checking

#### Aspect 4: AI Pedagogy

- LO4.1.1 (Sessions 3, 6): Resource design
- LO4.1.2 (Session 3): Quality assurance

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- LO4.1.3 (Sessions 1, 3, 6): Teacher-facing applications
- LO4.1.4 (Session 3): Curriculum alignment
- LO4.2.1 (Session 5): Pupil-facing appropriateness
- LO4.2.2 (Session 5): Activity design
- LO4.2.3 (Session 4): Assessment and feedback

## Aspect 5: Professional Development & Innovation

- LO5.1.3 (Session 3): Specialised tools (Aila)
- LO5.1.4 (Session 3): Workflow integration
- LO5.3.1 (Session 6): Strategic planning
- LO5.3.2 (Session 6): CPD design
- LO5.3.4 (Session 6): Governance structures

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## Appendix: DfE Guidance Mapping

**DFE-WHAT:** What is AI? (Session 1) **DFE-OPP:** Opportunities - teacher-facing use (Sessions 1, 3, 4, 5, 6) **DFE-DATA:** Data protection and privacy (Session 2) **DFE-IP:** Intellectual property (Session 2) **DFE-SAFE:** Safeguarding and KCSIE (Sessions 2, 5) **DFE-ASSESS:** Assessment and academic integrity (Session 4) **DFE-OFSTED:** Ofsted perspectives (Session 6) **DFE-FUTURE:** Future developments (Session 6)

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## End of Scheme of Work

**Programme Version:** 1.0

**Publication Date:** January 2026

**Designer:** Meta Pedagogy Educational Consultancy

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