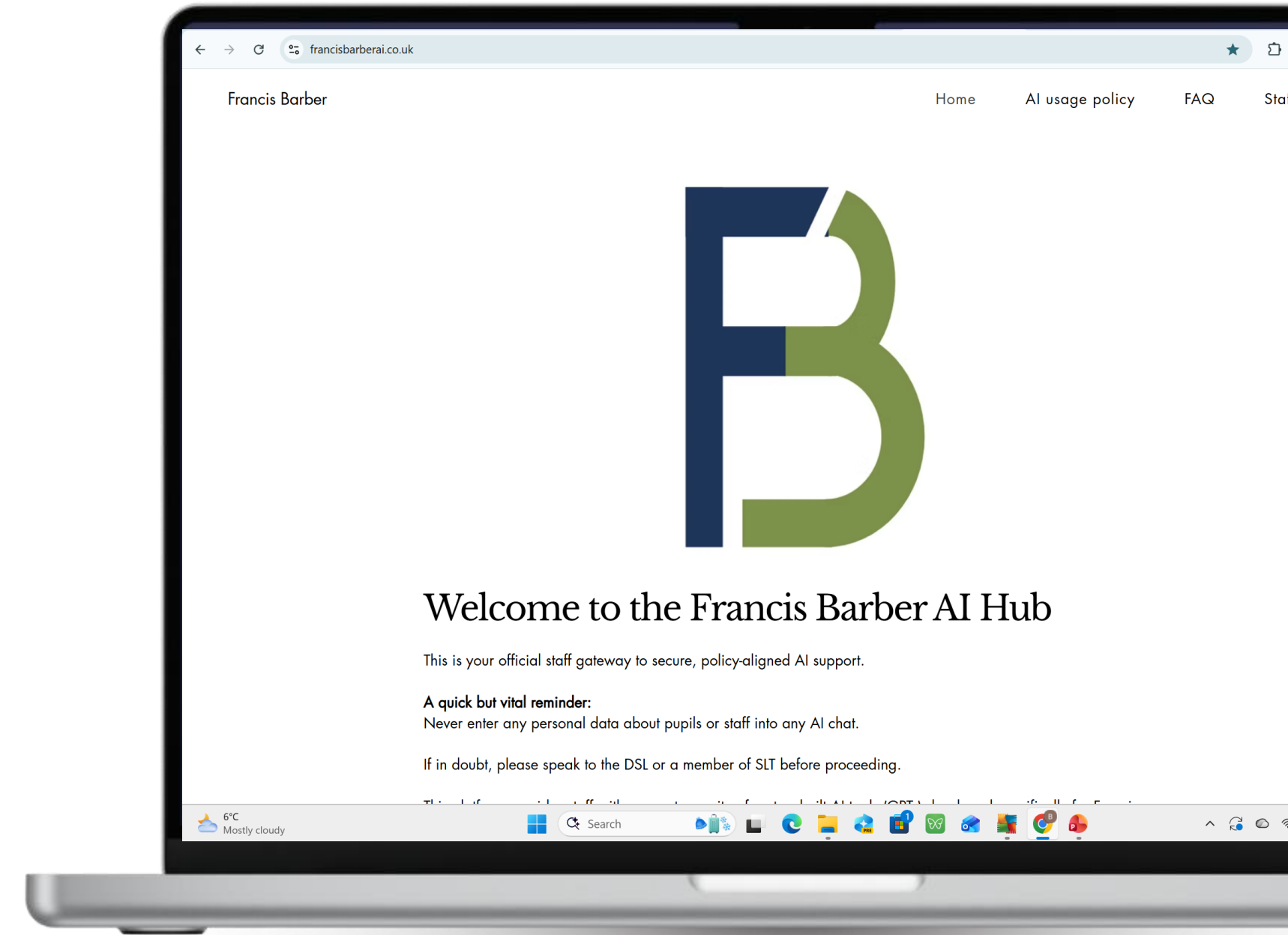# Beginner's Guide to Using AI Effectively

Learn to work with AI as a supportive teaching tool, while keeping students safe and protected
Taught AI Academy

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Francis Barber

Home   AI usage policy   FAQ   Sta

Welcome to the Francis Barber AI Hub

This is your official staff gateway to secure, policy-aligned AI support.

A quick but vital reminder:
Never enter any personal data about pupils or staff into any AI chat.

If in doubt, please speak to the DSL or a member of SLT before proceeding.
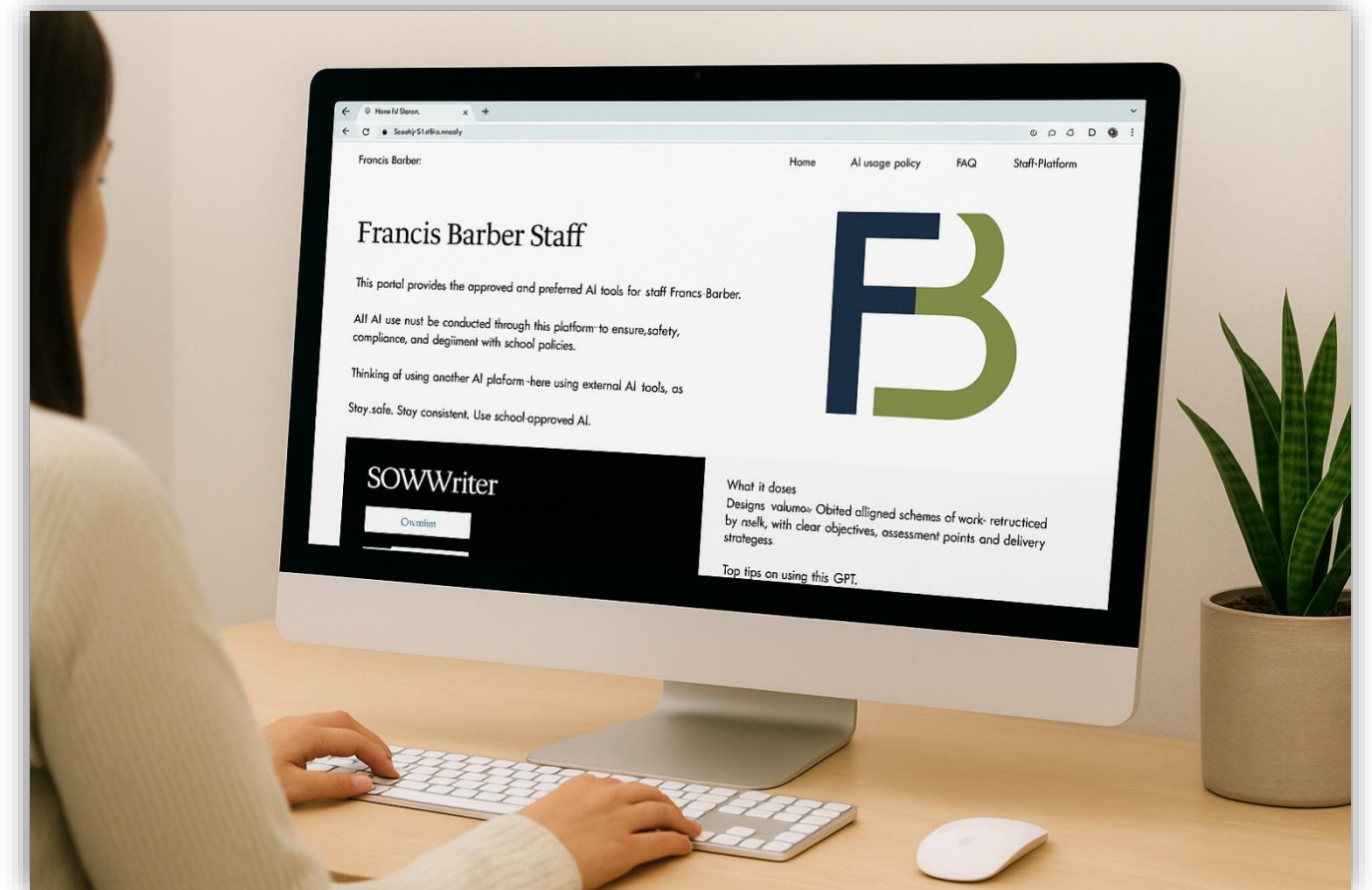
Start with a Clear Prompt

Just like giving instructions to a student, AI works best when you're specific and clear.

✔ Good prompt: "Create a lesson plan on perimeter for a Year 7 class with mixed ability, including a starter, main task, plenary, and one challenge question."
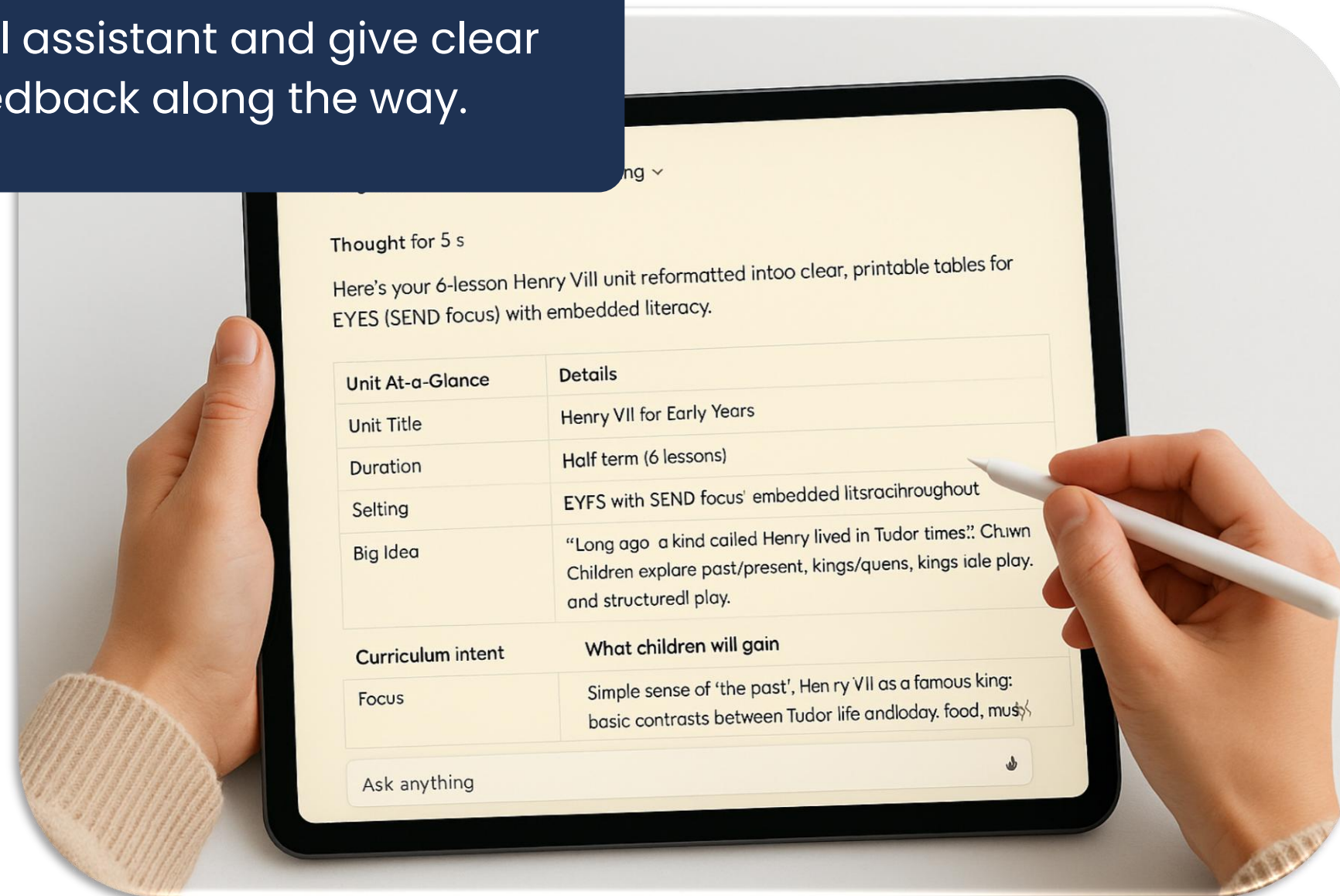
✘ Vague prompt: "Do a lesson on perimeter."

Tips:
- Mention the year group, topic, and any particular needs (e.g. EAL, low literacy).
- Include the format you want (e.g. table, slides, worksheet).
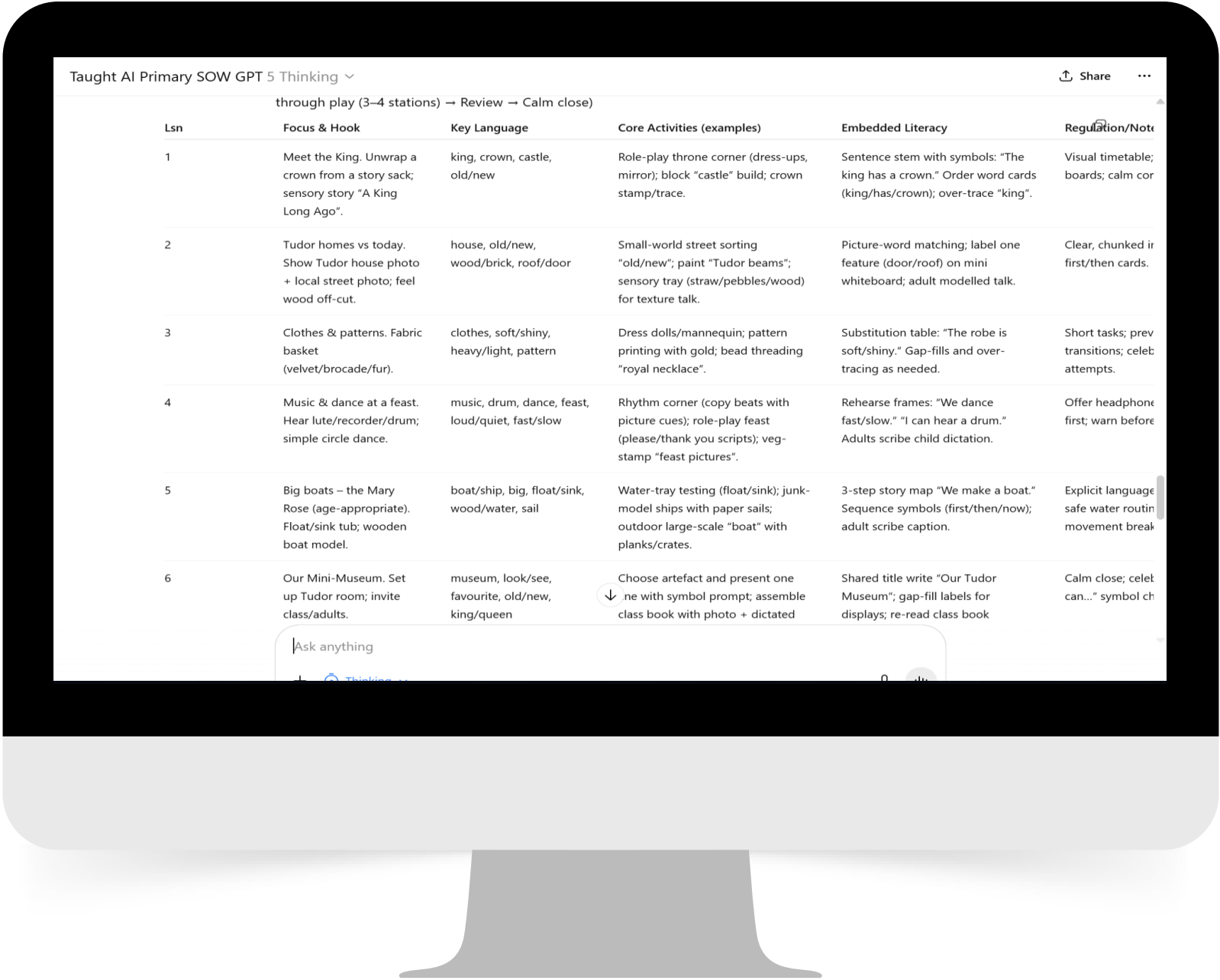- Ask for specific outcomes (e.g. "include a GCSE-style question").

> You don't need to get it perfect the first time — treat GPT like a helpful assistant and give clear feedback along the way.

Responding to the AI – Refining and Building

Try follow-ups like:

- "Add more scaffolding for lower-ability learners."
- "Rewrite using more child-friendly language."
- "Can you put this into a printable table format?"
- "MAKE IT SUITABLE FOR EAL STUDENTS.

Use Tables for Clarity and Structure

AI can return structured tables—perfect for planning or overviews. Ask for:

Can you format this as a table with columns for Objective | Task | Resources | Differentiation?

Create a table comparing low-, mid- and high-ability support strategies for this lesson.

Tables are great for printing, copying into documents, or sharing with colleagues.

Differentiation Made Simple

Our AI tools are designed with SEND and inclusive education in mind. You can prompt for:
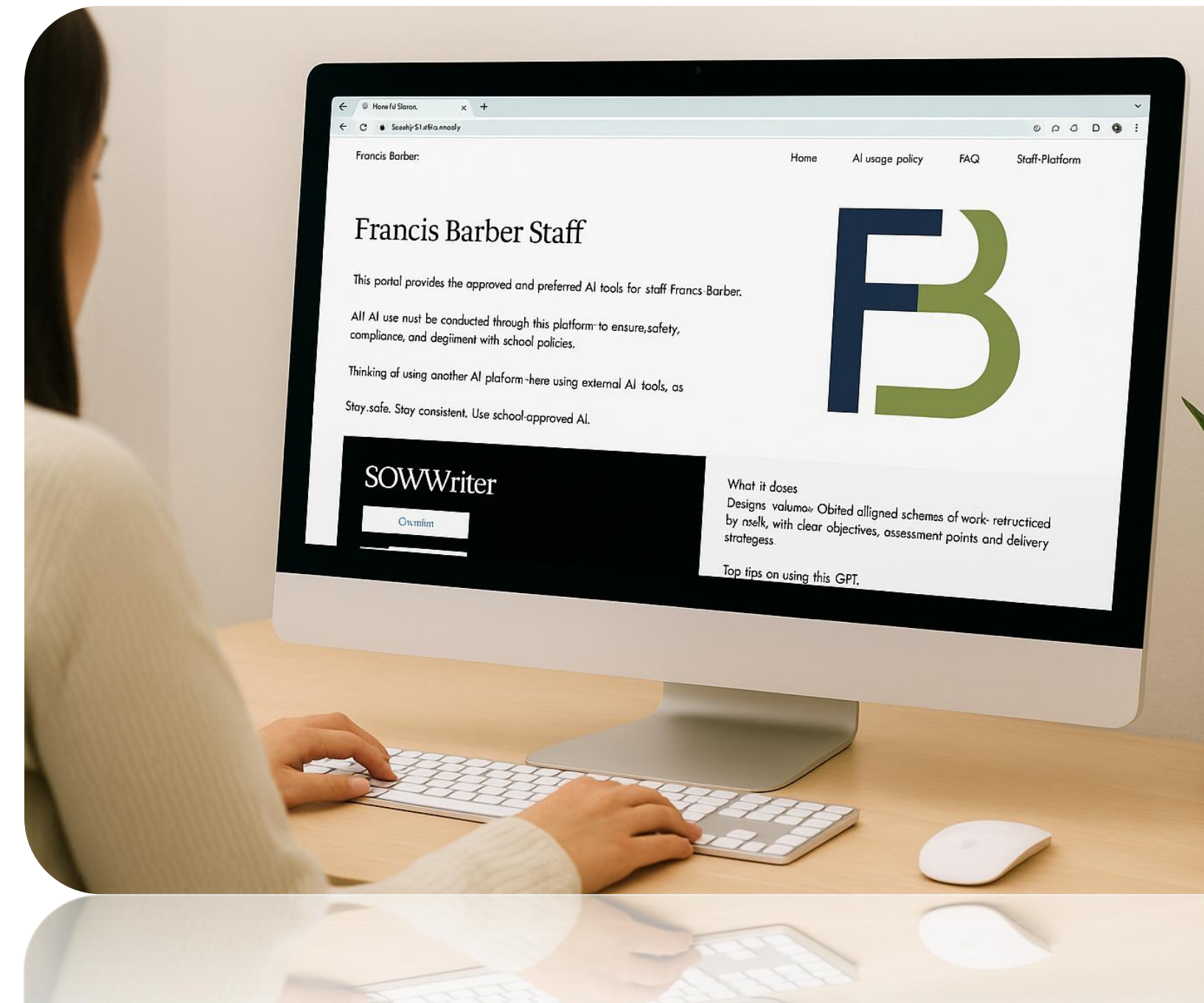
By Need:

- "Add visuals and sentence starters for EAL learners."
- "Include sensory-friendly options for students with ASC."
- "Suggest scaffolded questions for low-literacy pupils."

By Level:

- "Include three tiers of challenge: emerging, developing, secure."

By Interest:

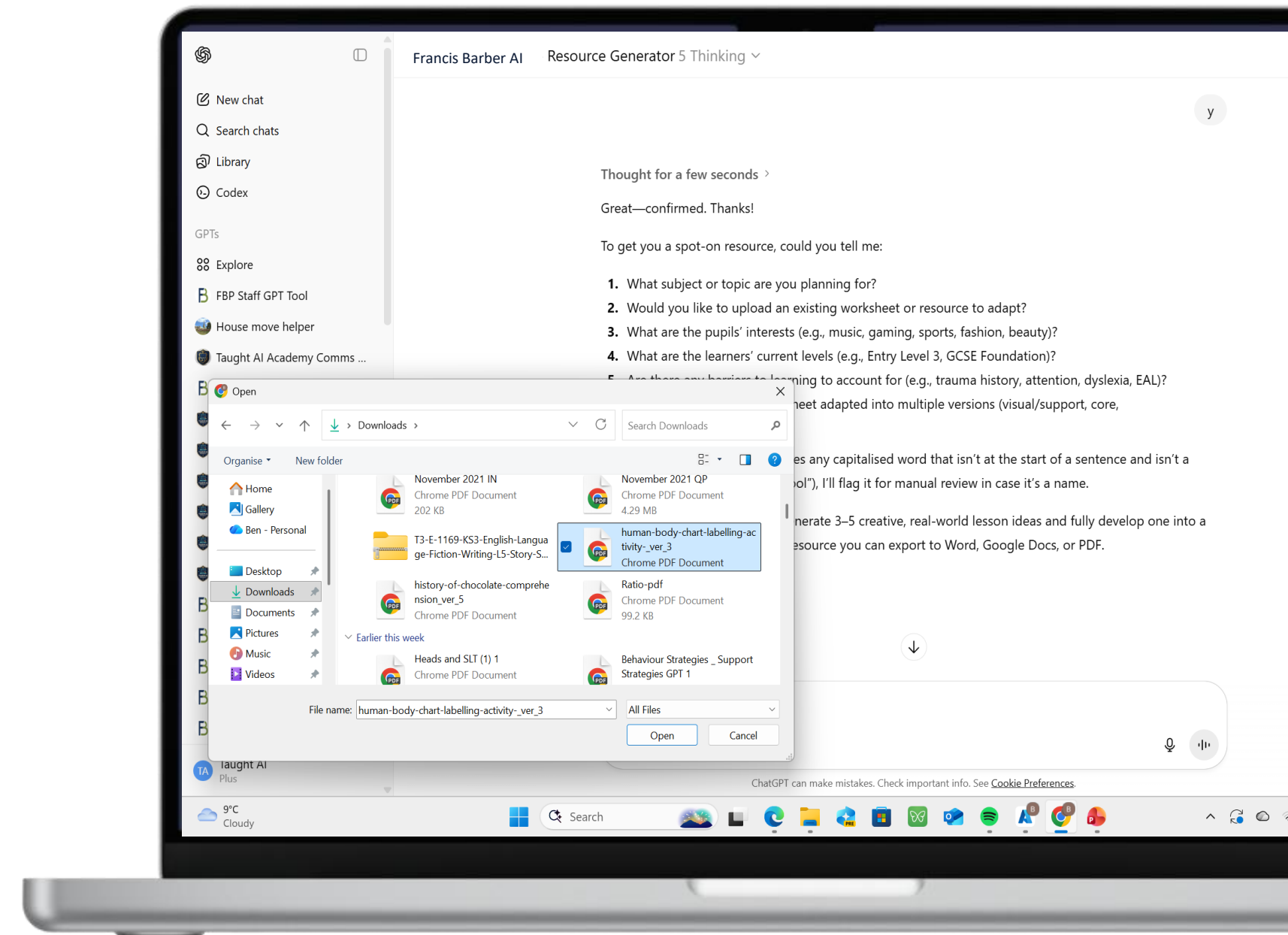- "Adapt this to include football references for an engagement boost."

Uploading Files and Using Your Own Materials

If you have a policy, scheme of work, or worksheet you want AI to help with: Just upload the file, then give a prompt like:

- "Summarise this behaviour policy into a 1-page staff crib sheet."
- "Use this curriculum map to create a lesson on healthy relationships."
- "Adapt this worksheet for pupils working at P-scales."

The tool will read and use the content to tailor the output.

Final Tips

- Be polite and professional. It helps shape tone.
- Always review outputs before using them— make sure they align with your voice and school context.
- Never upload student names or personal data.
- If in doubt, ask it to explain its response! AI tools can show their reasoning too.

Still unsure? Visit the tutorial, attend a staff CPD session, or contact your school's AI champion.