SECONDARY SCHOOL TEACHERS AND AI

December 2024

Foreword

We are at a significant moment of change in education with the recent election of a new government making a different policy direction inevitable. The Curriculum and Assessment Review promises new breadth and relevance in what we teach; at the same time what is going on outside the school gate is already revolutionary. The development of Artificial Intelligence is likely to create as big a shift for the economy and society, learners and educators, as the introduction of the internet.

When I was Schools Minister I was keen to see teachers make the most of the potential of internet technology. The reluctance of teachers to use it confidently and redefine their teaching was frustrating, and now, as chair of Century-Tech, and the E-Act Multi Academy Trust, I see history repeating itself with AI.

Schools were cautious about using the internet, apart from some early adopters. Now it is inconceivable that we wouldn't use internet services to help us manage schools, plan and deliver lessons, communicate with parents and even set and submit homework. As a parent I have six different school apps on my phone, for just one child!

In many ways, AI has been around for a long time, with many secondaries using adaptive learning platforms, using traditional machine learning software, for subjects like maths. But as this report shows it is the introduction of generative AI, and ChatGPT in particular, that has brought AI to the front of mind for many teachers and school leaders.

Much of the debate in education about AI has been fuelled by fear. How do we stop pupils cheating? Is it the end of the essay? Will it replace teachers? It's clear that there is huge potential for this technology to both help teachers, and cause harm to the profession. Early adopters find it saves them time, increases their creativity, and allows better tailoring of teaching content for particular learners. But without proper training and school level policy there are significant risks around bias, privacy and data protection.

I now also work with STEM Learning, Educate Ventures Research, and the Good Futures Foundation on many of these issues. Through this report **BCS, The Chartered Institute for IT** is showing leadership in this conversation, advocating for digital literacy and equitable access to AI tools across all schools. This work underscores the need for robust policies, well-defined ethical standards, and a framework for responsible AI use that not only empowers educators but prepares students for a future in which AI will undoubtedly play a significant role.

Jim Knight
Rt. Hon. Lord Knight of Weymouth

About BCS, The Chartered Institute for IT

BCS is the professional body for information technology. Our purpose, as defined by Royal Charter, is to promote and advance the education and practice of computing for the benefit of the public. With over 70,000 members, BCS brings together academics, practitioners, industry and government to share knowledge and shape policy. BCS is the leading end-point assessment organisation for digital apprenticeships.

Key Findings and Recommendations

The introduction of AI, and in particular generative AI, into the mainstream has affected every area of education. It is changing how pupils learn and complete work, how teachers assess and set tasks, and how exam boards, and the regulator set guidelines to maintain standards and fairness.

At the same time, as our research shows, there is great uncertainty around policies, best practice and guidance around how AI can and should be used across the education system.

BCS, The Chartered Institute for IT wanted to understand teachers' attitudes towards AI, how they were using it in 2024, and how they perceive their own schools' approach to challenges like plagiarism and assessment.

This research study was conducted between April – June 2024 in two parts. Firstly, 20 one hour long qualitative in-depth interviews with a range of secondary school teachers informed the development of a quantitative survey. In part two 5,298 secondary school teachers across the UK completed the survey covering 2,600 schools *(Reference1)*.

The large sample size enabled us look at a range of demographic parameters to see if there were differences, identifying them across geography, private vs state schools, subjects, new vs experienced teachers, age and gender.

"...there is great uncertainty around policies, best practice and guidance around how AI can and should be used across the education system."

The findings revealed that:

- Most teachers (67%) got their introduction to AI via ChatGPT. However, it quickly gained a negative reputation, often seen a way to 'cheat at homework' and presenting challenges around fair assessment.
- Almost two thirds of teachers we asked (64%) are not using ChatGPT at all, and of those 19% said they were 'not interested' in using AI in future.
- Some 41% of teachers said their school did not have an agreed approach to AI, and 17% didn't know what, if any, policy their school had agreed.
- The vast majority (84%) of teachers have not changed the way they assess students' work, despite the availability of AI tools. And only 41% of teachers are regularly checking homework / coursework for plagiarism content from the web.
- Teachers told us they still lack confidence and access to guidance, training, and support in how to use AI in their day-to-day job.
- There appear to be emerging inequalities in the use and understanding of AI. Although only a small proportion of those surveyed were from private schools, the trend was that those teachers were using AI more regularly than their state counterparts. Teachers in the Northwest, Yorkshire and Northeast were slightly less regular users of AI than those in other regions.
- The more essay or coursework-based subjects - English, and Humanities subjects – saw greater AI use by teachers.
- The most common uses of AI by teachers were for creating quizzes and test materials, although some used it to help them write communications to parents and reports.
- Several teachers who are using AI told us they were reluctant to discuss the use of AI with their department heads and headteachers.
- There are still very clear barriers to more widespread uptake of AI by secondary school teachers, ranging from lack of an AI policy in school to lack of formal training, to the negativity surrounding the launch of AI / ChatGPT.

Detailed recommendations are given at the end of this report. They include:

- Training that allows educators to be confident with AI tools, and more digitally literate overall, should be a core part of teacher training and heads' leadership qualifications.
- Schools should publish clear policies on their approach to the use of AI on their websites, and this should be part of school inspection frameworks.
- The Department for Education (DfE), the qualifications regulator (Ofqual), and other relevant bodies should give school leaders clear guidance on the use of AI by pupils and teachers.
- Any AI product or service used in schools, and any IT professional working in schools, should meet clear independent standards around quality, competence, ethics, and transparency.

67% got their introduction to AI via ChatGPT

19% are not interested in using AI

Teachers' use of AI

Introduction to AI for teachers

Most teachers learned about the applicable potential of AI via news stories about the launch of ChatGPT in November 2022. A small minority were first told about the tool by colleagues or their school.

Beyond awareness of ChatGPT, Secondary School teachers have found very little support or clear direction on where to go for help to learn about AI, with teachers turning predominantly to their close colleagues.

When asking teachers about AI, they, like many other non-tech specialists, often only think of ChatGPT. As the table below (*Figure 2*) shows, ChatGPT is the main AI tool being used by secondary school teachers.

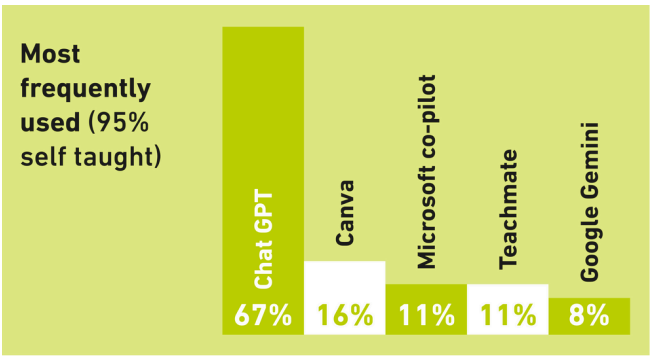

Figure 2

How AI is used

Secondary School teachers who are using AI, started using it for tasks such as admin and standard letters, before they progressed into lesson planning and classroom materials preparation.

Teachers have found AI a useful tool not only for time saving, but also for tailoring content, for example:

- Last minute preparation – "I need some more questions around the topic I am teaching this afternoon" or "I'm shattered at the end of the day and need some help."
- Tailoring existing content to different ability levels, age groups and language levels.
- "Give me a novel and engaging way to teach this topic."

The research found AI can also be used to find more creative ways of teaching. One Chemistry teacher had created an 'Escape Room' task for his students using ChatGPT for a specific topic that was quite hard to teach. Another had used AI to find a new way to teach computer networks – this involved the students joining hands in different ways to physically depict the different networks.

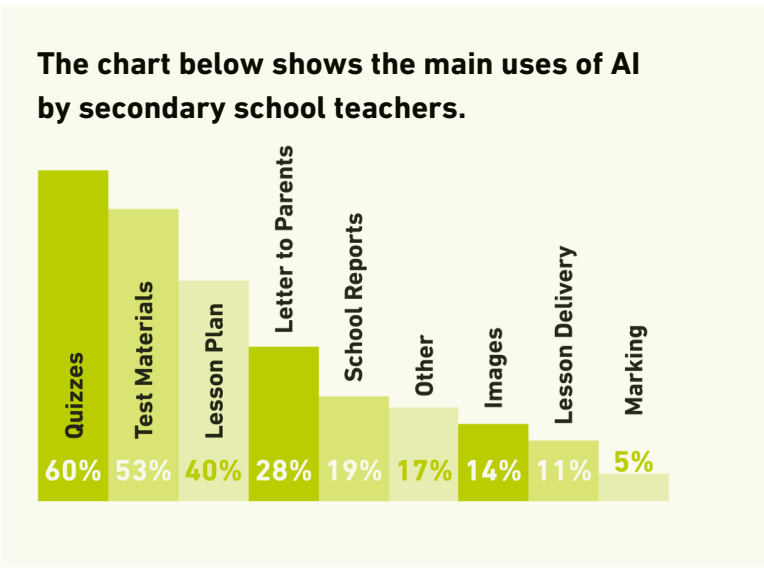

Figure 3

AI has enabled teachers using it to be more creative in the classroom therefore creating greater engagement with their students, but it is too early to tell whether better educational outcomes result.

Case Study 1: **Kelly Midgley**

Previously an English & Media Studies Teacher and Key Stage 3 Coordinator at *Lorete High School*, Chorlton. Now working at *Parrs Wood High School* as an Alternative Provision Coordinator and doing some freelance tutoring. Both schools are state comprehensive schools in south Manchester.

I teach Key Stage 3 English; Key Stage 4 GCSE English Language, English Literature, and Media Studies. I have also taught A-Level Literature and Media Studies.

How much are you currently using AI in the classroom setting and what for (for example lesson plans), and what may be holding you back if you aren't using it regularly?

I really did not start to use it until this past year. I was sceptical of AI at the start - visions of Skynet! - but I started to see that actually we use AI more than we think in our daily lives, from predictive text to Alexa suggestions and chatbots. But I didn't know how to use AI in my teaching or how it could benefit me. It is thought that "authentic teaching" is when you design all the lessons yourself that are tailored to that class, and this is probably why some teachers may be cautious when using it. I guess, by using AI, all that pedagogical knowledge and "human touch" is taken out of the lesson.

I started to use it this year for some lesson material for Media Studies. There is so much content knowledge that is needed for the course, and it can be pretty overwhelming for a busy teacher! Part of the qualification is production work (like coursework) and I wanted to create a really comprehensive "how to" guide for my students on a production brief (which change every year, so teachers have to constantly rewrite resources and lessons).

I used AI to create lots of text for the "how to" guide, however, I edited some of the AI text to be more specific or to maintain an appropriate tone. Using AI saved me so much time and effort and I hope that more teachers start to use it to help with their workload.

It is worth noting that AI is allowed by students in some media production work in the qualification, but only to create images that the student "would not normally be able to create naturally, like an explosion." I could argue that if a student wants to create a high quality production that looks professional, then students should be able to use AI in order to get a good mark. I had students that wanted to have exotic and wild backgrounds, like mountain hiking and sunny beaches, for their print productions. These may not be accessible for inner-city, pupil-premium students to get to and take pictures of, so why limit them academically by denying the use of AI to capture the vision that they have for that production?

I would also argue that using AI effectively and appropriately is a skill that these students should have for future success. AI is clearly here to stay, and it is being used widely in many industries already. The education system has a duty to ensure that students are well-prepared for the future and if we do not embrace AI now and learn to use it wisely, then we risk not preparing our students for the future. It is just one example of how the curriculum is not suited for the needs of tomorrow.

How much do you think ChatGPT is being used by your students to complete homework tasks, and if it is easy to tell where it been used inappropriately in assignment responses?

I think students are using AI more than what we think, and I can see why. I have a student who used Chat GPT for a creative task but wrote it out by hand to make it look like his own, but I knew his writing style and it was vastly different to what he could produce.

They want models to learn from, or some scaffold to get them started, or sometimes - sadly - it is just down to laziness. They face so much pressure to meet inflated target grades, compete in an unfair education system, and navigate the hazards of social media and their teens. But again, using AI will be a key skill in the future and we should be instructing students how to use it better, rather than banning it outright.

It is easier to identify and filter students using AI on programmes, like Google Classroom. When I would set homework or assignments on Google Classroom, I could get it to identify plagiarism, and then I could make a decision about what to do with that student. Most often, I would get them to redo the task, especially if more than 25% was plagiarised - this showed an over-reliance on other peoples' content, rather than showing knowledge and skill application.

Attitudes towards AI

The survey identified that the majority of secondary school teachers, 64%, are not using AI, and of those 19% said they were not interested in using it. Perceptions split between those who see it as 'progression' vs those that see it as 'something out of Terminator.'

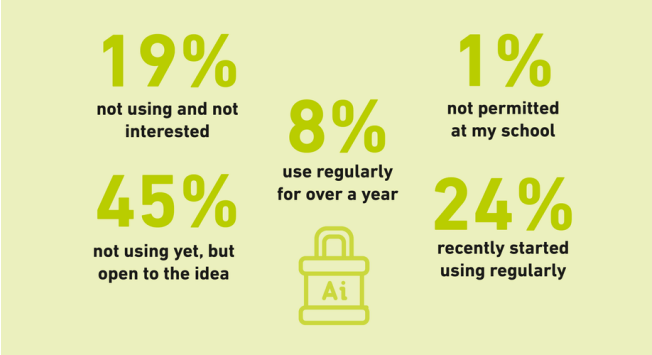

Figure 4

Despite this, all teachers interviewed in the qualitative research stage believe that AI will not replace their jobs. The main reason given was that they know their students as individuals, making a conscious effort to understand each one in terms of how they learn and they how they are progressing. The respondents believe that AI cannot understand students holistically like they do.

Our interviewees believe that teachers are an essential element to the learning experience, and so there is a clear belief that teachers in classrooms will remain the norm.

The qualitative research also highlighted three main teacher audiences, by attitude. It showed the majority of teachers are lacking confidence when it comes to using and teaching AI.

Teachers who are using AI in their jobs are also a little clandestine in its use and only help / share their use with close colleagues.

37%

Who have used AI have shared this fact with their Head of Year / Head of Subject.

95%

Of those using AI in their job are self-taught.

Figure 5

Regular users (minority)

- Embracing the use of AI.
- High engagement with technology (not just technology teachers).
- Open attitude to change and learning new things.
- Despite using AI and seeing the benefits, the negativity surrounding it means these teachers are split in their approach to students. Some make a point of teaching students how to use AI for their learning, but some don't at all.

Starting out (minority)

- Open to using AI largely based on recommendations from colleagues.
- Cautiously starting to use AI.
- Some less inclined to admit usage to colleagues or Senior Leadership Team (SLT) / Headteacher.
- Although starting to use AI themselves, it is not something they all want their students to be using.

Not using (majority)

- This group avoids AI in their own work and as part of teaching, due to lack of time to learn and confidence, resistance to change and the concern that AI is not a positive thing for education.
- They lack understanding of AI.
- Concern that it may be seen as 'cheating at teaching.'
- This group were clear that AI is not to be used by students, believing it stops learning and cognitive thinking.
- Belief that any AI generated content would not be as good as the content they create themselves.

Alongside negativity, the research identified three main barriers that stop secondary school teachers from using AI:

- **Permission:** There is a perception that using AI is in some way cheating for teachers, not just students.
- **Time:** Many teachers do not feel they have the free time to spend exploring how AI can help them
- **A lack of confidence with technology:** Teachers' lack of digital skills in general holds them back as well as the lack of confidence in the accuracy and quality of the output AI generates.

Case Study 2: Ross Millen

Computing Lecturer, *EKC Dover College*

How much are you currently using AI in the classroom setting - and what for? What may be holding you back if you aren't using it regularly?

I am currently using a mixture of ChatGPT and Claude to:

- Compare my planning against learning outcomes and make suggestions to bring content closer to the unit specifications
- Generate multiple choice questions and answers that can then be loaded into Plickers for formative assessment
- Generate imagery

I feel that the content generated by AI, doesn't feel like human text. I avoid use of blocks of text from AIs to keep documents feeling more natural. I think this also in part comes down to a stigma surrounding the use of AI - it was actively discouraged in my previous workplaces.

How much do you think ChatGPT is being used by your students to complete homework tasks, and is it easy to tell where it has been used inappropriately in assignment responses?

Students from previous secondary schools openly admitted to using SnapChat AI to assist with homework and I do find it noticeable. In my current FE role, knowing my students and having examples of their written work normally enables me to identify AI usage. American English, inconsistent spacing (use of double spaces particularly), and that most AI models seem to have a specific dictionary of adjectives are all evidence of AI.

As far you know, does your school have a clear policy on AI usage for A) teachers B) students?

My current employer does not have a full AI policy, there are CPD documents containing advice for teaching staff on how to design assessments that are harder for students to apply AI to. There is limited content about ways of using AI.
The general message that is relayed to students is that AI is a potential plagiarism risk and that using it should be avoided. There isn't a clear policy of actions that will be taken by the college following identification or suspected use of AI in submitted student work at this time.

In relation to students' use of AI, there is a belief by non-users and users of AI alike, that there are challenges and barriers to letting students use AI in their work.
They include:

- The belief that AI can take away their ability to think for themselves.
- Plagiarism.
- Re-enforcing misconceptions.
- Reliance on it – it creates laziness and therefore stops learning.
- Safety, disinformation, and misinformation – knowing what's real / not real, alongside safeguarding challenges.

Plagiarism and AI

Plagiarism is one of the largest concerns around enabling students to use AI. A number of teachers found it easy to spot because the language and structure is often different from that students' previous work – for example using American phrasing and spelling from ChatGPT. From the qualitative interviews, we also identified teachers using apps such as 'Turnitin', 'Mark Mate' and 'Copyleaks' to check student work.

Yet, the survey showed that **only 41% of secondary school teachers are checking for plagiarism** or content lifted from the web for homework and coursework. This is predominantly in those subjects that require essays and coursework such as English and Humanities.
(Reference 6)

The study also found that **84% of secondary school teachers have not changed the way they assess their students work** due to the availability of AI tools. We may have expected to see more changing the ways they check work due to AI, but this does not seem to be the case.

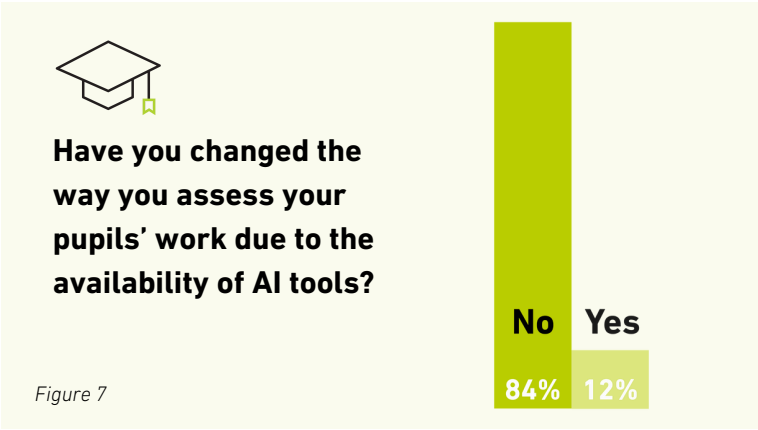

Figure 7

For those using AI, the benefits they found include:

- Time saving.
- Reducing routine tasks.
- Allowing more scope for creative approaches on teaching topics.
- Overcoming fatigue – especially at the end of the school day or end of term, needing to come up with new lesson plans / topics.
- Summarising large amounts of information quickly and succinctly.
- Tailoring work to specific subjects, year groups and ability levels e.g. creating specific imagery for Physics / Biology topics.
- Giving simplified explanations / definitions for different students / year groups.

When asked for an AI 'wish list' that would enable teachers to be more effective and productive, responses fell into three categories:

- **Quality of output from AI:** for example, being more factually accurate, proficient in the English language (vs Americanisms)
- **Capability of AI to support key teaching tasks:** for example, marking, giving student-specific feedback, lesson planning, generating teaching materials
- **Provision of more professional development for teachers to build their AI skills:** nearly half (49%) wanted in-person continuing professional development (CPD) on AI with 46% wanting online self-paced training *(Reference 8)*

Detailed results from the survey of teachers

The quantitative survey asked a number of distinct questions across a number of days – hence each question was answered by a slightly different sample. The questions in each case were answered by in excess of 5,000 teachers, reducing when focusing on those who use AI, which was of course a smaller sample size that those who are not using it.

What follows are some of the differences within the sample. *(Reference 9)*.

We identified demographic insights into attitudes, usage and understanding of AI, which highlight challenges to be addressed before AI is adopted more widely within schools.

There is a possibility of an equality gap across schools with Private schools, alongside those with an 'Outstanding' rating, embracing AI more than state funded schools.

Geographically the data shows that Northwest, Yorkshire and Northeast are less engaged with using AI versus other regions.

Some 41% of teachers said their school does not have an approach to AI, with a further 17% not knowing what, if any, policy their school had agreed. However, headteachers were less inclined to confirm a lack of policy, with only 33% saying their school didn't have an approach to AI.

Only 5% of schools allow students to use AI in their work and 6% teach students how to use AI

(Figure 10)

There were also differences within the 19% of teachers who were not interested in using AI - *(Reference 11)*:

- Classroom teachers were less interested than Headteachers
- Those in the North were less interested in AI than those in the South
- There was a slight bias towards younger teachers being less engaged with using AI vs older teachers – this could be seen as surprising
- Marginally, women were more reluctant to use AI vs men.

Despite the concerns surrounding the use of AI by students, the majority of schools (84%), had not made a change to the way they assess their students work, according to teachers we polled.

However, the research did highlight some difference to this by subject:

- Those subjects that are more essay or coursework based have made more changes to checking work based on the technology now available to students to find and generate content - for example English and Humanities
- Older teachers, and those who have been teaching for longer (10 to 20-plus years) are more inclined to check work for plagiarism / content copying vs younger, less experienced teachers.

AI is enabling teachers to be more creative with the materials that they produce for their students. With this, we see differences in how AI is used across subjects:

- Creating quizzes - English, Science, Humanities and other subjects
- Creating test materials – English, Science, Humanities, Languages
- Writing letters to parents – Maths
- Writing school reports – Maths and Science
- Creating an image – English and Science
- Lesson delivery – Humanities and Languages

(Reference 12)

The research highlights that the use of AI is not equal across schools, regions, and subjects, with more needing to be done to ensure teachers benefit from it.

Schools approach to AI

AI does not explicitly feature in the current national curriculum in England, and it will take some years for this to change. Smart devices are occasionally mentioned in schools' computing curricula, and in those subjects where being current is required e.g. Business, some teachers do look at AI and include it in their topics / syllabus. However, this relies on teachers choosing to teach students about AI, which can create a grey area in terms of what is required and what isn't.

Of all the teachers we spoke to, many expected the leadership of their school to have created a written approach for teachers and students on the use of AI in school. However, 41% said their school doesn't have an agreed approach and 17% don't know what the approach is (if there was one). Reference *13*

This lack of change in the way teachers assess pupils' work, sits alongside the lack of openness by teachers using AI themselves or teaching AI to their students. As we found in the in-depth interviews, there is a reluctance to tell SLT and Headteachers about it, despite the data showing that this audience are engaging with AI in schools more than the classroom teachers.

Just over a third (36%) of secondary school teachers that use AI for their lesson preparation have told their SLT.

We found that private school classroom teachers are more inclined to tell the senior leadership team and Headteachers about their AI use than State schools. This was also the case for:

- Teachers in smaller schools vs larger schools.
- Older teachers vs younger teachers.
- More experienced teachers vs less experienced teachers. *(Reference 14).*

School Policy on AI – whose responsibility?

It was clear that teachers had different opinions of who should be creating a school policy, with the technology departments feeling some pressure to do this.

The majority of teachers we surveyed believe that the SLT / Headteachers were responsible. The in-depth interviews highlighted that some teachers were nervous of the SLT / Headteachers creating the policy as they are generally no longer at the coalface of teaching, and may not be tech savvy enough to write it.

The research demonstrates there is a lack of training and no clear agreement and communication around what best practice is in the use of AI for teachers. Teachers want guidance on where to go for high quality, practical training, and support.

Case Study 3: Dr Adam Dwight

School name/type/location: ***City of Wolverhampton College***
Subject taught: **Education Studies**

How much are you currently using AI in the classroom setting and what for (for example lesson plans) and what may be holding you back if you aren't using it regularly?

At City of Wolverhampton College we have a commitment to integrate AI tools into the curriculum to enhance students' and apprentices' learning experiences and foster skill development, preparing them for the demands of living and working in the 21st century. All academic staff have engaged in extensive training on safe and effective use of AI and the College has subscribed to Teachermatic to showcase how AI can be used to assist teacher / assessor / trainer workload and improve and develop the quality of our teaching, learning and assessment.

How much do you think ChatGPT is being used by your students to complete homework tasks? Is it easy to tell where it has been used inappropriately in assignment responses?

Since we promote staff, students and apprentices to use AI safely and effectively, we expect that students are using AI for assessments. A significant aspect of our AI training with academic staff is to emphasise that the use of AI detectors to evaluate whether students have used AI in their in written work is extremely unreliable and that they should consider other assessment methods (verbal Vivas, presentations, project work) to ensure the validity and authenticity of assessments. We have also implemented through staff training and the forthcoming student inductions, the recommendations by the Joint Council for Qualifications (JCQ) where students and apprentices must fully cite / reference their use of AI, retain the original prompts and output and provide a written explanation of how they used AI.

As far you know, does your school have a clear policy on AI usage for A) teachers B) students?

We have a clear AI Guidance document that was approved by our AI Working party comprised of staff members and student / apprentices and then ratified by our Executive Management Team and Governors. As well as all the above training, we have also focused on sharing best practice with case studies that have received national profile from the AI in Education group (we are one of only two colleges in the country to be part of this group).

Recommendations

Only a minority of secondary school teachers are using AI due to significant barriers to widespread adoption and many of these have only explored ChatGPT.

Those who do use AI have found it to be a time-saving and effective productivity tool that improves teaching, increases creativity, and reduces mundane tasks.

The barriers to more teachers embracing AI include being granted permission (many schools have no policy on use of AI by teachers); inadequate time to learn about AI, lack of confidence and resistance to change.

The belief that AI will not replace their job, but can assist, means there is huge potential to work with ever greater numbers of secondary school teachers to grow their knowledge and confidence with AI.

Based on the results of this study, BCS proposes a number of policy recommendations to ensure there is consistency, fairness and innovation in how AI is used as part of teaching and assessment in schools:

1. Digital Literacy including the use of AI in teaching, assessment, record keeping and reporting should be included in the professional standards for teaching.
2. The National Professional Qualification for Headship (NPQH) should include the strategic leadership of a school's use of technology (including AI) explicitly within its six content areas, and all schools should identify a responsible senior leader and governor.
3. The school's strategy for using digital technology to meet its goals, including its policies on AI, should be published on its website and form part of school inspections.

4. To ensure support for schools to achieve this, the DfE, Ofqual and other bodies have a duty to ensure heads and school leaders are given policy clarity around expected use of AI by pupils and teachers, for example for homework and coursework, and for use in assessment and lesson planning, and communications with parents.

5. All AI products and services used in schools should be developed and managed by ethical, competent and accountable IT professionals, and meet agreed quality thresholds: transparency in what they do, how they have been trained, how they manage users' data.

6. AI should not only become a larger part of the Computer Science GCSE, but should be woven across the curriculum. As part of this BCS is calling for all teenagers to be taught Digital Literacy, which includes teaching how to use and work with AI for life and work. BCS, the Computing At School (CAS) community and its academic partners, will be responding in detail to the Curriculum and Assessment Review which launched a call for evidence in September 2024.

"Based on the results of this study, BCS proposes a number of policy recommendations to ensure there is consistency, fairness and innovation in how AI is used as part of teaching and assessment in schools..."

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BCS, The Chartered Institute for IT | BCS

Methodology and approach: The report is based on a mixed methodology research approach carried out between April and June 2024. Firstly, 20 one-hour interviews were conducted with a range of secondary school teachers. The insights and questions raised by these enabled the design of a quantitative survey completed by over 5,000 secondary school teachers, covering 2,600 schools in England.
The research was carried out for BCS by Eight Strategy. The quantitative survey element of the research (the 5,000 schools) was conducted via Teacher Tapp.

BCS gratefully acknowledges the unrestricted gift received from Google.org which supported this work.

References

Reference 1: Research was conducted by Eight Strategy recruiting 20x secondary school teachers across the UK. The survey, in conjunction with Teacher Tapp, was completed by 5,298 teachers, up to 2,630 different schools.

Figure 2: Survey results – Question base of 1,355 secondary school teachers who are using AI in their work. Question: What apps are you using regularly (1x week) to aid your schoolwork?

Figure 3: Survey results – Question: What tasks have you used AI for? Base of 1,361 secondary school teachers who are using AI in their work

Figure 4: Survey results – Question: Which of these statements best describes how you use AI for work? Base of 5,298 secondary school teachers

Figure 5: Survey results – Question: Who have you told you have used AI for your lesson preparation? Base of 1,358 secondary school teachers who are using AI in their work

Reference 6: Survey results – Question: Do you check for plagiarism / content from the web for homework / coursework? Base of 5,284 secondary school teachers

Figure 7: Survey results – Question: Have you changed the way you assess your pupils' work due to the availability of AI tools? Base 5,293 secondary school teachers

Reference 8: Survey results – Question: Imagine you are offered training in using AI. What would you choose? Base of 5,264 secondary school teachers

Reference 9: NB: The sample sizes differ, therefore when looking in granular detail at the responses, insights become more directional

Figure 10: Survey results – Question: What is your schools' approach to AI for students? Base of 5,251 secondary school teachers

Reference 11: Survey results – Question: Which of these statements best describes how you use AI for work? Base of 5,298 secondary school teachers

Reference 12: Survey results – Question: What tasks have you used AI for'? Base of 1,361 secondary school teachers (those that use AI)

Reference 13: Survey results – Question: Who have you told that you have used AI for your lesson preparation? Base of 1,354 secondary school teachers

Reference 14: Survey results – Question: Have you changed the way you assess your pupils work due to the availability of AI tools? Base of 5,293 secondary school teachers