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AI for teachers: 12 prompts to win back time

Twelve prompts for the planning and paperwork that fill your evenings: lesson plans, three levels of the same task, quizzes, parent emails and report comment banks.

Before you start

These prompts help with planning and admin. You know your pupils, your curriculum and your school, so treat every answer as a first draft to check and adapt.

- ✗ Never paste pupils' names, grades, behaviour notes or anything about special educational needs or safeguarding into a public AI tool
- ✓ Use the tool your school or trust has approved, and follow its AI policy
- ✓ Check facts, dates and calculations. AI gets them wrong often enough to matter
- ✓ Check answers against your exam board's specification and mark schemes

Planning

PROMPT 1

Draft a lesson plan

Sunday evening, with five lessons still to plan.

> Plan a **[length]** -minute lesson for **[year group/age]** on **[topic]** in **[subject]** . The learning objective is: **[objective]** . The class already knows: **[prior learning]** . Include a five-minute starter that checks prior knowledge, a clear explanation with an example, a main activity, a check for understanding, and a plenary. Suggest what I need to prepare.

Tip: Tell it what the class did last lesson and it will build on it.

PROMPT 2

Plan a sequence of lessons

A new unit, and a blank medium-term plan.

Outline a sequence of **[number]** lessons on **[unit]** for **[year group]** in **[subject]**, following **[curriculum or exam board]**. For each lesson give the objective, the key knowledge, one main activity and how I'd check understanding. Build in retrieval of earlier lessons and finish with an assessment task.

PROMPT 3

One task, three levels

The class has a wide range, and one worksheet won't do.

Here is a task for **[year group]**: **[paste the task]**. Write three versions: one with more support (sentence starters, a worked example, simpler vocabulary), one at the expected level, and one that stretches further. Keep the same learning objective in all three.

PROMPT 4

Explain a hard idea five ways

You've explained it your usual way, and half the room looks blank.

Give me five different ways to explain **[concept]** to **[age group]**: an everyday analogy, a visual I could draw on the board, a short story, a hands-on demonstration, and a common misconception to address directly.

Resources

PROMPT 5

Write a quiz with answers

You need a retrieval quiz for tomorrow.

Write a ten-question quiz on **[topic]** for **[year group]**. Mix six multiple-choice questions, with wrong answers based on common misconceptions, and four short-answer questions. Order them from easier to harder and add an answer key with a one-line explanation for each.

Tip: Ask for "plausible wrong answers based on common misconceptions" for better multiple-choice.

PROMPT 6

Write a model answer and a weaker one

Pupils need to see what "good" looks like.

> Write two answers to this question for **[year group/level]** : **[question]** . One should be a strong answer and one a middling answer with typical mistakes. Then list the differences between them as a checklist pupils could use to improve their own work. Base it on these marking criteria: **[paste criteria]** .

PROMPT 7

Create a reading text at the right level

The article you found is perfect, and far too hard.

> Write a **[length]** -word text about **[topic]** for pupils aged **[age]** with a reading age of about **[age]** . Use short sentences, explain these key words in context: **[words]** , and add five comprehension questions: three on retrieval, two on inference.

PROMPT 8

Generate discussion questions

You want talk, not silence.

> Write eight discussion questions on **[topic/text]** for **[year group]** . Start with two that everyone can answer, then move to questions that need evidence, and end with two that have no single right answer. Add a follow-up prompt for each.

Feedback and reports

PROMPT 9

Build a comment bank

Thirty reports are due by Friday.

> Write a bank of report comments for **[subject]** , **[year group]** . Give me five comments each for: excellent progress, steady progress, and needs more effort. Each should be two sentences: one on what the pupil does well, one specific next step. Use **[NAME]** as a placeholder, no jargon, and a warm, professional tone.

Tip: Add the personal detail yourself, in your school's system. No names in the AI tool.

PROMPT 10

Write whole-class feedback

You've marked a set of books and seen the same three mistakes.

I've marked a class set of work on **[task]**. Common strengths: **[list]**. Common mistakes: **[list]**. Write a whole-class feedback sheet for **[year group]** with: what we did well, the three things to fix with an example of each, and a ten-minute improvement task.

Communication

PROMPT 11

Write a tricky email to a parent

A sensitive message that has to be right.

Write an email to a parent about **[the situation, without the pupil's name]**. I want to explain what happened, what the school is doing, and what I'd like from them. The tone should be calm, respectful and on the same side as the parent. Under 150 words. Use **[PUPIL]** and **[PARENT]** as placeholders.

Tip: Describe the situation in general terms. Add the pupil's name yourself afterwards.

PROMPT 12

Turn a policy into plain English

A long document has landed, and staff or parents need the short version.

Summarise this document for **[audience, e.g. parents / new staff]** in plain English: **[paste a non-confidential document]**. Give me the five things they need to know, anything they need to do and by when, and a short version I could put in a newsletter.

Teaching your class about AI?

doingit.today has short lessons where Pip explains AI in plain words. Play one on the class screen, then answer the questions together.

Free to start. No tech background needed.

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