



Education
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Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial

Further Appendices

October 2026

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The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, colleges and early years settings to improve teaching and learning for 2 – 19-year-olds through better use of evidence.

We do this by:

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were reendowed with an additional £137m from government, allowing us to continue our work until at least 2032.

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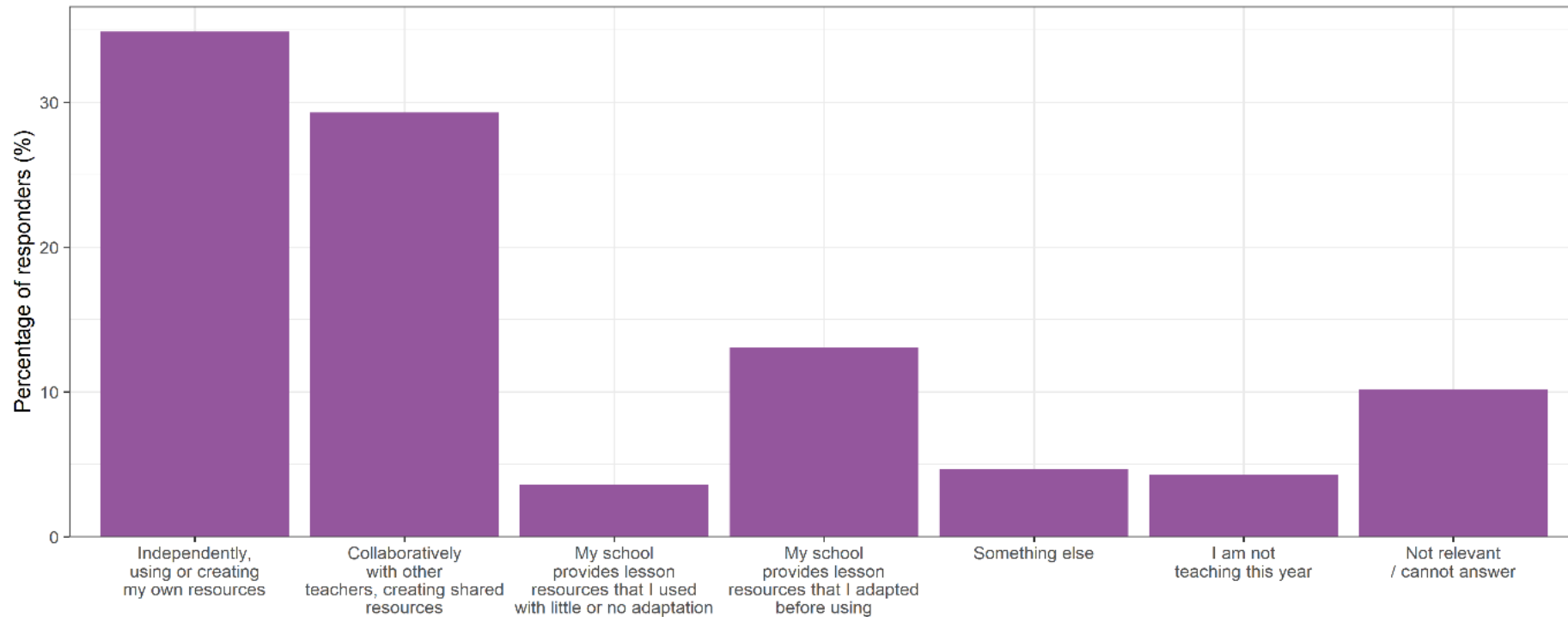
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Appendix C: Findings from Teacher Tapp questions, March 2025

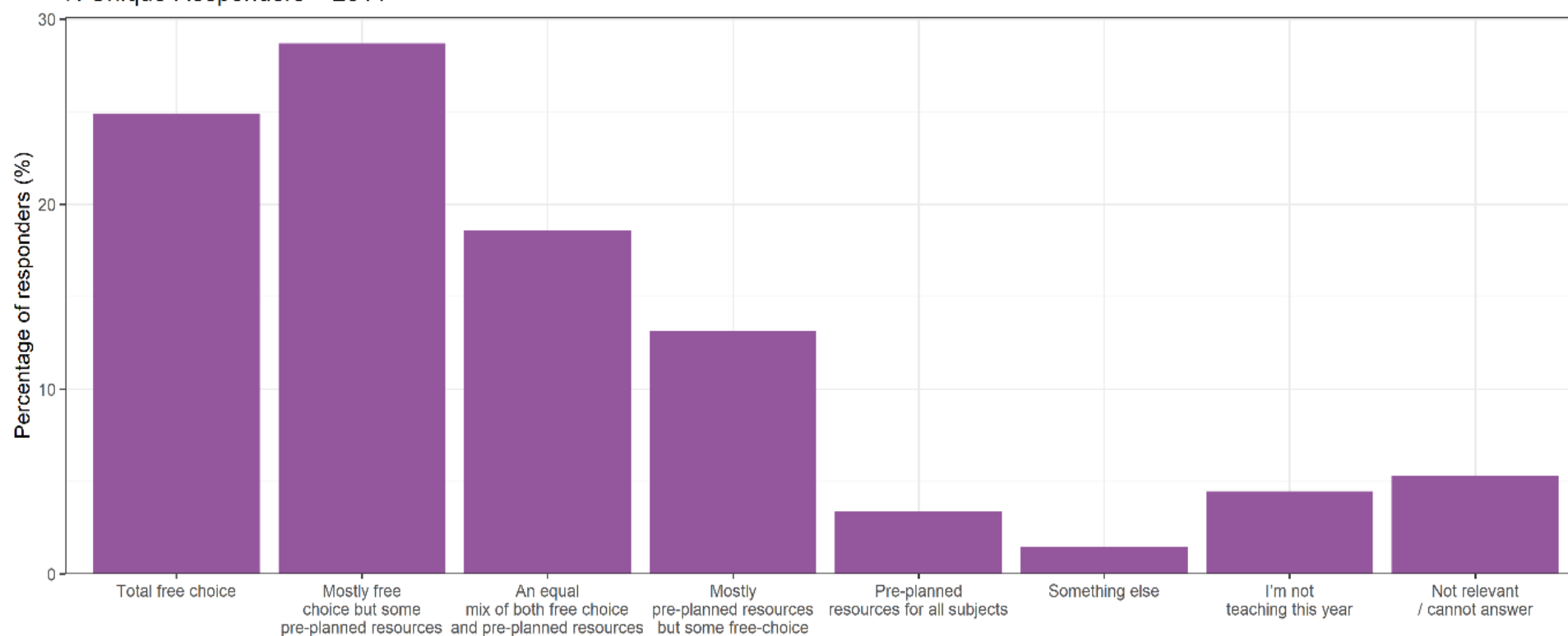
Think about the lessons you taught with your class today, how were ****most**** of those lessons planned?

N Unique Responders = 2530



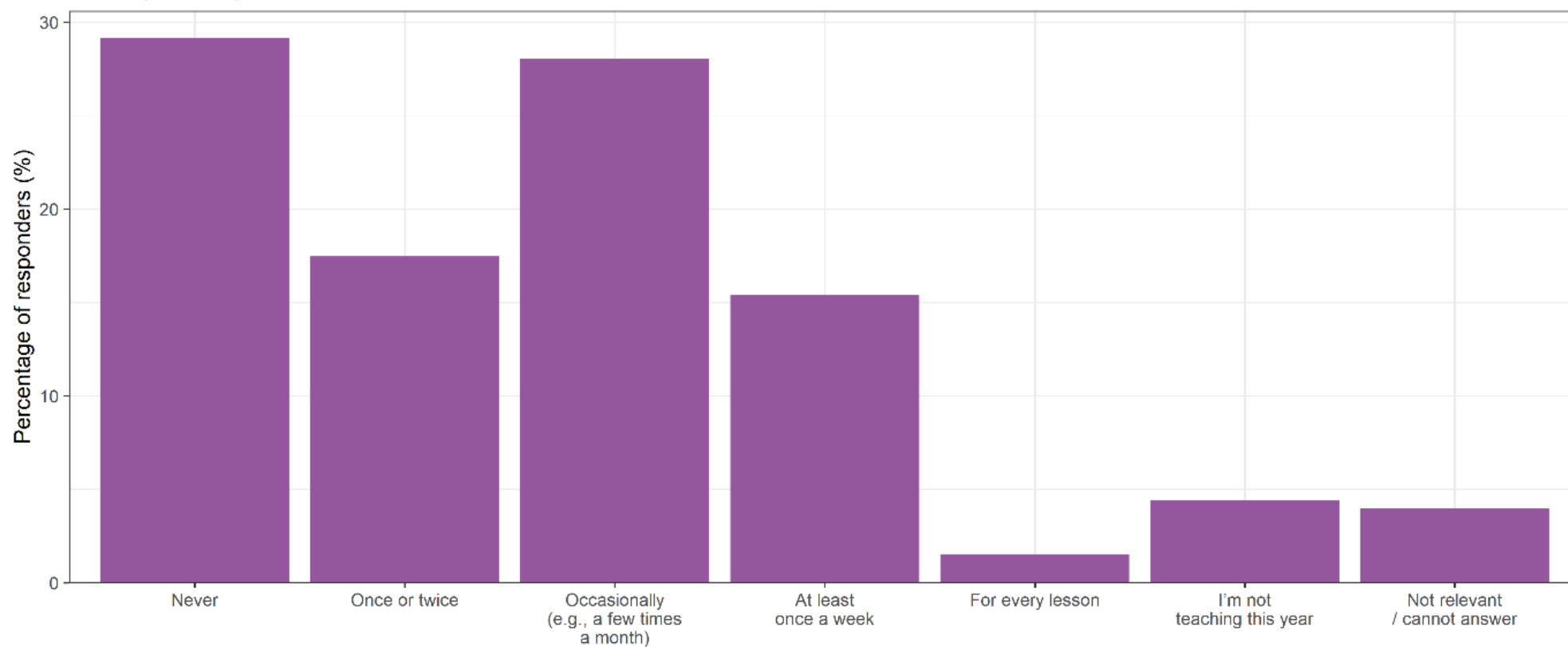
For the lessons you taught this week, did you have free choice over what resources you used to plan and teach?

N Unique Responders = 2511



When preparing lessons or resources, how often do you use AI tools (e.g., ChatGPT, Gemini)?

N Unique Responders = 2502



Appendix D: Teacher guidance documents

D.1: Teacher Guidance document – Aila group

Teacher Guidance: Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial

Thank you for taking part in this research project. This Teacher Choices trial aims to help understand the impact of using Aila on the average time that Key Stage 2 (KS2) teachers spend on lesson planning during a ten-week period, and to assess the quality of the lesson plans and resources produced. Half of the schools have been randomly allocated to use Aila and half have been randomly allocated to avoid using Aila when preparing for lessons.

All schools are asked **not** to use the Oak National Academy website (other than Aila) to find new resources (e.g., lesson plans, worksheets, quizzes, curriculum plans) during the autumn term.

The research is funded by the Education Endowment Foundation (EEF) and independently evaluated by National Foundation for Educational Research (NFER).

This document provides the information you need to take part in the trial. It sets out the details of the approach you have been allocated to, with some “do’s and don’ts”.

For any questions not covered, please email the research team at:

KS2TeacherChoices@nfer.ac.uk

You have been allocated to the **Aila** group

Please read the following guidance carefully.

To ensure the protection of staff, pupils, and their data when using AI, first please read:

- the DfE guidance on [Protecting Data, Pupils and Staff](#) when using GenAI
- the ‘Is Aila safe to use?’ section in <https://labs.thenationalacademy/faqs>

Do not enter any pupil or staff personal data into Aila (or into any other GenAI), and please follow your relevant school policies on data protection and/or AI.

- ✓ **Please follow the guidelines below for the lessons that you plan for all of your Year(s) 3 to 6 classes.**
- ✓ **Please use Aila to support your lesson planning for 10 weeks, from September 27th to December 5th.**
- ✓ Please look at the following guidance before you start using Aila for lesson and resource preparation. These describe how Aila can support your lesson and resource preparation, and how to get the best results.
- ✓ **First, please read: [Meet Aila, your AI lesson assistant](#):** See how Aila can support your lesson preparation. Explore sample lessons, and watch quick how-to videos on creating lessons and teaching materials. Learn what makes Aila unique and how the AI works.

- ✓ **Next, you can read the step-by step guide:** [Getting started with Aila](#). This explains how to create, adapt, and download resources, along with suggested prompts to help you make the most of Aila.
- ✓ **To access Aila itself**, please visit <https://labs.thenational.academy/> and sign up for your free account. When registering, please use your school email address, as this will be used for trial purposes. We will be accessing anonymised usage data from Aila as part of the trial.
- ✓ We encourage you to use Aila in your lesson planning as much as you can during this time.
- ✗ Please **do not** use the main Oak National Academy website (apart from Aila) to find new resources during the 10 weeks of the trial.
- ✗ You **do not** need to do any additional planning or create any additional lesson resources specifically for this project, over and above what you usually would.

Supporting the evaluation

We have summarised the activities that we will be asking you to complete as part of the research. All are important, but the most vital is completing the diary for all 10 weeks.



Diary: Each week, you will be asked to complete a brief diary about the time you spend planning your KS2 lessons that week. **This is really important data for**

our research and we need all teachers to complete the diary every week.

We recommend you keep a record of the time spent to help you complete the weekly diary. We also recommend you reply to these questions at the end of each week to support accurate recall.

For each participating teacher that completes all 10 weeks of the diary, **your school will receive £100** to spend at their discretion.

The diary will be sent out for 10 consecutive weeks, including over half term. We know that some teachers won't do any planning at half term, while others will.

Please complete the diary for the half term week when you can.



Lesson plans and resources: We will ask you to share a copy of the lesson resources from your most recent fully planned KS2 lesson. This request will take place up to three times over the ten-week trial period. We will ask you to share all resources for that lesson, which could include: a brief lesson outline that details the learning objective(s) alongside any handouts, PowerPoint presentations, pre-prepared interactive whiteboard pages, quizzes, assessments or other text-based resources used in the lesson. You don't need to share your best or worst – a typical example is what we are looking for. These will be reviewed anonymously (we won't attach your name or school to it). We would be grateful if you could share these resources when asked.

As this is also particularly important for the research, for each participating teacher who shares their lesson resources, **your school will receive £30** to spend at their discretion.



In-person case study visits and online interviews if your school is selected in further research: An NFER researcher will visit your school between October and November to conduct a case study visit. This will involve staff interviews

and lesson observation. In another group of schools, we will conduct online interviews with participating teachers. If invited to these activities, please consider taking part as your participation and insights are invaluable to our research.

Schools will receive thank you payment for these activities – **£100** for in-person case study participation and **£50** for schools with teachers involved in online interviews. Schools can spend this at their discretion.



End-of-trial online teacher survey: In December, we will ask you to complete an online teacher survey to share your views about the use and perceptions of Aila and other GenAI tools and your confidence in lesson planning in relation to your KS2 teaching. Please complete this survey when you receive the link.



Follow-up online teacher survey: In March 2026, we will ask you to complete another brief online teacher survey to share your views about the use and perceptions of Aila and other GenAI tools so we can understand whether this has changed a term later. Please complete this survey when you receive the link.



Timeline: Below is an outline of planned research activities over the next few months. We'll contact you for each of these research activities, which are essential for our research. We greatly appreciate your ongoing participation in the research, and we look forward to your continued support.

Date	Research activities	Mode of completion
Every Thursday starting from 2 nd October 2025 for 10 weeks (including half-term)	Complete your online weekly diary by the end of each week — it only takes about 3 minutes	Online via email link
October/November 2025	In-depth research activities with a sample of schools	NFER researcher's visit to your school NFER researcher conduct online interview
October/November 2025	Send NFER a copy of the most recent lesson resources – requested up to three times during the ten-week trial period	Upload material on NFER secure portal
December 2025	Complete the end-of-trial teacher survey (up to 15 minutes)	Online via email link
March 2026	Complete the follow-up survey (up to 15 minutes)	Online via email link

Thank you for your participation in our study; your contribution is immensely valued.

D.2: Teacher Guidance document – Aila group

Teacher Guidance: Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial

Thank you for taking part in this research project. This Teacher Choices trial aims to help understand the impact of using Aila on the average time that Key Stage 2 (KS2) teachers spend on lesson planning during a ten-week period, and to assess the quality of the lesson plans and resources produced. Half of the schools have been randomly allocated to use Aila and half have been randomly allocated to avoid using Aila when preparing for lessons.

All schools are asked **not** to use Oak National Academy website to find new resources (e.g., lesson plans, worksheets, quizzes, curriculum plans) during the autumn term.

The research is funded by the Education Endowment Foundation (EEF) and independently evaluated by National Foundation for Educational Research (NFER).

This document provides the information you need to take part in the trial. It sets out the details of the approach you have been allocated, with some “do’s and don’ts”.

For any questions not covered, please email the research team at:

KS2TeacherChoices@nfer.ac.uk

You have been allocated to the **Non-Aila** group

Please read the following guidance carefully.

- ✓ **Please follow the guidelines below for the lessons that you plan for all of your Year(s) 3 to 6 classes.**
- ✗ **Do not use Aila for your lesson planning for 10 weeks, from September 27th to December 5th.**
- ✗ Please **do not** use the Oak National Academy website to find new resources for 10 weeks, from September 27th to December 5th.
- ✓ When planning for lessons, feel free to draw on the sources you already use e.g., other teachers, shared resources, textbooks, external schemes of work, teacher websites/forums, other GenAI tools.
- ✗ You **do not** need to do any additional planning or create any additional lesson resources specifically for this project, over and above what you usually would.

Note on using GenAI for planning lessons:

- ✓ If you do use any GenAI tools, remember to follow the DfE guidance on [Protecting Data, Pupils and Staff](#) to ensure the protection of staff, pupils, and their data.
- ✗ **Do not** enter any pupil or staff personal data into any GenAI tools, and please follow your relevant school policies on data protection and/or AI.

We realise that you may have signed up to the project because you are interested in using Aila. Having a group that is not using Aila for their lesson planning is really important for understanding the impact on workload and we appreciate you following this approach for the trial period.

Supporting the evaluation

We have summarised the activities that we will be asking you to complete as part of the research. All are important, but the most vital is completing the diary for all 10 weeks.



Diary: Each week, you will be asked to complete a brief diary about the time you spend planning your KS2 lessons that week. **This is really important data for our research and we need all teachers to complete the diary every week.** We recommend you keep a record of the time spent to help you complete the weekly diary. We also recommend you reply to these questions at the end of each week to support accurate recall.

For each participating teacher that completes all 10 weeks of the diary, **your school will receive £100** to spend at their discretion.

The diary will be sent out for 10 consecutive weeks, including over half term. We know that some teachers won't do any planning at half term, while others will. Please complete the diary for the half term week when you can.



Lesson plans and resources: We will ask you to share a copy of the lesson resources from your most recent fully planned KS2 lesson. This request will take place up to three times over the ten-week trial period. We will ask you to share all resources for that lesson, which could include: a brief lesson outline that details the learning objective(s) alongside any handouts, PowerPoint presentations, pre-prepared interactive whiteboard pages, quizzes, assessments or other text-based resources used in the lesson. You don't need to share your best or worst – a typical example is what we are looking for. These will be reviewed anonymously (we won't attach your name or school to it). We would be grateful if you could share these resources when asked.

As this is also particularly important for the research, for each participating teacher who shares their lesson resources, **your school will receive £30** to spend at their discretion.



Online interviews: We will conduct online interviews with a small number of participating teachers. If invited to this activity, please consider taking part as your participation and insights are invaluable to our research. **Your school will receive £30** to spend at their discretion if you are interviewed.



End-of-trial online teacher survey: In December, we will ask you to complete an online teacher survey to share your views about the use and perceptions of other GenAI tools and your confidence in lesson planning in relation to your KS2 teaching. Please complete this survey when you receive the link.



Follow-up online teacher survey: In March 2026, we will ask you to complete another brief online teacher survey to share your views about lesson planning so we can understand whether this has changed a term later. Please complete this survey when you receive the link.



Timeline: Below is an outline of planned research activities over the next few months. We'll contact you for each of these research activities, which are essential for our research progress. We greatly appreciate your ongoing participation in the research, and we look forward to your continued support.

Date	Research activities	Mode of completion
Every Thursday starting from 2 nd October 2025 for 10 weeks (including half-term)	Complete your online weekly diary by the end of each week — it only takes about 3 minutes	Online via email link
October/November 2025	Research activities with a sample of schools	NFER researcher conduct online interview
October/November 2025	Send NFER a copy of the most recent lesson resources – requested up to three times during the ten-week trial period	Upload material on NFER secure portal
December 2025	Complete the end-of-trial teacher survey (up to 15 minutes)	Online via email link
March 2026	Complete the follow-up survey (up to 15 minutes)	Online via email link

Thank you for your participation in our study; your contribution is immensely valued.

Appendix E: Memorandum of Understanding

Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial

How does using Aila to prepare lessons impact teacher workload? Memorandum of Understanding

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) to explore different approaches to lesson planning in Years 3, 4, 5 and 6 as part of EEF's 'Teacher Choices' trials programme. The aim of 'Teacher Choices' is to investigate the impact of different day-to-day pedagogical practices on pupil learning and to generate evidence that teachers can apply in the classroom.

This 'Teacher Choices' trial will explore the impact of Oak National Academy's AI-powered lesson assistant, Aila. Oak National Academy launched Aila in September 2024. Aila draws on an extensive library of Oak content, created and quality assured by teachers and subject experts. Aila has been designed to support teachers with lesson planning and making resources whilst keeping the teacher, as the expert, in the driving seat. Oak National Academy built Aila using the latest research in pedagogy and cognitive science to ensure the outputs generated are pedagogically rigorous and aligned to the English national curriculum. The tool has a number of safety guardrails built into it to ensure the content produced is appropriate for UK classrooms. The tool has gone through several rounds of feedback and iteration.

The key aims of the trial are to understand the impact of using Aila on the average time that Key Stage 2 (KS2) teachers spend on lesson preparation during a ten-week period, and to assess the quality of the lesson resources produced.

This 'Teacher Choices' trial is exploring different approaches to lesson and resource preparation in Years 3, 4, 5 and 6. Participating schools will be randomly allocated to one of two groups:

1. Aila group: teachers from schools in this group will be asked to use Aila to support their preparation of lessons and resources for their Year 3 to 6 lessons as much as they want over a 10-week period. They can also use other resources as they wish (except for accessing the Oak National Academy website for resources, see below).
2. Non-Aila group: teachers from schools in this group will be asked **not to access** the Oak National Academy website—including Aila—for any lesson or resource preparation over a 10-week period. They can use any other sources that they routinely choose as part of their typical approach to lesson preparation.

This form sets out the responsibilities of The NFER and schools that participate in this trial. Please read the [school information sheet](#) and [privacy notice](#) provided by NFER before signing this Memorandum of Understanding (MoU).

As this form asks for agreement on behalf of your school to share data, we request that the headteacher or a member of your senior management team completes this form.

If you have any questions, please contact us at KS2TeacherChoices@nfer.ac.uk.

Use of data

All data gathered during this trial will be held in accordance with the Data Protection Act 2018, and UK GDPR, and will be treated in the strictest confidence by NFER.

All teacher-level data shared by schools with NFER will be via a secure school portal.

No individual school or teacher will be named in any report arising from this work.

A Privacy Notice for the study is available [here](#).

Responsibilities

The evaluation team at NFER will:

- Provide a key contact who will be able to support schools with the trial.
- Provide templates and a secure means for schools to provide all requested data.
- Provide each school and teacher with information about their randomly allocated group in September 2025.
- Ensure that all evaluation team members who visit schools have Disclosure and Barring Service (DBS) clearance.
- Ensure all evaluation team members visiting the school are trained in safeguarding protocols and are familiar with the school's safeguarding procedures.
- Securely share teachers' email addresses with Oak National Academy for the purpose of accessing anonymised Aila usage data.
- Submit an anonymised safeguarding incident report to EEF covering any safeguarding concerns that have come up during the course of the evaluation.
- Provide all schools with a thank you payment of up to £130 per participating teacher once they have submitted weekly diary and lesson plans (amount calculated based on number of weeks completed/lesson plans submitted).
- Provide Aila group schools that participate in the case study activities with an additional thank you payment of up to £150.
- Provide a £30 thank-you payment to non-Aila group schools whose teachers participate in telephone interviews.
- Analyse all data from the trial using secure systems.
- Provide schools and teachers with a summary of the research findings.

Our overall expectations of your school: The following outlines our expectations of schools and teachers taking part in the trial. For your school to be eligible to participate, you must agree to the following for the 2025 summer and autumn terms, and spring term 2026.

The school will:

- Nominate a trial lead with sufficient time to liaise with NFER to provide the information required for the trial (for example, Head of KS2 but could be another appropriate member from the school). The trial lead will be asked to upload a list of teachers the school would like to nominate in June/July 2025 (see the next point). We would also be grateful if the trial lead in each school could encourage other participating teachers to complete the trial tasks (e.g. diaries, surveys). If the trial lead is also a participating teacher, the above tasks will be in addition to the activities for teachers. The school will inform NFER if this contact needs to change, for instance, if they leave the school.
- Provide the following information for all participating teachers:
 - name
 - their school email address
 - role
 - work telephone number

- and the year group they will be teaching in autumn 2025
- Agree that each participating teacher will:
 - Complete an online survey prior to the trial (September 2025). Only teachers who complete this survey will be eligible to participate in the trial.
 - Avoid accessing the Oak National Academy website during the trial (except in the Aila group to access Aila).
 - Plan to create at least some lesson resources from scratch in any subject during the trial period and aren't intending to use pre-prepared, paid for or well-established curriculum resources for all of their teaching.
 - Prepare lessons and resources following the approach they are randomly allocated to by NFER (Aila or non-Aila group), during the 10-week trial period in the autumn term of 2025.
 - Complete a brief weekly diary during the 10-week trial about the number of hours spent, and the sources used, in lesson and resource preparation
 - Share two example lesson plans with the accompanying resources from the 10-week period.
 - Share the email address used to access Aila (if applicable) so that Oak National Academy can provide NFER with anonymised usage data (e.g. number of lessons created, topic of lessons)
 - Where invited, consider taking part in a case study visit in which NFER researcher would visit the school to carry out: (i) an interview with a teacher and (ii) a lesson observation.
 - Where invited, consider taking part in an online interview.
 - Inform any members of the evaluation team who are visiting the school about the school's safeguarding processes and provide details of the school staff member whom they should contact should a safeguarding disclosure need to be made.
 - Ensure that members of the evaluation team are never left unsupervised with children. A member of school staff should always be present to supervise activities.
 - Complete an online survey at end of the trial (December 2025) and a follow-up survey a term later (March 2026).

Trial Participation

1. I confirm that my school is currently not encouraging use of Aila for lesson planning.
2. I confirm that participating teachers from my school will avoid accessing the Oak National Academy website during the trial (except in the Aila group to access Aila).
3. I confirm that the teachers we nominate will be teaching in Year 3, 4, 5 or 6 and involved in lesson planning during the autumn term of 2025.
4. I confirm that I have read and understood the information provided about the trial and I have passed a link to the school information sheet to our school's designated named contact for the trial. I have had the opportunity to ask questions and have had these answered satisfactorily.
5. I understand that schools and school staff can withdraw from the trial and/or from their data being used in the trial at any time. However, the NFER appreciates schools' and participants' support in collecting the data since it is very important for the validity of the results. If your school/you withdraw from the research, unless otherwise instructed, we will use any data we have collected up to that point in our analysis.
6. I will contact KS2TeacherChoices@nfer.ac.uk if I have any concerns about the trial.

My school will take part in this research and agrees to the responsibilities stated in the Memorandum of Understanding, and the conditions stated above.

Please tick this box to confirm your school's participation: ☐

Number of teachers our school will be nominating for this trial: ☐

Please tick this box to confirm that you have read the study [privacy notice](#) and understand how your personal data will be used: ☐

School and Headteacher Information (pre-populated)

Please check that the details we have for you are correct.

	Contact details (please amend if necessary)
Headteacher's name	
School name	
School telephone number	
School email address	

Trial Lead for this project

Please nominate a trial lead for this project. All correspondence for this trial will be sent to your school via this email address.

	Enter contact details
Name	
Job title	
Email address	
Please confirm email address	
Telephone number	

[NB. All fields are mandatory/required]

Thank you for completing this Memorandum of Understanding. We will be in touch soon, by email to the designated contact person (trial lead), with details of the next steps for the trial.

In the meantime, if you have any queries, please contact us at KS2TeacherChoices@nfer.ac.uk

Appendix F: School and Teacher Privacy Notice

Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial

School and Teacher Privacy Notice

1 Why are we collecting this data?

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) to explore different approaches to lesson planning in Years 3, 4, 5 and 6 as part of their 'Teacher Choices' programme. The aim of Teacher Choices research is to investigate the impact of different day-to-day pedagogical practices on pupil learning and to generate evidence that can be readily applied by teachers in the classroom. This is a developing strand of EEF projects.

This 'Teacher Choices' trial will explore the impact of Oak National Academy's AI-powered lesson planning assistant, [Aila](#). More information about the trial is available [here](#).

This document outlines how the personal data of school staff will be collected and processed during this trial.

NFER decides what happens to personal data as part of the trial, as outlined in this document, and is the Data Controller for the evaluation. Oak National Academy is the Data Controller for any personal data shared on the Aila platform and details of how it handles personal data can be found in its Privacy Policy at <https://www.thenational.academy/legal/privacy-policy>.

2 What is the legal basis for processing activities?

The legal basis for processing personal data is GDPR Article 6 (1) (f):

Legitimate interests: the processing is necessary for your (or a third party's) legitimate interests unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

We have carried out a legitimate interest assessment, which demonstrates that the RCT fulfils one of the NFER's core business purposes (undertaking research, evaluation and information activities). It has broader societal benefits and will contribute to improving classroom practice. The trial cannot be done without processing personal data, but NFER ensures that your rights (see section 9 for further information) are protected at all times.

3 How will personal data be obtained?

Personal data will be collected directly from staff at participating schools initially in an Expression of Interest (EOI) form and then in a Memorandum of Understanding (MOU).

Further personal data about nominated teachers will be collected throughout the trial, including through a teacher data template, weekly diary entries, online surveys and interviews (see section 4 for full details). Some of these activities will be carried out in person by NFER researchers visiting schools; others will use an online survey tool, Tivian.

Oak National Academy will provide NFER with anonymous lesson-level data about participating teachers' use of Aila (see section 4 for further details).

4 What personal data is being collected by this trial?

During the trial, we will collect the following personal data for school staff involved in the trial.

As part of the EOI form process, NFER will collect the following data from interested teachers and senior leaders:

- name
- job role
- contact details

As part of the MoU sign-up process, NFER will collect the following data from headteachers and the nominated trial lead:

- name
- contact details
- job role

NFER will collect the following personal data for teachers participating in the trial:

- name
- contact details
- job role
- length of time teaching
- subject / Year Group taught
- time spent in lesson preparation, confidence in lesson preparation and self-reported perception of their workload
- prior use of and confidence in using GenAI and Aila; and how they used Aila
- their knowledge, skills, confidence and attitudes to technology, pedagogy and subject teaching
- perceptions of facilitators, barriers and challenges as well as perceived costs/ financial implications of using Aila and teacher perceptions of pupil experiences.

NFER will share the names, email addresses and randomisation group allocations of participating teachers with Oak National Academy. The information will allow Oak National Academy to identify the relevant teachers on the Aila platform. Once matched, Oak National Academy will remove participants' personal data (names and email addresses) and provide NFER with a lesson-level dataset that does not identify individual teachers. The extract will include but is not limited to details of the subject, year group, topic of the lessons initiated or downloaded from Aila, refinements made to them and time spent in each interaction. It will not include any school details or other information which could be put together to identify individual teachers.

5 Who will personal data be shared with?

No individual will be named in any report arising from this work. With your permission, we may use verbatim quotes from your responses in research outputs, but these will always be anonymised before being used in any public document.

NFER will share names and email addresses of participating teachers with Oak National Academy in order to receive anonymised Aila usage data for teachers participating in the study from the Aila platform. Oak National Academy's Privacy Policy can be found here:

<https://www.thenational.academy/legal/privacy-policy>.

NFER uses Tivian to collect online survey responses and to collect diary data. Tivian stores names, contact details and survey responses in Azure and AWS data center infrastructure in the European Union (EU). Tivian's privacy notice is available here: <https://www.tivian.com/uk/privacy-policy-2/>

Microsoft Teams may be used for interviews which cannot be undertaken in person. Information about how your personal data is used by Teams is available: <https://learn.microsoft.com/en-us/microsoftteams/security-compliance-overview#privacy>

Data sharing for archiving

After the report is published (currently planned for early autumn 2026), teacher personal data including direct identifiers (such as names, job role and other school identifiers) along with the responses from diaries and teacher surveys will be archived so it can be used in future research. The EEF archive is managed by Fischer Family Trust (FFT; EEF's data processor) on behalf of EEF and hosted by the Office of National Statistics (ONS). As part of the archiving process, FFT will pseudonymise the teacher records (replacing any direct identifiers with a unique identifier). At the point at which NFER shares the data with FFT, the EEF becomes the data controller for the archived data and NFER has no further involvement with decisions about how the data is used. The way the data is archived means it will be possible to match it within the ONS Secure Research Service (SRS) to other information held by the DfE about teachers.

For example, the archived project data may be linked with the School Workforce Census data in the future to support approved researchers with conducting additional research on wider teacher workload experiences. Any further use of the data will be through the ONS Approved Researcher Scheme. The Approved Researcher Scheme is used by the ONS to grant secure access to data that cannot be published openly, for statistical research purposes, as permitted by the Statistics and Registration Service Act 2007 (SRSA).

The EEF will keep the information in the EEF archive for as long as it is needed for research purposes. The EEF's data archive privacy notice can be found <https://educationendowmentfoundation.org.uk/privacy-notices/privacy-notice-for-the-eef-data-archive>. EEF are in the process of updating this privacy notice to reflect archiving of teacher data (June 2025).

6 Is personal data being transferred outside of the UK?

NFER only stores personal data in the UK. When we use Tivian to administer online surveys, data is stored in the EU.

If online interview communications between schools are conducted by video conference software (Microsoft Teams), the software provider may transfer data outside the UK. However, this is safeguarded by use of the appropriate standard contractual safeguards.

7 How long will personal data be retained?

NFER will delete any personal data after one year from the publication of the final report (due to be published September 2026). The deletion process is currently planned for September 2027.

Oak National Academy will delete any personal data that NFER shared with them as part of the trial at the point of publication of the final report. This deletion process is currently planned for September 2026.

8 What are my rights with respect to personal data?

Schools and school staff can withdraw from the trial and/or from their data being used in the trial at any time. However, the NFER appreciates schools' and participants' support in collecting the data since it is very important for the validity of the results. If your school/you withdraw from the research, unless otherwise instructed, we will use any data we have collected up to that point in our analysis.

Under certain circumstances, you have the right:

- to request access to information that we hold about you (subject access request)
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing

- to restrict our processing of your personal data (for example, permitting its storage but no further processing)
- to object to our processing
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you.

To exercise these rights, please contact our Compliance Officer, compliance@nfer.ac.uk.

9 Who can I contact about this trial?

Any queries about the day-to-day management of the data processing outlined in this privacy notice, please contact the trial team at KS2TeacherChoices@nfer.ac.uk

If you have concerns about the way NFER processes personal data or wish to exercise a data subject right (see section 8), please contact the Compliance Officer: compliance@nfer.ac.uk. If you remain dissatisfied, you have the right to lodge a complaint about data protection issues with the Information Commissioner's Office, the body responsible for enforcing data protection legislation in the UK, at <https://ico.org.uk/concerns/>.

10 Updates

We keep our privacy notice under regular review to make sure it is up to date and accurate; any changes will be recorded.

The date when this privacy notice was last updated is shown in the footer at the bottom of this document. The latest changes include: (i) adding a link to the trial information page, (ii) clarifying archiving arrangements and (iii) adding a link to the EEF's data archive privacy notice.

Appendix G: Expression of Interest

Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial

How does using Aila to prepare lessons impact teacher workload?

School Expression of Interest

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) to explore different approaches to lesson planning in Years 3, 4, 5 and 6.

Oak National Academy launched Aila in September 2024. Aila is an AI-powered lesson assistant designed to support teachers with their lesson planning and resource creation. This project aims to understand the impact of [Aila](#) on average time spent on lesson preparation and to assess the quality of lesson resources for Key Stage 2 (KS2) teachers during a ten-week trial period.

Schools will be randomly allocated to one of two groups: 1) using Aila or 2) not using Aila.

The trial will recruit schools from May 2025, and the trial conditions will be implemented by teachers for ten weeks during the Autumn term of 2025. Multiple teachers can take part from each school.

Further details about the trial and the privacy notice can be found [here](#)

If your school is interested in taking part and you would like to learn more about this exciting new trial including how to sign up, please complete the form below. Once you submit this form, the NFER team will be in touch with further information and details of the next steps.

By participating in this trial,

- Schools and teachers will be playing an active and important role in contributing to a new evidence base.
- Participating teachers have the professional development opportunity to test out a new approach to lesson preparation.
- Schools that complete all the weekly diaries and share lesson plans can receive a payment of up to £130 per participating teacher at the end of the trial.
- Schools that take part in case study visits or interviews will receive an additional thank you payment for their time.

Please note that by completing this form, you will be under no obligation to sign up for the trial.

This project is open to:

- All state-funded schools with at least one class in Year 3, Year 4, Year 5 and/or a Year 6 class in England.
- Schools and teachers who are currently not encouraged to use Aila regularly
- Schools and teachers who are willing not to use Oak National Academy website for lesson planning during the trial
- Teachers who will have teaching and lesson planning responsibilities during the autumn term 2025 (for any subject in Y3, 4, 5 or 6).

We are happy to answer any questions you may have by email at KS2TeacherChoices@nfer.ac.uk

School details

1. Full school name:*
2. School postcode:*
3. School telephone:*

4. DfE number (if known):

Contact information

Please provide your details and the details of the person best placed to receive follow up information

5. Please enter the full name of the person best placed to receive the follow up information at your school*
6. Their role in school*
7. Their email address*
8. Confirm their email address*
9. Your full name (if these details are the same as above, no need to enter this again)
10. Your role in school
11. Your email address
12. Confirm your email address
13. Does your school currently encourage teachers to use Aila?
Yes
No
14. Does your school currently encourage teachers to use Oak resources?
Yes (route to Q15)
No (route to Q16)
15. During the trial, we will be asking participants not to use the Oak National Academy website.
Would your school (and participating teachers) be willing not to use Oak National Academy website during the trial period?
Yes
No
16. Approximately, how many Year 3 – Year 6 teachers are in your school this academic year?
 - a) Year 3
 - b) Year 4
 - c) Year 5
 - d) Year 6
17. Is your school currently taking part in any other EEF trials?
Yes
No
18. Please enter the name of the EEF trial in which your school is currently participating below.
Name of the EEF trial
19. How did you hear about the project?
 - a) EEF Newsletter
 - b) NFER Newsletter
 - c) Social Media
 - d) Other (Open response)

(* mandatory)

Appendix H: School Information Sheet

Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial

School and Teacher Information Sheet

How does using Aila to prepare lessons impact teacher workload?

Overview

The Education Endowment Foundation (EEF) has commissioned the National Foundation for Educational Research (NFER) to undertake a randomised controlled trial (RCT) to explore different approaches to lesson planning in Years 3, 4, 5 and 6 as part of EEF's 'Teacher Choices' trials programme. The aim of 'Teacher Choices' is to investigate the impact of different day-to-day pedagogical practices on pupil learning and to generate evidence that teachers can apply in the classroom.

This 'Teacher Choices' trial will explore the impact of Oak National Academy's AI-powered lesson assistant, [Aila](#). Oak National Academy launched Aila in September 2024. Aila draws on an extensive library of Oak content, created and quality assured by teachers and subject experts. Aila has been designed to support teachers with lesson planning and making resources whilst keeping the teacher, as the expert, in the driving seat. Oak National Academy built Aila using the latest research in pedagogy and cognitive science to ensure the outputs generated are pedagogically rigorous and aligned to the English national curriculum. The tool has a number of safety guardrails built into it to ensure the content produced is appropriate for UK classrooms. The tool has gone through several rounds of feedback and iteration.

The key aims of the trial are to understand the impact of using Aila on the average time that Key Stage 2 (KS2) teachers spend on lesson preparation during a ten-week period, and to assess the quality of the lesson resources produced.

Who is running the trial?

The EEF has commissioned an independent project team from NFER to implement and evaluate this trial.

What does the trial involve?

Schools will be randomly allocated to one of two groups: 1) using Aila or 2) not using Aila.

1. Aila group: teachers from schools in this group will be asked to use Aila to support their preparation of lessons and resources for their Year 3 to 6 lessons as much as they want over a 10-week period. They can also use other resources as they wish (except for accessing the Oak National Academy website for resources, see below).
2. Non-Aila group: teachers from schools in this group will be asked **not to access** the Oak National Academy website—including Aila—for any lesson or resource preparation over a 10-week period. They can use any other sources that they routinely choose as part of their typical approach to lesson preparation.

Note on use of Oak National Academy resources: We are asking teachers in both groups to avoid accessing the Oak National Academy website during the trial.

This is because the project is aiming to isolate the effect of Aila. The exception is that teachers (in both groups) may re-use any Oak National Academy resources downloaded before July 2025 if they wish.

The trial will recruit schools from May to June 2025, and the approaches will be implemented by teachers for ten weeks during the autumn term of 2025.

Eligibility

To participate, schools and teachers must meet the following criteria:

School eligibility:

- Any state-funded mainstream schools in England with Year 3 – Year 6
- Not currently encouraging use of Aila
- Willing to not use Oak National Academy website during the trial period
- Has at least one Year 3, 4, 5 or 6 teacher who will be teaching and involved in planning lessons in the autumn term 2025
- Are not participating in the EEF Writing Roots trial

Teacher eligibility:

- Teachers who have teaching and lesson planning responsibilities during the autumn term 2025, for any subjects in Year 3, 4, 5 or 6 and are willing to be part of the trial
- Teachers who share class teaching responsibilities are eligible (e.g. job-share, part time teachers)
- Teachers who plan to create at least some lesson resources from scratch in any subject during the trial period and aren't intending to use pre-prepared, paid for or well-established curriculum resources for all of their teaching
- Teachers who are not currently using Aila for lesson planning. Teachers who are already using Aila to plan lessons at least once a half term are not eligible to take part
- The use of other AI (e.g. ChatGPT) is acceptable
- Individual teachers will confirm their participation by completing an online survey in September 2025
- Teachers can use existing resources (including Oak resources, if they are already ready to be used) but they will be asked not to use Oak website to generate new resources during the autumn term

While schools are eligible to participate with as little as one teacher taking part, schools are encouraged to nominate as many KS2 teachers that meet the eligibility criteria as they would like. Each teacher that completes the diary and returns lesson resources will receive a thank you payment of up to £130 for their school, multiplying the total thank you payments the school could receive.

What will the trial involve for teachers and schools?

Schools that sign up for this trial will be allocated to one of the two randomised groups by NFER – the 'Aila group' or 'non-Aila group'.

Teachers in both groups will be asked to do the following:

- Prepare their normal lessons and resources for Year 3, 4, 5, or 6 classes for ten weeks in the autumn term 2025. All teachers will be asked to avoid using the main Oak National Academy website during the trial.
- Those in the Aila group will be asked to use Aila to support their lesson preparation, while those in the non-Aila group should not use Aila.
- Complete a brief weekly online diary during the 10-week trial to provide data on the number of hours spent and the sources used in lesson planning and resource preparation.
- Complete an online survey prior to the trial (September 2025) and end of the trial (December 2025) to provide background information about the participating teachers including information on their time spent preparing lessons, attitudes to technology and their pedagogical approaches.

- Complete a follow-up survey during the Spring term (March 2026).
- Agree to NFER sharing their email with Oak Academy in order to access their anonymised Aila usage data.
- NFER will contact all teachers during the trial and invite them to share a small selection of lesson plans and lesson resources that they have used to teach during the 10-week trial period.

Additionally, a small sample of schools will be invited to take part in case studies. These schools would be visited by a DBS- checked NFER researcher once during the 10-week trial period. A case study visit will involve a teacher interview and a lesson observation. We will also invite a small number of teachers to take part in an online interview.

Please refer to the timeline below for detailed activities by dates.

What are the benefits of participating?

- Schools and teachers will be playing an active and important role in contributing to a new evidence base; an eventual evaluation report and lessons learnt will be published at the end of the trial.
- Participating teachers have the professional development opportunity to test out a new approach to lesson preparation.
- Schools that complete all the weekly diaries and share lesson plans can receive a payment of up to £130 per participating teacher at the end of the trial.
- Schools that take part in case study visits or interviews will receive an additional thank you payment for their time.

Are there any costs involved?

There are no financial costs to participate in the trial. Teachers will require a computer/device and access to an internet browser to use Aila.

How will data be used?

All data gathered during the trial will be held in accordance with the Data Protection Act 2018, and GDPR and will be treated in the strictest confidence by the NFER.

No school, teacher or pupil will be named in any report arising from this work.

A School and Teacher Privacy Notice for this trial can be found [here](#)

How will the findings be used?

All teachers involved will receive a summary of the trial findings and this will also be freely available on the EEF website.

Interested in participating?

The headteacher will sign an online Memorandum of Understanding (MoU) to confirm their school's participation in the trial. In the MoU they will share details of the Key Contact for the trial who will liaise with the NFER for all trial activities.

On receipt of the MoU NFER will contact schools to confirm participation and confirm next steps.

In the first week of July, NFER will request data for all teachers participating in the trial. This will be done via a template shared by NFER using the NFER secure portal. The data requested will be:

- Teacher name, contact email and their role
- Year group they will be teaching in autumn 2025

What is the timeline for this trial?

Timeline	Activities
May 2025	Recruitment to trial begins
May – June 2025	- Headteacher or Senior Leader to sign-up to the trial via the online MoU. - Headteacher or Senior Leader provides name and contact details of Key Contact in the school for the trial.
June – July 2025	- NFER requests participating teacher data. - Key Contact shares this data via NFER's secure portal.
September 2025	- NFER sends an online survey link directly to each participating teacher. The survey will take about 10 minutes to complete. - Participating teachers complete the online baseline survey. - Teachers who complete the baseline survey will go forward into the trial.
End of September 2025	NFER to randomly allocate schools into two groups and notify schools about their group allocation along with guidance to teachers in each group.
October – November 2025	- Teachers follow the approach of their allocated group (i.e. using Aila to support their lesson planning or not using Aila and continuing with their usual approach to lesson planning). - All teachers complete a short online diary every week. The diary will take a maximum of 5 minutes to complete each week. - NFER will ask teachers to share lesson plans and lesson resources used to teach at three points throughout the 10-week period. - NFER carry out case study visits and online interviews with a small selection of schools and teachers.
December 2025	- NFER will send the online endpoint survey link directly to participating teachers. 10-week trial period ends and requirement to follow allocation ends (but teachers may continue, if they wish)
March 2026	- NFER will send online follow-up survey link to all participating teachers. - NFER will share teacher names, email addresses and group allocation with Oak National Academy - Oak National Academy to share back anonymised Aila usage data with NFER - NFER will pay thank you payment to schools when participating teachers have completed all trial activities.
Summer 2026	NFER analyses the data collected and writes an evaluation report.
Autumn 2026	Schools will receive the summary report from the trial

What happens if a school or teacher wants to withdraw from the trial?

Schools and teachers can withdraw from the trial and/or from their data being used in the trial at any time. However, the NFER appreciates schools' and participants' support in completing the 10-week trial and

submitting data since it is very important for the validity of the results. If your school/you withdraw from the research, unless otherwise instructed, we will use any data we have collected up to that point in our analysis.

To withdraw from the research please contact NFER at KS2TeacherChoices@nfer.ac.uk

Who can I contact for more information?

If you require any further information, please contact the NFER Team at KS2TeacherChoices@nfer.ac.uk

Appendix I: Baseline Survey

INTRODUCTION – Show to all				
				
Teacher Survey – Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial Thanks for your interest in this Teacher Choices trial. Please complete this short 10-minute survey to confirm your participation in the trial. The survey asks about your teaching role, workload views, lesson planning approaches, and confidence in planning, teaching and technology. For queries about completing the survey, please contact KS2TeacherChoices@nfer.ac.uk You and your school will not be identified in any research reports produced. No one within your school will be able to see your answers. We will share your details including your survey responses with Fischer Family Trust, EEF's data archive partner, so that the data can be archived in the EEF data archive and it can be used in future research. You can find a copy of our privacy notice on our project webpage here. Thank you for your help with this important research. Please use the buttons at the bottom of the page to move through the survey, please <u>do not</u> use your browser's forward and back buttons. Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use the original link again to resume the survey. If you are timed out or exit the survey before the end, any answers that you have given may still be analysed.				
Single response, ask all, mandatory				
A	Confirmation Details			
A.1	Please confirm that you are [Insert Teacher name].	Yes (1)	No (2)	If A.1 = No (2) then the survey should be closed – close screen A.1 below.
A.2	Please confirm that you are participating in “Lesson Planning Using Aila, AI Lesson Assistant - A Teacher Choices Trial” at [insert school name].	Yes (1)	No (2)	If A.2 = No (2) then the survey should be closed – close screen A.1 below.
CLOSE SCREEN = A.1 or A.2 = No (2) + add ‘drop out email’ to project inbox (below)				
We have now closed this survey. Please contact KS2TeacherChoices@nfer.ac.uk to let us know that you have received an incorrect survey link.				

Text box, show all

Completing this survey confirms your participation in the project. First, please complete the following important questions to check your eligibility.

Q1 – multiple response, ask all, mandatory

[for the pop up message please say: this question is required to confirm your eligibility to participate in the project]

Which KS2 year group(s) will you be teaching this term? (Sept - Dec 2025)?	Please select all that apply	1	Year 3
		2	Year 4
		3	Year 5
		4	Year 6
		5	I am not teaching KS2 during this term [mutually exclusive with 1-4]

Q1a – open ended text, ask if more than one response ticked in Q1, nudge with ignore box

You indicated you teach more than one KS2 year group. Please briefly describe your teaching role. 150 characters max

e.g. I teach music to Y1-6, I teach a mixed Y3/4 class

Q2 – open [numeric] response, ask if Q1 5 is NOT selected, mandatory

[for the pop up message please say: this question is required to confirm your eligibility to participate in the project]

Approximately how many **hours per week** will you spend **teaching KS2** (Years 3-6) this term? *Please include direct contact teaching hours only.*

(numeric response) ____ hours per week (integers only, 0-40)

Text box, show all

This survey asks about **lesson planning**. By lesson planning, we mean the process of designing a lesson, including making, finding or adapting resources.

Q3 –Open [numeric] response, ask if Q1 5 is NOT selected, mandatory

[for the pop up message please say: this question is important for us to understand workload. Please provide your best estimate]

Approximately how many **hours per week** do you expect to spend on **lesson planning** for KS2 classes this term?

Please use your experience from last year as a guide, if appropriate. If you are new to your school, please provide your best estimate.

Include tasks that take place during weekends, evenings or other out of class hours.

Do not include time for teaching, marking or doing administrative tasks.

An estimate is sufficient. Round to the nearest half hour. As an example, three and a half hours would be recorded as 3.5 below.

(numeric response) ____ hours

Q4 – single response, ask if ask if Q1 5 is NOT selected, mandatory

[for the pop up message please say: this question is required to confirm your eligibility to participate in the project]

Thinking about all of the KS2 planning you will do this term (Sept – Dec 2025), what percentage of this do you expect to plan from scratch (e.g. lesson plan, slides, worksheets, quizzes). <i>By plan from scratch, we mean creating or finding lessons/resources for yourself, rather than using or adapting pre-prepared lessons/resources.</i>	Please select one	1	None
		2	Less than 5%
		3	5%-20%
		4	21-40%
		5	41-60%
		6	61-80%
		7	81-100%

Q5 – single response, ask all, mandatory			
[for the pop up message please say: this question is required to confirm your eligibility to participate in the project]			
Have you used Aila before?	Please select one	1	Yes, I currently use Aila
		2	I have tried Aila, but no longer use it
		3	I have never used Aila

Q6 – single response, ask if Q5 = 1, mandatory			
[for the pop up message please say: this question is required to confirm your eligibility to participate in the project]			
You indicated you currently use Aila. Do you use Aila for lesson planning at least once a half term?	Please select one answer	1	Yes
		2	No

PRE-CLOSE SCREEN	
Show if	
Q1 = 5 (not teaching KS2)	
OR Q2 = 0 (hours KS2 teaching)	
OR Q3 = 0 (hours KS2 planning)	
OR Q4 = 1 or 2	
OR Q6 = 1 (use Aila once per half term)	
+ send 'drop out' email	
You have indicated that you either - do not teach any KS2 classes, - do not expect to do any lesson planning for KS2 classes this term, - plan to create less than 5% of your lessons/resources from scratch - or use Aila for lesson planning at least once a half term Unfortunately, this means you cannot take part in the trial. Therefore, we will close this survey. If any of the above is incorrect, please click the back button and change your response in order to continue your participation. [have a back button]	

Text box, show all

Thank you for confirming your participation in the project. Please continue to complete the survey to provide background information which will aid the research.

Q7 – numerical, SR each row, ask all, nudge with ignore box

How many years of teaching experience do you have, regardless of whether you worked full-time or part-time?

Do not include any extended periods of leave such as maternity/paternity leave.

Please write a number in each row. Write 0 (zero) if this is your first year of teaching. Please round to whole years.

1	Year(s) working as a teacher in total	(numeric response; integers only, max 60)
2	Year(s) working as a teacher at this school	(numeric response; integers only, max 60)

Your current role and experience

Q8 – single response, ask all, nudge with ignore box

Do you hold Qualified Teacher Status (QTS)?	Please select one	1	Yes
		2	No

Q9 – single response, ask all, only show 9.2 if Q8 1 is not selected, nudge with ignore box

Are you a trainee or early career teacher (ECT)?	Please select one	1	No
		2	Yes, a trainee teacher (i.e. working towards QTS)
		3	Yes, a first year Early Career Teacher (ECT)
		4	Yes, a second year Early Career Teacher (ECT)

Q10 – single response, ask all, nudge with ignore box

Do you share responsibility for teaching a class with another teacher?	Please select one	1	Yes
		2	No

Q11 – single response, ask all, nudge with ignore box			
What is your current role?	Please select one	1	Classroom teacher
		2	Middle leader (e.g. subject or phase leader)
		3	Senior leader (including headteacher)
		4	Other (please specify: 50 char limit)

Your workload

Q12 – single response, ask if Q7.1 > 0 (years working as a teacher), nudge with ignore box			
Considering the last academic year (2024-25) , was the amount of time you spent on lesson planning (either at school or out of school) too little, too much or about right?	Please select one	1	Far too little
		2	Too little
		3	About right
		4	Too much
		5	Far too much
		6	Not applicable (e.g. I was not teaching last year)

Q13 – single response, ask all, nudge with ignore box			
Thinking about your job at this school, to what extent is having too much lesson planning to do a source of stress in your work?	Please select one	1	Not applicable – I am new to this school/to planning lessons
		2	Not at all
		3	To some extent
		4	Quite a bit
		5	A lot

Q14 – single response, ask all, nudge with ignore box			
Think about your lessons for the next week, how were/are *most* of those lessons planned? <i>Please select the approach which is most common for your teaching.</i>	Please select one	1	Independently, using or creating my own resources
		2	Collaboratively with other teachers, creating shared resources
		3	My school provides lesson resources that I use with little or no adaptation
		4	My school provides lesson resources that I adapt before using
		5	Something else
		6	Not relevant/cannot answer

Q15 – multiple response, ask all, nudge with ignore box			
Which of the following GenAI tools have you ever used to support your lesson planning (<i>e.g. suggesting activities, making or adapting resources</i>)?	Please select all that apply	1	Aila (AI lesson assistant)
		2	Other education-specific GenAI (e.g. Magic School, TeachMateAI)
		3	General GenAI (e.g. ChatGPT, Claude, Gemini, MS Copilot)
		4	Other GenAI (please specify) max 100 characters
		5	I have never used GenAI to support my lesson planning mutually exclusive with items 1-4

Q16 – single response, ask if Q15 selects 1 OR 2 OR 3 OR 4, nudge with ignore box			
How often do you use any GenAI tool to support your lesson planning (<i>e.g. suggesting activities, making or adapting resources</i>)?	Please select one answer	1	Most/all lessons
		2	At least one lesson a week
		3	Less often
		4	I no longer use GenAI to support my lesson planning

Q17 – single response, ask all, nudge with ignore box			
Have you ever used Oak National Academy curriculum resources? <i>Please exclude resources generated by Aila.</i>	Please select one	1	Yes
		2	No
		3	Don't know

Q18 – single response, ask if Q17 = 1, nudge with ignore box			
Approximately what proportion of your KS2 lessons for the current term (Sept - Dec 2025) are based on Oak National Academy curriculum resources? <i>Please include lessons that use any resources from the Oak National Academy (e.g. one worksheet or activity)</i> <i>Please exclude resources generated by Aila.</i>	Please select one	1	None
		2	1-20%
		3	21-40%
		4	41-60%
		5	61-80%
		6	81-100%
		7	Don't know/not sure

Q19 – Grid SR per row, ask all, nudge with ignore box							
When planning lessons from scratch, how confident are you in the following planning processes? <i>Select one answer per row</i>		Not at all confident	Not very confident	Somewhat confident	Confident	Very confident	Not applicable
1	Identifying the learning outcome or objective						
2	Breaking down a lesson objective into smaller chunks of knowledge, learning cycles or outcomes						
3	Identifying and checking prior knowledge						
4	Identifying keywords						
5	Identifying and addressing misconceptions						

6	Pitching the lesson at the right level for my class						
7	Developing a clear sequence for the lesson						
8	Managing cognitive load for my pupils						
9	Building in opportunities that check my pupils' understanding throughout the lesson						

Teaching

Text box, show all, show on same screen as next question

Next, we would like to ask you some questions about your teaching before we conclude with some questions about using technology.

Q20 –single response, ask all, nudge with ignore box

Please indicate your level of confidence in your ability to plan lessons for your KS2 teaching. <i>Please think about your planning for all lessons, not just planning from scratch.</i>	Please select one answer	1	Not at all confident
		2	Not very confident
		3	Somewhat confident
		4	Confident
		5	Very confident

Q21 – Grid single response per row, ask all, randomise order of items, nudge with ignore box

	To what extent do you agree or disagree with the following statements?	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree
1	I have sufficient subject knowledge for my KS2 teaching					
2	I know the basic theories and concepts of the KS2 subjects I teach					

Q22 – Grid single response per row, ask all, randomise order of items, nudge with ignore box						
	To what extent do you agree or disagree with the following statements?	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree
1	I can adapt my teaching based upon what pupils currently understand or do not understand					
2	I can adapt my teaching style to different pupils					
3	I can assess pupil learning in multiple ways					
4	I can use a wide range of teaching approaches in a classroom setting					
5	I am familiar with common pupil understandings and misconceptions					
6	I know how to select effective teaching approaches to guide pupil thinking and learning					
7	I know how to develop appropriate tasks to promote pupils' complex thinking					
8	I know how to develop exercises with which pupils can consolidate their knowledge					
9	I know how to evaluate pupils' performance					
10	I can explain essential content of my teaching subject in ways that pupils can understand					

Text box, show all, show on same screen as next question
Technology is a broad concept that can mean a lot of different things. For the purpose of this questionnaire, technology is referring to digital technology/technologies. That is, the digital tools we use such as computers, laptops, iPads/tablets, interactive whiteboards, software programs, GenAI etc. Please answer the following question in relation to all technologies, not just GenAI/Aila.

Q23 – Grid single response per row, ask all, randomise, nudge with ignore box						
	To what extent do you agree or disagree with the following statements?	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree
1	I keep up with important new technologies					

2	I frequently play around with the technology					
3	I know about a lot of different technologies					
4	I have the technical skills I need to use technology					

CLOSING STATEMENT – Show to all	
Survey Complete Thank you for confirming your participation. Your responses will help us understand workload, lesson planning practice and views. We will not report anything that can identify individual schools or teachers. We will be in touch later in September to share your randomly allocated planning approach (Aila or non-Aila) and guidance for next steps.	

Appendix J: Weekly Teacher Diary

INSTRUCTIONS BELOW

OAKTC diary questions week 1-10 (one link for all ten weeks. Teacher to be shown all incomplete weeks up to current date).

INTRODUCTION – Show to all
 Teacher Diary – Lesson planning using AI lesson assistant, Aila [show allocated approach name:]You are in the: [Aila / Non-Aila] group As part of this research project, we are asking you to complete a weekly diary for 10 weeks during the autumn term. We are very grateful for your support. You will be asked the same questions each time, relating to each week in turn. You will need to complete the diary entry for any previous incomplete weeks before you can move on to the next week's questions. The diary will become available to you each Thursday – we will email you to let you know it is ready for that week's entries. Please answer all of the questions every week. It should take no more than 3 minutes to respond to these diary questions every week. If you have any queries about this diary, please contact KS2TeacherChoices@nfer.ac.uk. The information you provide in this diary will only be used as part of the research and nobody at your school will see your answers. We will not identify individual teachers or schools in the report. You can find more details about the research and how we will use the data you provide on the project information site. Please use the buttons at the bottom of the page to move through the diary, please <u>do not</u> use your browser's forward and back buttons. Please note that if the diary is left inactive for over 20 minutes you will be timed out and will need to click on the link again. If you only partially complete the diary (including full or partial weeks), any answers that you have given will still be analysed. Once you submit responses for each week, you will not be able to go back and change any of your answers for that week.

Q1 –Open [numeric] Response, limit to 1 decimal place, Ask all, Force [for the pop up message please say: this question is important for us to understand the impact on teacher workload. Please provide your best estimate]
Approximately how many hours did you spend on lesson planning between [Saturday 27th September and Friday 3rd October]? <i>Include tasks that took place during the weekend, evenings or other out of class hours.</i>

Exclude all time spent teaching.

Do not include time marking or doing administrative tasks.

An estimate is sufficient. Round to the nearest half hour. As an example, three and a half hours would be recorded as 3.5 below.

If you did no lesson planning during this period, enter 0 (zero).

(numeric response) ____ hours

Q1a, If Q1 = 0 (zero) please show this screen/message:

You have reported that you did not do any lesson planning between [Saturday 27th September and Friday 3rd October].

If this is correct, please click submit to close this week's diary.

If this is not correct and you did do some lesson planning during that period, please use the back button below to go back and change your answer.

Show "Back" button and "Submit" button

[If they click submit then route to the end of this week's diary and then send the following week as normal]

Q2a –Open [numeric] Response, whole numbers only, 0-100%,

Ask Aila arm only.

Force [for the pop up message please say: this question is important for us to understand the impact on teacher workload. Please provide your best estimate]

For what percentage of lessons planned between [Saturday 27th September and Friday 3rd October] did you use Aila?

An estimate is sufficient. Include all lessons for which you used Aila during your planning even if it was only for a small part of the planning. This can include planning a whole lesson using Aila, or one part of a lesson.

If you did not use Aila this week, please enter 0 (zero).

(numeric response) ____% lessons

Q2b–Open [numeric] Response, whole numbers only, 0-100%,

Ask Non Aila arm only.

Force [for the pop up message please say: this question is important for us to understand the impact on teacher workload. Please provide your best estimate]

For what percentage of lessons planned between [Saturday 27th September and Friday 3rd October] did you use Aila? <i>Although you are in the Non-Aila group, we still need to ask you whether you used Aila, just in case! Please answer honestly, thank you.</i> <i>An estimate is sufficient. Include all lessons for which you used Aila during your planning even if it was only for a small part of the planning.</i> <i>If you did not use Aila at all when preparing lessons this week, please enter 0 (zero).</i>	
(numeric response) ____% lessons	

Q3 –Open [numeric] Response, whole numbers only, 0-100%, Ask all. Force [for the pop up message please say: this question is important for us to understand the impact on teacher workload. Please provide your best estimate]	
Please continue to think about the lessons that you planned between [Saturday 27th September and Friday 3rd October]. For what percentage of these lessons did you use <u>any other GenAI tools</u> while planning? <i>Examples of GenAI tools we are interested in include both general GenAI (such as ChatGPT, Claude, Gemini/Google AI Mode or MS Copilot) and education specific tools (such as Magic School or TeachMateAI). You may have used others.</i> <i>An estimate is sufficient. Include all lessons for which you accessed GenAI tools during your planning even if it was only for a small part of the planning.</i> <i>If you did not use any GenAI tools this week, please enter 0 (zero).</i>	
(numeric response) ____ % lessons	

Summary STATEMENT – Show to all except those who said Q1=0
Thank you for completing this week's diary. This week you spent [X] hours planning lessons. You used Aila for [Y%] of lessons planned You used GenAI for [Z%] of lessons planned. If these answers are correct please click submit. If you would like to change any of your answers please click back.

[week 1] CLOSING STATEMENT – Show to all
Weekly diary entry complete
You have completed the first week's diary. The new diary questions will appear next Thursday.
Thank you for all your support with this research project.

[weeks 2-9] CLOSING STATEMENT – Show to all
Weekly diary entry complete
You have completed the weekly diary entry for the period [xx to yy].
Once you click 'submit', if you have any other weeks outstanding they will follow now, otherwise the new diary questions will appear next Thursday.
Thank you for all your support with this research project.
[week 10] CLOSING STATEMENT – Show to all
You have now completed all diary entries for this research project.
We hugely appreciate all your support.

Appendix K: Randomisation Code

```
rm(list=ls())
setwd("")

library(openxlsx)
wb<-loadWorkbook("all including ineligible and suspended_C_180925 pm.xlsx")
sheets(wb)
df<-readWorkbook(wb,1)
str(df)

length(unique(df$uid))==dim(df)[1]
all(apply(table(df$Nfer.No,df$School.Name,exclude=NULL)>0,1,sum)==1)
all(apply(table(df$Nfer.No,df$School.Name,exclude=NULL)>0,2,sum)==1)

length(unique(df$Teacher.ID))==dim(df)[1]

table(df$disposition.code,exclude=NULL)
table(df$disposition.code,df$last.page,exclude=NULL)

df$Include<-grepl("Completed",df$disposition.code)|grepl("Q7|Q22",df$last.page)

table(df$I.have.never.used.GenAI.to.support.my.lesson.planning,exclude=NULL)
table(df$`Q16.How.often.do.you.use.any.GenAI.tool.to.support.your.lesson.planning.(e.g
..suggesting.activities,.making.or.adapting.resources)?`,exclude=NULL)

df$LowOrNoPriorGenAI<-
df$I.have.never.used.GenAI.to.support.my.lesson.planning%in%"quoted"|df$`Q16.How.often
.do.you.use.any.GenAI.tool.to.support.your.lesson.planning.(e.g..suggesting.activities
,.making.or.adapting.resources)?`%in%c("I no longer use GenAI to support my lesson
planning","Less often")

wb2<-loadWorkbook("Participating school Masterfile_C.xlsx")
sheets(wb2)
schDF<-readWorkbook(wb2,1)
str(schDF)
table(schDF$Withdrawn,exclude=NULL)

schDF<-schDF[,c("Sample_No","NFER_No","OrgID")]
all(schDF$NFER_No%in%df$Nfer.No)
sum(!schDF$NFER_No%in%df$Nfer.No)
all(df$Nfer.No%in%schDF$NFER_No)

schDF$nTeachersCompletedBaseline<-
sapply(1:dim(schDF)[1],function(i){if(!schDF$NFER_No[i]%in%df$Nfer.No){0}else{sum(df$N
fer.No%in%schDF$NFER_No[i])}})
schDF$nEligibleTeachers<-
sapply(1:dim(schDF)[1],function(i){if(!schDF$NFER_No[i]%in%df$Nfer.No){0}else{sum(df$I
nclude&df$Nfer.No%in%schDF$NFER_No[i])}})
schDF$nNoLowGenAI<-
sapply(1:dim(schDF)[1],function(i){if(!schDF$NFER_No[i]%in%df$Nfer.No){0}else{sum(df$L
owOrNoPriorGenAI&df$Nfer.No%in%schDF$NFER_No[i])}})

hist(schDF$nNoLowGenAI)
```

```
quantile(schDF$nNoLowGenAI, seq(0,1,by=0.1))
schDF$nNoLowGenAI_binned<-factor(c("0","1","2 to 3","4 to
5","6+") [ifelse(schDF$nNoLowGenAI%in%c(0,1),schDF$nNoLowGenAI+1,ifelse(schDF$nNoLowGen
AI%in%c(2:3),3,ifelse(schDF$nNoLowGenAI%in%c(4:5),4,5))],levels=c("0","1","2 to 3","4
to 5","6+"))
table(schDF$nNoLowGenAI,schDF$nNoLowGenAI_binned,exclude=NULL)

set.seed(234)
schDF$RandomisationAllocation<-NA
while(sum(schDF$RandomisationAllocation%in%"A")==0|sum(schDF$RandomisationAllocation%i
n%"A")!=sum(schDF$RandomisationAllocation%in%"B")){
  for(lv in levels(schDF$nNoLowGenAI_binned)){

schDF[schDF$nEligibleTeachers>0&schDF$nNoLowGenAI_binned%in%lv,]$RandomisationAllocati
on<-
LETTERS[sample(rep(sample(1:2),length.out=sum(schDF$nEligibleTeachers>0&schDF$nNoLowGe
nAI_binned%in%lv)),replace=F)]
  }
  rm(lv)
}

table(schDF$RandomisationAllocation,schDF$nNoLowGenAI_binned,exclude=NULL)

schDF$RandomisationAllocation<-
sample(c("Intervention","Control")) [factor(schDF$RandomisationAllocation)]

write.csv(schDF,"randomisationResults_R.csv",row.names=F,na="")
```

Appendix L: NFER Lesson Quality Rubric

Score	Clarity and structure of lesson resources	Extent that activities involve pupils with learning collaborative learning	Extent that activities check the understanding of the learners	Appropriateness for the age group and ability level of the class	Quality and accuracy of subject content
0	No indication of the learning objectives for the lesson is provided.	There is no evidence of planned interaction with pupils in the resources.	There is no evidence of planned assessment of pupil learning.	The resources are wholly inappropriate for this age group.	No evidence of accurate subject content in the lesson resources.
1	The learning objectives of the lesson are stated but are unclear, confused or not linked to tasks.	Pupil interaction with lesson activities is passive or minimal or does not promote progress.	Assessment of pupil learning is referenced but is unclear or not appropriate.	Major aspects of the resources are above / below pupil level.	The majority of subject explanations are unclear or wholly inaccurate.
2	The learning objectives of the lesson are clear, but how tasks address these is not clearly stated or apparent.	Pupil-centred activities are planned where appropriate but are not pitched appropriately for the age or ability of the class.	Assessment of pupil learning is included but only for minor learning points.	The lesson plan has identified the ability level for the class, but the planned tasks/ resources are not appropriate for the stated level.	Some clear inaccuracies or confused explanations of main lesson focus.
3	The learning objectives are clear and different activities are planned to broadly deliver the objectives, although approaches or rationales may not be clear or appropriate.	At least one lesson activity involves pupils in a way that's relevant to their age and experience and promotes progress in their learning.	There are cues in the lesson plan for assessment of pupil learning for important learning objectives in the resources, but evidence of its use is limited.	The lesson plan has identified the ability level for the class, and the planned tasks/ resources are matched appropriately for the stated level.	Main lesson learning points are correct, but some inaccuracies or over-generalisation of the details.
4	A well-structured lesson plan is provided that uses a range of pedagogical approaches and provides some rationale for the approaches used. Pacing and transitions between activities are appropriate.	Appropriate pupil-centred or collaborative activities that are relevant to the pupils e.g. sharing ideas, revising draft answers, applying concepts creatively. Some rationale of how this supports progress may be provided.	Learning is assessed at more than one point in the lesson and there is evidence that this is used to inform later activities or learning opportunities.	Lesson resources are matched to the range of learners in the class with evidence of some appropriate scaffolding or adaptive teaching.	All important subject information in the lesson resources is correct, including subject specific delivery considerations where appropriate. Broad misconceptions are anticipated and addressed
5	A well-structured lesson plan is provided where the purpose and the activities are clearly described. Tasks use a variety of targeted pedagogical approaches such as modelling, chunking etc. and take account of cognitive load and appropriate scaffolding.	The resources encourage pupils to participate actively in their own learning with a clear rationale of how different learners are supported e.g. adaptive scaffolding of tasks.	There are multiple opportunities for both teacher and learner peer/self-assessment, with the plan showing clearly how outcomes will be used to adapt teaching and inform next steps.	Lesson resources are clearly matched to the specific ability range of the class to support challenge for all students e.g. evidence that previous class performance is included in resource planning and evidence of clear adaptive pedagogy	All subject information is correct, and resources anticipate and address potential misconceptions across the ability range.

Appendix M: Early Career Framework standards ([Early Career Framework](#)) mapped to the lesson quality rubric categories

Clarity and structure of lesson resources ECF standard 4 Plan and teach well-structured lessons	Extent that activities involve pupils with their learning progression ECF standard 2 – promote progress	Extent that activities check the understanding of the learners ECF standard 6 - assessment	Appropriateness for the age group and ability level of the class ECF Standard 5 – Adaptive teaching	Quality and accuracy of subject content ECF Standard 3 – subject and curriculum knowledge
Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Providing sufficient opportunity for pupils to consolidate and practice applying new knowledge and skills. Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). Narrating thought processes when modelling to make explicit how experts think Making the steps in a process memorable and ensuring pupils can recall them Including a range of types of questions in class discussions to extend and challenge pupils Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.	Taking into account pupils' prior knowledge when planning how much new information to introduce. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). Identifying possible misconceptions and planning how to prevent these forming. Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. Planning regular review and practice of key ideas and concepts over time. Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).	Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding Using assessments to check for prior knowledge and pre-existing misconceptions. Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Scaffolding self-assessment by sharing model work with pupils, highlighting key details. Using verbal feedback during lessons in place of written feedback after lessons where possible. Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.	Making use of formative assessment Working closely with the Special Educational Needs Coordinator (SENCO) Making effective use of teaching assistants. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge. Reframing questions to provide greater scaffolding or greater stretch. Applying high expectations to all groups and ensuring all pupils have access to a rich curriculum.	Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components. Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts Drawing explicit links between new content and the core concepts and principles in the subject. Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.

INTRODUCTION – Show to all



Teacher Survey – Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial

Thanks for your participation in this Teacher Choices trial. Please complete this short survey to share your experiences of the trial.

For teachers assigned to the Aila group, the survey will take about 10 minutes, and asks about your lesson planning, whether you used Aila, and your experience of doing so.

For teachers assigned to the non-Aila group, the survey will take about 5 minutes, and asks about your lesson planning, and your experience and views of GenAI.

For queries about completing the survey, please contact **KS2TeacherChoices@nfer.ac.uk**

You and your school will not be identified in any research reports produced. No one within your school will be able to see your answers. We will share your details including your survey responses with Fischer Family Trust, EEF's data archive partner so that the data can be archived in the EEF data archive and it can be used in future research. As part of the trial, we would like to understand how teachers have used Aila. For this purpose, we will share your name, email addresses and group allocation (Aila or Non-Aila) (but not your survey responses) with Oak National Academy to access anonymised Aila usage.

You can find a copy of our privacy notice on our project webpage [here](#).

Thank you for your help with this important research.

Please use the buttons at the bottom of the page to move through the survey, please do not use your browser's forward and back buttons.

Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use the original link again to resume the survey. If you are timed out or exit the survey before the end, any answers that you have given may still be analysed.

Single response, ask all, mandatory

A	Confirmation Details			
A.1	Please confirm that you are [Insert Teacher name].	Yes (1)	No (2)	If A.1 = No (2) then the survey should be closed – close screen A.1 below.

Appendix N: Endpoint Survey

CLOSE SCREEN = A.1 = No (2) + add 'drop out email' to project inbox (below)

We have now closed this survey. Please contact KS2TeacherChoices@nfer.ac.uk to let us know that you have received an incorrect survey link.

Your lesson planning

Text box, show all

This survey asks about **lesson planning**. By lesson planning, we mean the process of designing a lesson, including making, finding or adapting resources.

Q1 – ask all, SR, nudge with ignore box

Adapted from BL Q4

Thinking about all the KS2 planning you did this term (Sept – Dec 2025), what percentage of this did you plan **from scratch** (e.g. lesson plan, slides, worksheets, quizzes).

By plan from scratch, we mean creating, generating or finding lessons/resources for yourself, rather than using or adapting pre-prepared lessons/resources.

Please
select one

- | | |
|---|--------------|
| 1 | None |
| 2 | Less than 5% |
| 3 | 5-20% |
| 4 | 21-40% |
| 5 | 41-60% |
| 6 | 61-80% |
| 7 | 81-100% |

Q2 – ask all, SR, nudge with ignore box

Adapted from BL Q12

Considering this term (Sept – Dec 2025), was the amount of time you spent on lesson planning (either at school or out of school) too little, too much or about right?

Please
select one

- | | |
|---|-------------------------------|
| 1 | Far too little |
| 2 | Too little |
| 3 | About right |
| 4 | Too much |
| 5 | Far too much |
| 6 | I don't know / not applicable |

Q3 – ask all, SR, nudge with ignore box			
Adapted from BL Q13			
Considering this term (Sept-Dec 2025), to what extent was having too much lesson planning to do a source of stress in your work?	Please select one	1	I don't know / not applicable
		2	Not at all
		3	To some extent
		4	Quite a bit
		5	A lot

Q4 – ask all, SR, nudge with ignore			
Adapted from BL Q14			
Think about your lessons for the current week, how were/are *most* of those lessons planned? <i>Please select the approach which is most common for your teaching.</i>	Please select one	1	Independently, using or creating my own resources
		2	Collaboratively with other teachers, creating shared resources
		3	My school provides lesson resources that I use with little or no adaptation
		4	My school provides lesson resources that I adapt before using
		5	Something else
		6	Not relevant/cannot answer

Q5 – ask all, SR, nudge with ignore			
How would you describe your views on using GenAI to support lesson planning?	Please select one	1	Very positive
		2	Broadly positive
		3	Mixed or neutral
		4	Broadly negative
		5	Very negative
		6	I don't know

Q6 - Ask all, SR, nudge with ignore			
Did you use Aila to support your KS2 lesson planning during the trial period (29 Sept – 5 Dec)? <i>Please be honest as this tells us whether it was feasible for you to use your allocated approach. No one at your school will see your answers, and it will not affect your trial participation.</i>	Please select one answer	1	I used Aila as needed throughout the trial
		2	I tried Aila, and then stopped using it
		3	I did not use Aila
		4	I don't remember/not sure

Q7 - Ask non-Aila if Q6 = 1 OR 2, SR, randomise except 6, nudge with ignore			
You indicated that you used Aila to support your lesson planning. What is the most important reason for this?	Please select the most important reason	1	I was already using Aila for lesson planning
		2	I was keen to try using Aila
		3	I wanted to save time in lesson planning
		4	I wanted new or creative ideas for teaching
		5	I wanted to tailor/adapt resources to suit my classes or pupils
		6	Other (please describe - 200 characters max)

Q8 - Ask Aila if Q6 = 3, MR, mandatory			
You indicated that you did not use Aila to support your lesson planning. What are the reasons for this?	Please select all that apply	1	I didn't plan any lessons during the trial.
		2	I didn't plan from scratch during the trial.
		3	Aila did not meet my planning needs.
		4	Other (please describe - 200 characters max)

Q9 - Ask Aila group if Q6 = 2, open text, nudge with ignore			
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You indicated that you stopped using Aila. Please could you briefly describe why you stopped. *Please be honest. No one at your school will see your response, and this does not affect your participation in the trial.*

max 500 characters

Q10 - Ask all, MR, nudge with ignore

Apart from Aila, did you use any other GenAI tools to support your lesson planning during the trial period?	Please select all that apply	1	No, I did not use any other GenAI tools mutually exclusive
		2	I used other education-specific GenAI (e.g. Magic School, TeachMateAI)
		3	I used a general GenAI (e.g. ChatGPT, Claude, Gemini, MS Copilot)
		4	I used another GenAI (please specify - 100 characters max)

Q11 – ask all, SR, nudge with ignore

Adapted from BL Q18

During the trial period (29 Sept – 5 Dec), to what extent did you use the Oak National Academy website to find any new curriculum resources?	Please select the closest answer	1	Not at all
		2	Once or twice
		3	Less than once a week
		4	At least once a week
		5	I don't remember/not sure

Q12 – ask if Q11 = 2 OR 3 OR 4, nudge with ignore

You indicated that you used the Oak National Academy website to find new curriculum resources. What were the reasons for this?	Please select all that apply	1	The Oak National Academy lesson resources covered the content I needed.
		2	I have previously used Oak National Academy curriculum resources.
		3	I wanted to use the AI feature within the main Oak National Academy website.
		4	My school uses Oak National Academy curriculum resources.

		5	Other (please describe - 200 characters max)
--	--	---	--

Your experience of using Aila

Q13 - Ask if Q6 = 1 OR 2, grid SR per row, nudge with ignore (no nudge for 'Other')							
How often did you use Aila in the following situations? Please select one answer per row.		N/A – does not apply to me	Never	Rarely	Sometimes	Most times	Every time
1	When planning a lesson from scratch						
2	When adapting a lesson I previously planned						
3	When adapting a lesson I was given (e.g. from colleagues or a curriculum package)						
4	When preparing a cover lesson						
5	When preparing a reading comprehension task						
6	When preparing a glossary						
7	When preparing a quiz						
8	Other (please describe – 100 characters max)						

Q14 - Ask if Q6 = 1 OR 2, SR, nudge with ignore			
Overall, how did the quality of lessons planned using Aila compare with similar lessons that you planned before the trial? <i>Please consider the quality of the final resources you used in class, including any subsequent modifications you may have made.</i>	Please select one response	1	Lessons planned with Aila were lower in quality
		2	Lessons planned with Aila were similar in quality
		3	Lessons planned with Aila were higher in quality

Q15 - ask if Q6 = 1 OR 2, grid SR per row, nudge with ignore
--

To what extent did you refine or adapt Aila's generated materials...		Not at all	Rarely	To some extent	To a great extent
Please select one answer per row.					
1	within the Aila process, e.g. when prompted?				
2	after downloading Aila resources?				

Q16 - Ask if Q6 = 1 OR 2, grid SR per row, nudge with ignore							
How easy or difficult did you find the following aspects of using Aila?		Very difficult	Difficult	Neither easy nor difficult	Easy	Very easy	I did not do this
Please select one answer per row.							
1	Accessing Aila						
2	Entering details of the lesson						
3	Asking Aila to refine or adapt its outputs to suit the lesson/class						
4	Reviewing and adapting Aila materials after download						

Q17 - ask if Q6 = 1 OR 2, grid SR per row, nudge with ignore						
To what extent do you agree or disagree with the following statements about using Aila?		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Please select one answer per row.						
1	Aila is easy to use.					
2	Aila has had a positive impact on my approach to lesson planning.					
3	Using Aila has helped me engage my pupils.					
4	Using Aila has helped my teaching be more tailored/personalised to my pupils.					
5	Aila has influenced my approach to lesson planning.					

6	Aila's materials were relevant to my teaching context.					
7	Aila's materials had accurate subject content.					
8	Aila's materials were aligned to the National Curriculum.					
9	It was quick to make Aila's outputs ready for use.					

Q18 - ask if Q6 = 1 OR 2, SR, nudge with ignore			
Compared with your previous planning approach for a similar lesson, how much time does planning a lesson using Aila take?	Please select one response	1	Much less time
		2	Less time
		3	A similar amount of time
		4	More time
		5	Much more time

Q19 - ask if Q18 = 1 or 2, MR, nudge with ignore			
You indicated that it takes less time to prepare lessons when using Aila. How have you used the additional time?	Please select all that apply	1	To reduce my overall workload
		2	For other aspects of lesson planning and preparation
		3	For other teaching responsibilities
		4	For administration, management or leadership responsibilities
		5	Other (please describe - 200 characters max)
		6	Don't know mutually exclusive

Q20 - ask if Q18 = 4 or 5, MR, randomise 1-3, nudge with ignore			
	Please select	1	It took additional time to learn how to use Aila.

You indicated that it took more time to prepare lessons when using Aila. What are the reasons for this?	all that apply	2	My lesson preparation when using Aila includes additional activities (e.g. creating more resources, tailoring resources).
		3	It takes additional time to review and adapt Aila outputs.
		4	Other (please describe - 200 characters max)

You indicated that financial costs were higher when using Aila, please describe these extra costs. *max 200 characters*

Q22a - Ask if Q21 = 1, open (optional)			
Thinking about the financial costs of lesson planning, how does using Aila compare with your usual lesson planning?	Please select one answer	1	Financial costs when using Aila were higher (e.g. photocopying, printing)
		2	Financial costs were similar
<i>Please include costs for yourself and your school. Please do not include any costs or savings of teacher time in this question.</i>		3	Financial costs when using Aila were lower (e.g. savings on purchasing external lesson resources or GenAI licenses)

Q22b - Ask if Q21 = 3, open (optional)
You indicated that financial costs were lower when using Aila, please describe these lower costs. <i>max 200 characters</i>

Q23 - Ask if Q6 = 1 or 2, grid SR per row, randomise, nudge with ignore						
How have pupils responded to lessons prepared with Aila, compared with equivalent lessons before the trial? Please select one answer per row.		Worse	Slightly worse	Similar	Slightly better	Better
1	Pupil engagement is					
2	Pupil learning is					

Q24 - ask all, SR, nudge with ignore			
Next term (Jan – Mar 2026), how often do you expect to use Aila to support your lesson planning?	Please select the closest answer	1	Never
		2	At least once during this time
		3	At least once a month

		4	At least once a week
		5	A few times a week
		6	Daily
		7	I don't know

Confidence in planning lessons

Q25 – ask all, grid SR per row, nudge with ignore box							
Copied from BL Q19							
When planning lessons from scratch, how confident are you in the following planning processes? <i>Select one answer per row</i>		Not at all confident	Not very confident	Somewhat confident	Confident	Very confident	Not applicable
1	Identifying the learning outcome or objective						
2	Breaking down a lesson objective into smaller chunks of knowledge, learning cycles or outcomes						
3	Identifying and checking prior knowledge						
4	Identifying keywords						
5	Identifying and addressing misconceptions						
6	Pitching the lesson at the right level for my class						
7	Developing a clear sequence for the lesson						
8	Managing cognitive load for my pupils						
9	Building in opportunities that check my pupils' understanding throughout the lesson						

Q26 – ask all, SR, nudge with ignore box			
Please indicate your level of confidence in your ability to plan lessons for your KS2 teaching. <i>Please think about your planning for all lessons, not just planning from scratch.</i>	Please select one answer	1	Not at all confident
		2	Not very confident
		3	Somewhat confident
		4	Confident

		5	Very confident
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Text box
Understanding Aila usage
As part of the trial, we would like to understand how teachers have used Aila. For this purpose, we will share names, email addresses and group allocation (Aila or Non-Aila) of participating teachers with the Oak National Academy so that they can share anonymised Aila usage data with us. We will not share your survey responses with Oak National Academy and you and your school will not be identified in any research reports produced. You can find a copy of our privacy notice here.

Q27 – ask all, SR, mandatory				
Did you use the following email address to access Aila? [Insert email address].	Yes (1)	No (2)	I did not use Aila during the trial (3)	If Q27 = No (2) route to Q28.

Q28 – ask if Q27 = 2, SR, mandatory	
If you used a different email address to login to Aila, please give us that email address.	Please enter the email address you used to login to Aila Please confirm your email address by re-entering

CLOSING STATEMENT – Show to all	
Survey Complete	
Thank you for completing this survey, and for everything you have contributed to this trial. We look forward to sharing the results with you in summer 2026.	

Appendix O: Longitudinal survey

INTRODUCTION – Show to all				
				
Teacher Survey – Lesson planning using AI lesson assistant, Aila - A Teacher Choices Trial Thanks for your participation in this Teacher Choices trial. We are asking you to complete this final survey for the project to find out about your approach to planning lessons and understand how that may have changed or stayed the same since the autumn term. The survey is brief and should only take around 5 minutes to complete. We are grateful for your time. For queries about completing the survey, please contact KS2TeacherChoices@nfer.ac.uk You and your school will not be identified in any research reports produced. No one within your school will be able to see your answers. We will share your details including your survey responses with Fischer Family Trust, EEF's data archive partner so that the data can be archived in the EEF data archive and it can be used in future research. You can find a copy of our privacy notice on our project webpage here. Thank you for your help with this important research. Please use the buttons at the bottom of the page to move through the survey, please <u>do not</u> use your browser's forward and back buttons. Please note that if the survey is left inactive for over 20 minutes you will be timed out. Please use the original link again to resume the survey. If you are timed out or exit the survey before the end, any answers that you have given may still be analysed.				
Single response, ask all, mandatory				
A	Confirmation Details			
A.1	Please confirm that you are [Insert Teacher name].	Yes (1)	No (2)	If A.1 = No (2) then the survey should be closed – close screen A.1 below.
CLOSE SCREEN = A.1 = No (2) + add 'drop out email' to project inbox (below)				
We have now closed this survey. Please contact KS2TeacherChoices@nfer.ac.uk to let us know that you have received an incorrect survey link.				

Your lesson planning

Text box, show all
This survey asks about lesson planning . By lesson planning, we mean the process of designing a lesson, including making, finding or adapting resources.

Q1 – ask all, SR, nudge with ignore box			
Adapted from EP Q1			
Thinking about all the KS2 planning you did this term (from January 2026), what percentage of this did you plan <u>from scratch</u> (e.g. lesson plan, slides, worksheets, quizzes). <i>By plan from scratch, we mean creating, generating or finding lessons/resources for yourself, rather than using or adapting pre-prepared lessons/resources.</i>	Please select one	1	None
		2	Less than 5%
		3	5-20%
		4	21-40%
		5	41-60%
		6	61-80%
		7	81-100%

Q2 – ask all, SR, nudge with ignore box			
Adapted from EP Q2 & BL Q12			
Considering this term (from January 2026), was the amount of time you spent on lesson planning (either at school or out of school) too little, too much or about right?	Please select one	1	Far too little
		2	Too little
		3	About right

		4	Too much
		5	Far too much
		6	I don't know / not applicable

Q3 – ask all, SR, nudge with ignore box			
Adapted from EP Q3 & BL Q13			
Considering this term (from January 2026), to what extent was having too much lesson planning to do a source of stress in your work?	Please select one	1	I don't know / not applicable
		2	Not at all
		3	To some extent
		4	Quite a bit
		5	A lot

Q4 - ask all, SR, nudge with ignore			
Adapted from EP Q24			
Continuing to think about this term (from January 2026), how often did you use Aila to support your lesson planning?	Please select the closest answer	1	Never
		2	At least once during this time
		3	At least once a month
		4	At least once a week
		5	A few times a week
		6	Daily

Q5 - ask all, SR, nudge with ignore			
Adapted from LS Q4			
Continuing to think about this term (from January 2026), how often did you use any GenAI tools (excluding Aila) to support your lesson planning?	Please select the closest answer	1	Never
		2	At least once during this time
		3	At least once a month
		4	At least once a week
		5	A few times a week
		6	Daily

Q6 - ask if Q5 is NOT 5.1, MR, nudge with ignore			
Which, if any, of the following GenAI tools have you used when planning lessons this term?	Please select all that apply	1	General GenAI e.g. ChatGPT, Claude, Gemini, MS CoPilot
		2	TeachMateAI
		3	Magic School
		4	Canva (Magic Studio)
		5	Gamma
		6	Other (please specify) – 100 characters max

Q7 Ask all, grid SR per row, nudge with ignore

Which of the following sources have you used when planning lessons this term? Please select one answer per row.		Never	At least once during this time	At least once a month	At least once a week	A few times a week	Daily
1	Resources produced by my school, trust, or colleagues						
2	Subject specialist networks						
3	Web-searches e.g. Google, Bing (not GenAI)						
4	Online teaching forums						
5	Oak National Academy resources (excluding Aila)						
6	Published curriculum packages or schemes of work (online or on paper)						
7	Teaching resource websites (e.g. Twinkl, BBC)						
8	Resources I have created/used previously						
9	Other (please specify) – 200 characters max						

Q8 - Ask if Q4 = 2 OR 3 OR 4 OR 5 OR 6, SR, nudge with ignore

Adapted from EP Q14

Overall, how did the quality of lessons planned using Aila compare with similar lessons that you planned this term without using Aila? <i>Please consider the quality of the final resources you used in class, including any subsequent modifications you may have made.</i>	Please select one response	1	Lessons planned with Aila were lower in quality
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		2	Lessons planned with Aila were similar in quality
		3	Lessons planned with Aila were higher in quality

Q9 - ask if Q4 = 2 OR 3 OR 4 OR 5 OR 6, SR, nudge with ignore

Adapted from EP Q18

Compared with your other planning approaches for a similar lesson, how much time does planning a lesson using Aila take?	Please select one response	1	Much less time
		2	Less time
		3	A similar amount of time
		4	More time
		5	Much more time

Q10 - Ask if Q4 = 2 OR 3 OR 4 OR 5 OR 6, grid SR per row, randomise, nudge with ignore

Adapted from EP Q23

How have pupils responded to lessons prepared with Aila, compared with equivalent lessons delivered this term, not planned using Aila? Please select one answer per row.		Worse with Aila	Slightly worse	Similar	Slightly better	Better with Aila
1	Pupil engagement is					
2	Pupil learning is					

Q11a - ask if randomised to non-Aila group AND Q4 = 2 OR 3 OR 4 OR 5 OR 6, grid SR per row, nudge with ignore

Adapted from EP Q23

To what extent do you agree or disagree with the following statements about using Aila? Please select one answer per row.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

1	Aila is easy to use.					
2	Aila has had a positive impact on my approach to lesson planning.					
3	Using Aila has helped me engage my pupils.					
4	Using Aila has helped my teaching be more tailored/personalised to my pupils.					
5	Aila has influenced my approach to lesson planning.					
6	Aila's materials were relevant to my teaching context.					
7	Aila's materials had accurate subject content.					
8	Aila's materials were aligned to the National Curriculum.					
9	It was quick to make Aila's outputs ready for use.					

Q11b - ask if randomised to Aila group AND Q4 = 2 OR 3 OR 4 OR 5 OR 6, grid SR per row, nudge with ignore						
To what extent do you agree or disagree with the following statement about using Aila? Please select one answer per row.		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	Aila has influenced my approach to lesson planning.					

Q12 - ask if Q4 = 2 OR 3 OR 4 OR 5 OR 6, MR, nudge with ignore, randomise order except the last statement (other)	
Why did you use Aila this term? Please select all that apply	
1	I liked using it as part of the research and wanted to continue
2	I wanted to try it out as I was in the non-Aila group during the trial
3	It has helped me to save time

4	It has helped me to improve the quality of my lessons
5	It has helped me to plan lessons in new topics
6	My colleagues were using it
7	I find it quick to use
8	I find it easy to use
9	I can plan a whole lesson in one go
10	I can create single resources
11	I can use it for as little or as much as I like
12	The content is based on the English National Curriculum
13	It suggested new ideas for my teaching
14	It helps me to tailor lessons to my class
15	Other (please specify) - 500 characters max

Q13 - ask if Q5 = 2 OR 3 OR 4 OR 5 OR 6, MR, nudge with ignore, randomise order except the last statement (other)

Why did you use other types of GenAI this term? (this could include general AI such as ChatGPT, MS CoPilot, or education specific AI other than Aila/Oak)

Please select all that apply

1	It has helped me to save time
2	It has helped me to improve the quality of my lessons
3	It has helped me to plan lessons in new topics
4	My colleagues were using it
5	I find it quick to use

6	I find it easy to use
7	I can use it for as little or as much as I like
8	I can plan a whole lesson in one go
9	I can create single resources
10	It suggested new ideas for my teaching
11	It helps me to tailor lessons to my class
12	Other (please specify) – 500 characters max

Q 15a – open response, ask if Q5 = 5.1 or 5.2 or 5.3, nudge with ignore box		
If you do not use any form of GenAI when planning lessons, or only used it infrequently, please could you tell us the reasons for this in the box below? <i>Please think about your planning for all lessons, not just planning from scratch.</i>		Max 1000 characters
Q 15b – open response, ask if Q5 =5.1, 5.2, 5.3, nudge with ignore box		
Is there anything that would encourage you to use GenAI for planning?	SR	Yes No
[if yes] Please tell us more about what would encourage you to use GenAI in planning	Open Q	Max 1000 characters

Q16 - ask ALL, grid SR per row, nudge with ignore				
Outside of lesson planning, which, if any, of the following tasks do you use GenAI to help you with? Please select the closest answer per row.	I have never used GenAI for	I have used it once or twice	I use it regularly for this task	I use GenAI every time I do this task

		this purpose			
1	Administrative tasks				
2	Marking				
3	During a lesson while teaching				
4	Other (please specify) – 200 characters max				

Q17, MR, nudge with ignore				
Has your school provided any guidance about how GenAI may be used by staff?	Please select all that apply	1	Yes, my school has a policy on using GenAI/it is documented in another policy	
		2	Yes, my school has provided informal guidance (outside of a policy)	
		3	Yes, my school has run training/staff meetings about how we will use GenAI in our school	
		4	Yes, other (please specify) – 500 characters max	
		5	No, my school has not provided any guidance [mutually exclusive]	

Survey Complete
Thank you for completing this survey, and for everything you have contributed to this trial. We look forward to sharing the results with you later in 2026.

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