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Insights

Spring 2026
Issue 02

Internet Watch Foundation

What you need to know about harmful AI content

Key DfE digital and technology standards **explained inside**

Pedagogy or pragmatism?

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RM Insights issue 2 is here

What's inside?

Taking the temperature of AI in **schools and trusts**

Welcome to issue 2 of RM Insights.

In this issue we're concentrating on one of the hottest topics in edtech right now – the impact of AI. This issue features contributions from organisations that have done relevant work to help schools and trusts navigate the AI landscape.

RM held our first event on the topic of AI back in June 2023. At that point most were trying to understand the use-cases in education and had only a tenuous grasp of the potential dangers as well possible benefits.

This edition reveals how teachers use the technology nearly three years on. According to data gathered by Teacher Tapp AI is not commonly used in the classroom, but rather to help with lesson preparation and administrative tasks.

We also have advice from the Internet Watch Foundation (IWF) on protecting children and young people from malicious AI-generated content, and how to handle situations related to it.

The shadow of AI looms large over educational assessment, with some saying that it potentially reduces the value of non-examined assessments. Research from Pearson sheds light on how formative assessment in schools can adapt for the AI age.

Of course, AI tools don't exist in a vacuum. They draw on precious resources like many other elements of technology. The article from a colleague in RM's assessment division contains relatable examples of AI's potential sustainability impact.

You can also read the first of a two-part account of how one secondary school in north London has achieved strategic technology change to better serve its very diverse community.

As in our first issue we aim to provide insights, best practice and practical solutions drawn from our experience as a trusted technology partner. The difference in this issue is that we're also delighted to bring you perspectives from others working with schools and trusts.

Get in touch and let us know what you think of this issue. You can email me at **imackinnon@rm.com**.

Ian Mackinnon,

CEO, RM Technology

AI in schools: from experiment to everyday practice

By Karen Wespieser, Teacher Tapp

In early 2024, AI in schools felt experimental. By autumn 2025, it looks much more normal.

Teacher Tapp's latest AI research, based on responses from 10,000 teachers, shows that AI has shifted from novelty to near-routine in many teachers' professional lives. A majority of teachers now report using AI weekly to support their schoolwork, and the proportion who have never used AI has fallen sharply over the past year.

However, the story is not one of wholesale transformation. Instead, what we see is selective, task-focused adoption. Teachers are using AI where it saves time and reduces friction, and avoiding it where risk feels high.

Where AI is actually being used

AI usage clusters around a relatively small set of high-frequency tasks.

Among teachers who use AI for schoolwork:

45% for creating test materials

54% use it for lesson planning

50% for creating quizzes

41% for letters to parents

39% for school reports.

By contrast, use in live lesson delivery remains much lower (11%).

The pattern is clear: AI is concentrated in preparation and administrative work, rather than high-stakes classroom decision-making.

But whilst many teachers have used AI for lesson planning, that doesn't mean all lesson plans are now AI-led. When teachers were asked whether they used AI to plan their most recent lesson, only 14% said they had (13% partially; 1% completely). This suggests that AI is functioning as a starting point, prompt or scaffold and not as a replacement for professional judgement.

In other words, current adoption is pragmatic and bounded, not pedagogically disruptive.

Professional caution (not resistance)

Twelve per cent of teachers report that they have never used AI for schoolwork. Their reasons are revealing.

The most common concerns are:

Reliability of information (56%)

Cheating and plagiarism (46%)

Students becoming too reliant on AI (46%)

The need to check outputs, reducing time savings (35%).

Only 19% say they lack confidence learning how to use AI.

Non-use appears rooted in professional responsibility rather than lack of awareness. Teachers are weighing risk, accountability and safeguarding, not simply resisting change.

For school leaders, this suggests that adoption hinges on trust: clarity around data protection, reliability, and responsible use may matter more than additional training sessions alone.

Phase differences and system context

AI use is not uniform across phases. In primary schools, use leans more heavily towards lesson planning and report writing. In secondary, teachers are more likely to use AI to generate quizzes and test materials, reflecting assessment-heavy workflows and subject-specific knowledge checking.

Leadership roles also shape adoption. Headteachers report higher weekly use than classroom teachers, reflecting the compatibility of AI with drafting policies, communications and strategic documents.

At the same time, most teachers describe themselves as self-taught in AI, or learning from colleagues. Formal guidance structures are still catching up with practice.

What this means for the sector

The most important takeaway from this year's data is simple: there is no single way schools use AI.

Adoption depends on task, role and context. Products and strategies that align with real workflows — planning, assessment, communication — are far more likely to gain traction than abstract promises of "transformation".

For edtech organisations and system leaders alike, grounding decisions in real classroom behaviour — rather than headlines — will be critical.

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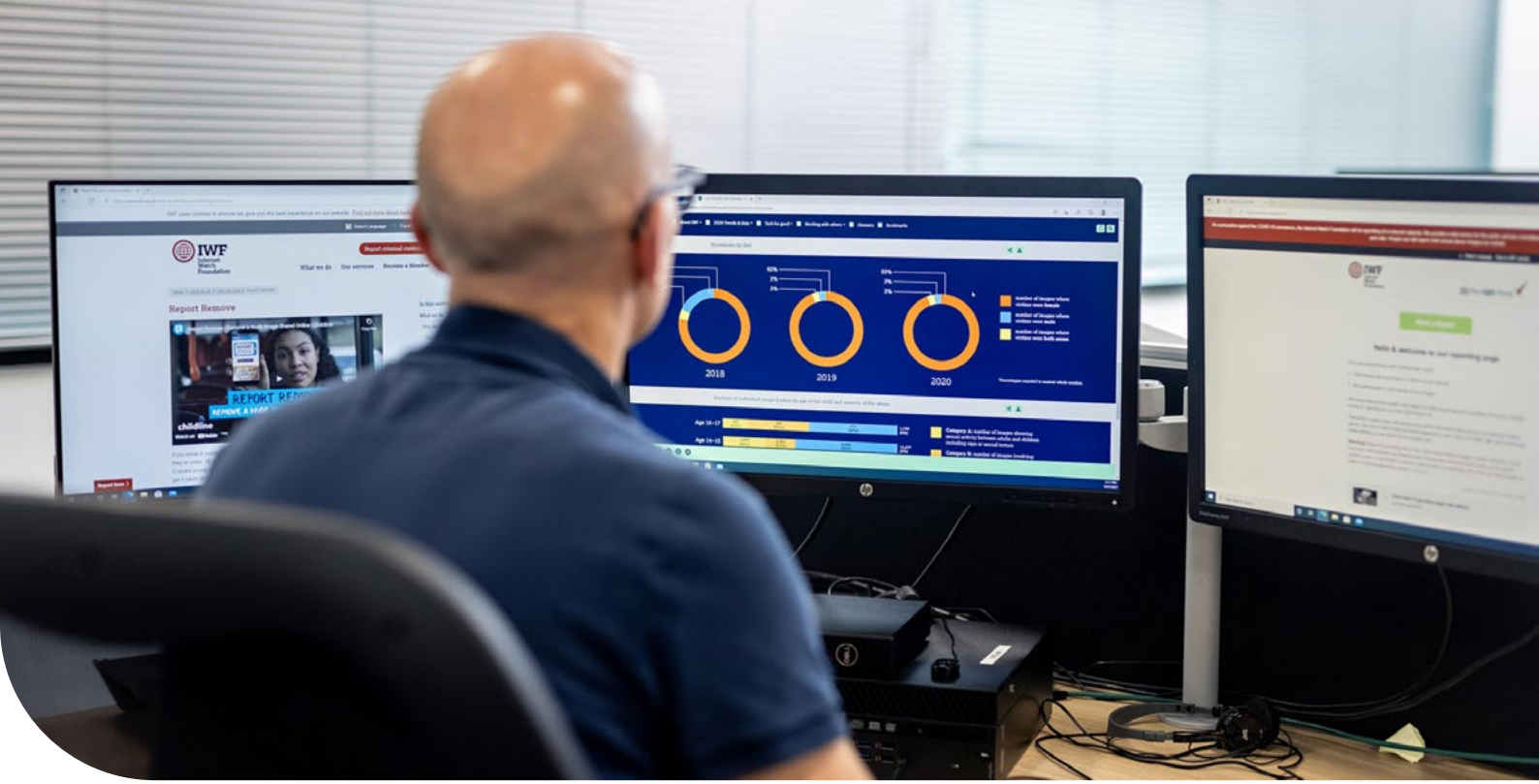

The threat posed by AI-generated child sexual abuse images and videos

By Cat McShane, Internet Watch Foundation

Any child can be a victim when advances in AI technology are exploited for malicious purposes

When the Internet Watch Foundation (IWF) a UK-based charity that works globally to find and remove child sexual abuse imagery from the internet, first began tracking incidents of AI text-to-image generated child sexual abuse material in 2023, the number of reports were small – **51 webpages containing AI imagery were found**[i] – and the technical quality of some of the images was rudimentary.

IWF analysts were often able to recognise that images were artificially generated because of clear 'tells', such as backgrounds not lining up or body parts were wrong, missing or clumsy.

Today, it is a different story. Advances in the sophistication of AI technology have been so rapid that it is incredibly challenging to tell the difference between images of child sexual abuse that are real, and those that are synthetic.

Even more alarming is the quantity and quality of AI videos now being generated. Last year, **the IWF discovered**[ii] 3,440 AI videos of child sexual abuse, compared with 13 in 2024, and the severity of the abuse shown has only increased as the technology has improved.

Child sexual abuse reports seen by the IWF that contain AI have also increased. In 2025, the number of webpages rose to 498, nearly 10 times as much as first seen in 2023.

AI-generated does not mean victimless

Thankfully, analysts at the IWF, can take steps to have the imagery blocked or taken down, as UK law considers artificially generated imagery of child sexual abuse to be criminal. No matter whether it's photorealistic or non-photographic, such as a cartoon or drawing, it is treated in the same way as real child sexual abuse images and videos.

There can be no doubt that synthetic child sexual abuse content is harmful and its impact no less felt if AI generated or not. **AI child sexual abuse material (AI-CSAM) normalises sexual violence against children**[iii] and undermines efforts to create an internet free of child sexual abuse and exploitation.

There is also no truth in the thinking that AI-CSAM may be 'victimless'. AI can be used to create highly realistic images and videos using the likeness of a real child. This can be done by altering existing photos or videos, sometimes termed as 'deepfakes', or **creating entirely new**[iv] AI-generated sexual abuse content. The harm to victims is always significant, regardless of the method used to create the imagery.

The misuse of AI has also become more widespread.

As AI generative tech evolved, it has been incorporated into easy-to-use tools such as 'nudification' apps, which proliferate on the open internet. These tools can be used to digitally remove clothing from images, creating sexual abuse imagery of a child or young person.

Reports of deepfakes – many of which are generated using these tools – seem to be **closely linked**[v] with the sexual extortion of children, sometimes for financial gain. This means that perpetrators no longer need to groom children into sharing sexual images for extortion purposes because images that are convincing enough to be harmful can now be produced using generative AI.

In cases of AI-CSAM, it is critical that children know that they should not feel ashamed and that they can come to a parent or trusted adult for help. It is the blackmailers, bullies and other people sharing their sexual imagery who are in the wrong.

If another child has generated AI sexual abuse imagery, they may think it is 'just a joke' or 'banter' and may or may not recognise the illegality or the serious, lasting impact their actions can have on the victim.

Footnote

i. Internet Watch Foundation Annual Report 2023 https://www.iwf.org.uk/annual-report-2023/trends-and-data/ai-generated-child-sexual-abuse

ii. IWF "AI becoming 'child sexual abuse machine' adding to 'dangerous' record levels of online abuse" https://www.iwf.org.uk/news-media/news/ai-becoming-child-sexual-abuse-machine-adding-to-dangerous-record-levels-of-online-abuse-iwf-warns/

iii. "Deepfake abuse is abuse" Statement by UNICEF on AI-generated sexualised images of children https://www.unicef.org/laos/press-releases/deepfake-abuse-abuse

iv. IWF "The horror and the heartbreak - how one child sexual abuse survivor's torment will never end thanks to AI" https://www.iwf.org.uk/news-media/news/the-horror-and-the-heartbreak-how-one-child-sexual-abuse-survivor-s-torment-will-never-end-thanks-to-ai/

v. IWF Report July 2024 "What has changed in the AI CSAM landscape?" https://admin.iwf.org.uk/media/nadlcb1z/iwf-ai-csam-report_update-public-jul24v13.pdf

Supporting educators to deal with incidents

In education settings, any incident involving AI images or videos of abuse should be treated with the same level of care and urgency as any other incident involving child sexual abuse material.

Guidance[vi] developed jointly by the National Crime Agency and the IWF provides a step-by-step response for professionals who work with children and young people, including the advice that the content should not be shared, downloaded or saved – even for reporting purposes.

It is vital that the correct child protection and safeguarding policies are followed and that victims are given the support they need to manage the emotional and psychological impact.

The world-leading **Report Remove**[vii] service, which is run by the IWF and Childline, provides anyone under 18 years old in the UK with a way to anonymously report sexual images and videos of themselves on the internet. The service ensures that the young person is safeguarded and supported throughout the process and, if the imagery is found to be illegal, the IWF will work to stop its spread on the internet.

Earlier this year, it was **reported**[viii] that 19% of the confirmed child sexual abuse imagery sent to Report Remove by children involved some kind of manipulation.

IWF Internet Watch Foundation

Working together to stop child sexual abuse online

The good news is that the UK government has announced plans to ban AI nudification apps, a move which is strongly supported by the IWF. However, more could always be done to ensure that AI tools are built in such a way that safety is made a priority in their design. Until that is enforced, the sad likelihood is that AI technology will continue to be exploited for malicious purposes and the number of AI-CSAM reports will grow ever higher.

Footnote

vi. IWF Professional Guides: Understanding and Responding to AI-Generated Child Sexual Abuse Material https://www.iwf.org.uk/resources/ai-generated-child-sexual-abuse-material-professionals-resource/

vii. https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/

viii. IWF "AI nudification app ban and on-device protections for children welcomed following IWF campaign" https://www.iwf.org.uk/news-media/news/ai-nudification-app-ban-and-on-device-protections-for-children-welcomed-following-iwf-campaign/

You can find out more about the Internet Watch Foundation's work and access practical resources at **iwf.org.uk/resources**

Visit **iwf.org.uk/resources** ›

DfE standard for IT support

Quick guide to the DfE's latest technology standard

According to the Department for Education, effective IT support is essential to maintain your school's technology, plan upgrades and underpin your technology strategy.

The Department for Education says that maintaining your school's technology, planning upgrades and your technology strategy all depend on effective IT support.

The standard does not mandate how a school or college should organise its IT support arrangements. The support could be internal (someone employed by the school or its multi-academy trust), external (provided by an outside company or local authority) or a mixture of the two.

There are five areas to consider:

Make sure IT support helps you meet the digital and technology standards

- Undertake daily activities to help schools meet the standards, in particular the six core standards
- Decision-making should support continued compliance

The school's SLT digital lead should understand how IT support contributes to meeting the digital and technology standards.

Ensure IT support actively maintains and improves your digital technology in line with your digital strategy

- IT support should understand your support needs
- Supports and maintains your technology
- Plans upgrades and improvements

Make sure your IT support is responsive and meets agreed service expectations

- Agree expectations for responsiveness
- Make sure IT support offers clear support channels
- Record and track all support requests

Review your IT support at least once a year

- Assess whether the support you have meets your needs
- Check how well IT support is performing
- Review contracts, procurement and value for money
- Report the findings

Provide staff with guidance and training on using technology

- Clear instruction, documentation and policies are essential

There is more detailed information about meeting this DfE standard, including these useful resources in our guide for school and trust leaders.

Example implementation roadmap

Annual review checklist

You can download the guide here

rm.com/resources-for-mat-slts >

Assessment Evolved: Rethinking formative assessment in the age of generative AI

By Meredith Reeve,

Lead Specialist, Research Strategy, Pearson

Meredith Reeve is a Lead Specialist in Research Strategy at Pearson. Drawing on 20 years' experience across secondary teaching, assessment innovation, qualification development and product development, Meredith delivers high-impact research and thought leadership initiatives to advance learning and assessment across Pearson's products and markets.

Generative AI (GenAI) is already a reality in classrooms, colleges, and universities. Across all stages, students are experimenting with AI tools to generate ideas, draft responses, and check understanding. For the education community, this raises big questions about assessment, learning integrity, and what meaningful evidence of learning looks like in an AI-enabled world.

Within this landscape, formative assessment is at a crossroads. It's a cornerstone of teaching and learning that educators across the world see as critically important. Yet, it faces real disruption from GenAI.

With this in mind, we shaped Pearson's latest research: *Assessment Evolved* **bit.ly/3OL7Wau** Informed by insights from more than 1,000 educators in schools and higher education, plus global experts, it explores how formative assessment can adapt for maximum impact in the GenAI era. Rather than offering one-size-fits-all solutions, the research invites reflection, experimentation, and shared insight grounded in a common commitment to effective teaching, learning and meaningful progress.

Educator perspectives: different journeys, shared purpose

So, what does our research show? While there's no single starting point for AI use, the research highlights four broad profiles that help describe how UK secondary teachers currently perceive the impact of AI on assessment and learning:

Staunch Traditionalists 7%
typically more concerned and resistant to AI, are least likely to adapt their assignments and see little promise in AI altogether.

Protective Skeptics 30%
are usually the most protective of formative assessment and see the risks that students' GenAI usage poses. However, they could accept AI's role in education when used appropriately.

Cautious Explorers 14%
predominantly haven't yet made their mind up on AI's role in assessment. They're open to its possibilities but have concerns that need addressing.

Proactive Innovators 49%
are aware of the risk and drawbacks of AI but are willing to experiment and are most likely to incorporate AI into assessments.

These descriptive categories reflect the varied beliefs, experiences and contexts reported by teachers. But with 37% of teachers perceiving students' AI familiarity as higher than their own and only 54% of teachers reporting that their school has an AI policy in place, the need for practical support to build teachers' AI literacy and confidence is clear.

Shifting from problematic to productive GenAI use

As a starting point, the global experts in AI, assessment and education we interviewed broadly agreed on and defined what constitutes 'productive' and 'problematic' use of GenAI for formative assessment:

Problematic use often occurs when AI replaces learning: when students submit AI-generated work without understanding it, or use tools to bypass practice, feedback, or reflection. Here, the risk isn't solely misconduct but also missed learning.

Productive use emerges when AI supports thinking rather than replacing it. It's when students use AI to generate ideas, test understanding, compare approaches, and reflect on feedback – while remaining responsible for decisions, reasoning, and outcomes.

This distinction matters because when we design assessments alongside GenAI with learning in mind, we create space for AI to support, rather than undermine, educational goals.

Moving beyond bans and detection to formative assessment evolution

In light of this, this 'crossroads moment' calls for a shift in focus: **from detection and bans, to harnessing the opportunity to enhance learning and support AI literacy while maintaining learning integrity.**

To do that, we need to go beyond prescribing a single approach and recognise the power of professional judgment – educators making informed decisions about what meaningful learning looks like in their own contexts.

As a sector, this invites collaboration rather than compliance. Sharing insights, examples, and emerging practice helps reduce isolation and builds collective confidence. It also allows educators to learn from one another as assessment practices continue to evolve.

Steps for evolving assessment

To support this shared exploration, we've created **practical Educator Guides** for schools and colleges that sit alongside our research. They're grounded in **frameworks**[i] available to help teachers with thinking about integrating GenAI in formative assessments. And together with insights from our research, we've used these models as a springboard to frame six tangible steps that teachers can take to start reflecting on and adapting formative assessment:

Step 1:

Have a clear purpose in mind

Every formative assessment should be clear on the knowledge, skills or thinking students are meant to demonstrate.

Step 2:

Define the assessment measures

Traditional tasks often reward surface-level outputs that GenAI can easily produce. Shifting emphasis towards deeper skills – such as reasoning, sense-making and application – makes learning harder to outsource and more meaningful to assess.

Step 3:

Focus on process over product

It's about the workings toward the final answer. Having students share drafts, explain decisions, and reflect on revisions and GenAI use makes their thinking visible and enables teachers to assess understanding – not just polished outputs.

Footnote

i. The frameworks are: The Two Lane Model (Liu, D., & Bridgeman, A. (2023) https://educational-innovation.sydney.edu.au/teaching@sydney/what-to-do-about-assessments-if-we-cant-out-design-or-out-run-ai), The Spotlight/Traffic Light Model (Mormando, S. (2023) https://www.edutopia.org/article/creating-ai-usage-guidelines-students/), and The AI Assessment Scale (Perkins, M., Roe, J., & Furze, L. (2024) https://arxiv.org/abs/2412.09029). See: https://bit.ly/3OL7Wau)

Step 4:

Diversify assessment formats and modes

Using a mix of written, oral, visual and practical assessment activities (and even chatbot logs) gives students multiple ways to show their learning. It also reduces over-reliance on a single task type that GenAI can generate quickly.

Step 5:

Add social and collaborative elements

Grounding GenAI usage in tasks such as discussion, peer feedback and group work anchor learning in interaction and shared reasoning, making it less solitary and more authentic to the teamwork students will encounter throughout their lives.

Step 6:

Include higher-order skills and processing

When asking students to use GenAI, provide opportunities for them to evaluate ideas, justify choices and apply ideas in context. This showcases students' judgement and understanding that GenAI alone can't replicate.

For each teacher, student and school, embracing steps like these will be a unique journey. But this is a moment to go from uncertainty to opportunity, and one we can navigate together. As a sector, it's time to move towards thoughtful inclusion of GenAI in assessment design, broader evidence of learning, and policies that align curriculum, instruction, and assessment to the skills needed for the future.

Explore more and download the full report and educator guides online at **bit.ly/3OL7Wau**

We'd love to hear your reflections and how you're adapting formative assessments, so please get in touch with us at: **assessmentevolved@pearson.com.**

Want to learn more about AI, safeguarding and more?

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With events by RM and our partners, you can build your confidence in important areas related to technology.

Visit **rm.com/technology/cpd-sessions-and-recommended-events** ›

One of the six core standards to be met by 2030

Managing technology is now part of strategy

Your quick guide to DfE digital leadership and governance standards

The DfE now considers overseeing technology a senior leadership team responsibility. It has set out expectations and instructions for schools, colleges and trusts in the digital and technology standard for digital leadership and governance.

There are four areas to consider:

Digital technology is now an SLT responsibility

- One SLT member must be the nominated digital lead.

The digital lead will:

- Have strategic oversight of digital technology and ensure it supports the development plan
- Create and manage the digital technology strategy
- Help their colleagues embed digital technology that meets staff and student needs.

Keep up to date records for hardware and systems

- Asset, contract and information registers should be in place.
- It's not the digital lead's responsibility to create the registers, they can delegate this task. However, they are essential for effective financial planning and creating a digital technology strategy.

Disaster recovery and business continuity plans must include technology

- You can include technology in overall planning or have specific technology-related recovery and continuity plans.
- The SLT digital lead is responsible for this element of the standard.

Create a digital technology strategy and review it annually

- The SLT digital lead is responsible for this element of the standard.
- The strategy should cover a two-year period.

There is more detailed information about meeting this DfE standard, including what governors or trustees will want to know in our guide for school and trust leaders.

You can download it here at **rm.com/resources-for-mat-slts** >

How Hendon School has embraced strategic technology change with RM's help

RM provides managed IT support and strategic technology guidance at a diverse London secondary school.

How the school has progressed with technology and the contribution of RM as IT support partner

Hendon School has transformed its technology setup over the past three years, driven by a clear strategic vision to improve teaching and learning outcomes while achieving long-term cost efficiencies. Three major initiatives have characterised the modernisation journey - a comprehensive audio-visual refresh, migration to cloud-based systems, and infrastructure upgrades. RM's managed service provision has underpinned this transformation.

1. Audio-visual transformation

The most visible change is the replacement of traditional desktop computers and projectors with ViewSonic smart boards in every classroom. This strategic decision delivered dual benefits of enhanced teaching capabilities and significant cost savings by removing the need for teachers to have both desktop and laptop devices.

The impact on classroom practice has been transformative. Staff and pupils engage with content on the board as standard practice, something that was impossible with the projectors. The school runs training sessions to help teachers realise the full potential of the embedded software, building on this already successful foundation.

> **"There's a clear shift in how teachers are delivering lessons and engaging with students. The quality of interaction and learning has noticeably improved, and the introduction of this technology has been incredibly successful."**
>
> **Craig McGuire,** Headteacher, Hendon School

This approach has been supported by RM's partnership with ViewSonic, with training sessions both on-site and at ViewSonic's offices, showing the value of the networking opportunities that RM provides with its partners.

2. Cloud migration and digital collaboration

Perhaps the most strategically significant change has been the school's move from physical on-site servers to cloud-based systems. This included moving from a server-based management information system (MIS) to a cloud-based alternative and maximising the use of Microsoft 365.

This shift has delivered multiple strategic benefits. It has enabled repeatable cost savings by reducing warranty and licence fees for physical servers, while improving staff flexibility and building resilience into the school's systems. The collaborative possibilities of cloud-based working have been particularly transformative, with OneDrive and Teams enabling staff to share and develop resources together in real time.

The school's leadership emphasised the distinction between efficiency and effectiveness this has brought:

> **"It's more effective because the feedback is happening in real time. That immediacy allows for much richer conversations, and the gains in effectiveness, far beyond just efficiency, have been remarkable."**
>
> **Craig McGuire,** Headteacher, Hendon School

3. Computer room and infrastructure modernisation

The school has reinvested savings from the desktop reduction into updating computer room equipment. Using HP's Brighter Futures trade-in scheme via RM has reduced costs when refreshing devices. The school has also refreshed its wifi infrastructure with more access points across the site, supported by a new core network with fibre optic cables and modern switches. This infrastructure investment has been fundamental to supporting the move away from desktop computers and enabling the use of laptops across the school.

RM's strategic contribution

RM has played a crucial role in providing strategic direction and technical expertise. The school's leadership is clear about the value of this support.

"We really rely on RM for that strategic direction and helping us to form roadmaps so that we can make the right decisions in the right order and prioritise how to spend the money right first time."

Ron Spicer, Assistant Headteacher, Hendon School

RM has provided multi-layered support, from on-site engineering, backed up by monthly service meetings, to high-level technical consultancy and strategic digital guidance from its educational consultant team. This comprehensive support enables the school to navigate complex decisions about server lifecycle management, cloud migration strategies, and infrastructure investments with confidence.

"We're incredibly pleased with our relationship with RM and the value it brings ... their guidance proves priceless because it consistently sets us on the right path."

Craig McGuire, Headteacher, Hendon School

To find out more about how we can support you with enhancing teaching and learning in your school, get in touch via our website below.

visit rm.com/contact ›

Hear more from Hendon School, including how dependable technology has enabled enhanced teaching and learning in the next issue of RM Insights.

Rethinking AI in education: balancing innovation and sustainability

By Lex Hunt, RM Assessment

The hidden cost of AI in education

In the fast-paced world of technology, the integration of artificial intelligence (AI) into educational platforms promises a revolution. However, Rita Bateson, Director of Education at Eblana Learning, urges a thoughtful approach. At the RM Summit: AI in Action in October 2025, Rita highlighted the often-overlooked sustainability costs of AI, advocating for a balance between innovation and environmental responsibility.

Energy consumption of generative AI

Generative AI's energy consumption extends beyond powering servers. Data centres require substantial cooling, and a single query can use up to 500 ml of water. This is especially concerning in arid regions like Saudi Arabia, which plans to invest $40 billion in AI by 2030. Here, water scarcity and energy demands pose significant challenges.

The environmental impact of AI: a case study from Ireland's data centres

Ireland serves as a cautionary tale for AI enthusiasts. In 2023, its data centres consumed 21% of the nation's electricity, straining the energy grid and challenging climate goals. As tech giants like Google and Microsoft seek private power lines to meet growing demands, the need for sustainable practices becomes urgent.

Putting AI costs into perspective

Throughout Rita's keynote, she drew on relatable comparisons to provide context; while a single AI query's water consumption seems small, collectively, AI's environmental footprint is significant. Rita explained that the water used to generate 300 ChatGPT text queries equals 1 gallon, compared to the production of 1 hamburger, which can use up to 660 gallons.

Training models like OpenAI's GPT-4 cost over $100 million and consumed energy equivalent to powering San Francisco for three days. By 2028, AI-specific power consumption could rival that of US households, with emissions akin to driving 300 billion miles.

Education's role in sustainable AI

Scaling AI in curriculum and assessment

As AI becomes integral to education, Rita emphasises the need for sustainable practices. Schools must consider the resources consumed by AI tools like ChatGPT. The dependence on AI is growing, with universities embracing models like ChatGPT Edu, providing advanced features and fostering reliance on technology for educational resources.

Global initiatives and regulations

Countries like China and the US are prioritising AI in education and national security. The EU AI Act introduces comprehensive regulations, overlapping with GDPR on data privacy. Rita warns of potential privacy risks, urging a balance between technological advancement and ethical considerations.

Best practices for sustainable AI

Rita advocates for conscious consumption in AI usage. Educators and students should reflect on their reliance on AI, ensuring it aligns with educational goals. Simple changes, like minimising unnecessary energy use and choosing efficient digital interactions, can significantly reduce the carbon footprint.

Rita's insights call for a re-evaluation of AI's role in education. By prioritising sustainability and ethics, educational institutions can lead the way in responsible AI usage. As pioneers, they have the opportunity to model best practices, ensuring that AI serves as a tool for meaningful and conscious learning.

To discover more about what RM Assessment are doing with AI in assessment, for special reports and opinions

visit **rm.com/assessment/white-papers-and-research** >

Celebrating excellence: The RM Technology Awards winners

Our vision is to put brilliant digital learning at the centre of everything we do, and our inaugural RM Technology Awards celebrate the schools and trusts that are doing exactly that.

From transforming connectivity to pioneering Google-first strategies, these RM Technology Awards 2025 winners are enriching the lives of pupils and improving educational outcomes every day.

Primary school of the year: Thrapston Primary School

Thrapston Primary has used digital transformation to create a truly inclusive environment. By upgrading their connectivity, they've doubled the capacity of their SEND unit, ensuring more children have the tools they need to thrive. The new network also allows early career teachers to share resources seamlessly, reducing workloads and letting them focus on what they do best: teaching.

Secondary school of the year: Hendon School

Following a major refresh of their devices and audio-visual equipment, Hendon School has seen a massive impact on learning. In partnership with RM, HP, and ViewSonic, they've modernised their infrastructure and digital safeguarding to create a safer, more engaging environment for their students.

"We are delighted to receive the Secondary School of the Year award from RM. We have been on an incredible journey with our use of IT in audio-visual, digital safeguarding, and network infrastructure. RM has been amazing and supported us with their partners to include ViewSonic and HP, every step of the way."

Craig McGuire, Headteacher, Hendon School

School trust of the year : The Elliot Foundation Academy Trust (TEFAT)

TEFAT continues to lead the way with a "Google-first" strategy that ensures equitable access to IT for all its students. Despite being relatively few in number, the central IT team has worked hard to simplify service models across the whole trust. This efficiency means their schools can get the most from their technology.

Keeping schools safe: Monkleigh Primary School

Small schools can still think big. Monkleigh Primary has demonstrated a forward-thinking approach to security by implementing RM Voice. By choosing a system with robust safeguarding features, they've shown that student safety is at the heart of their digital telephony.

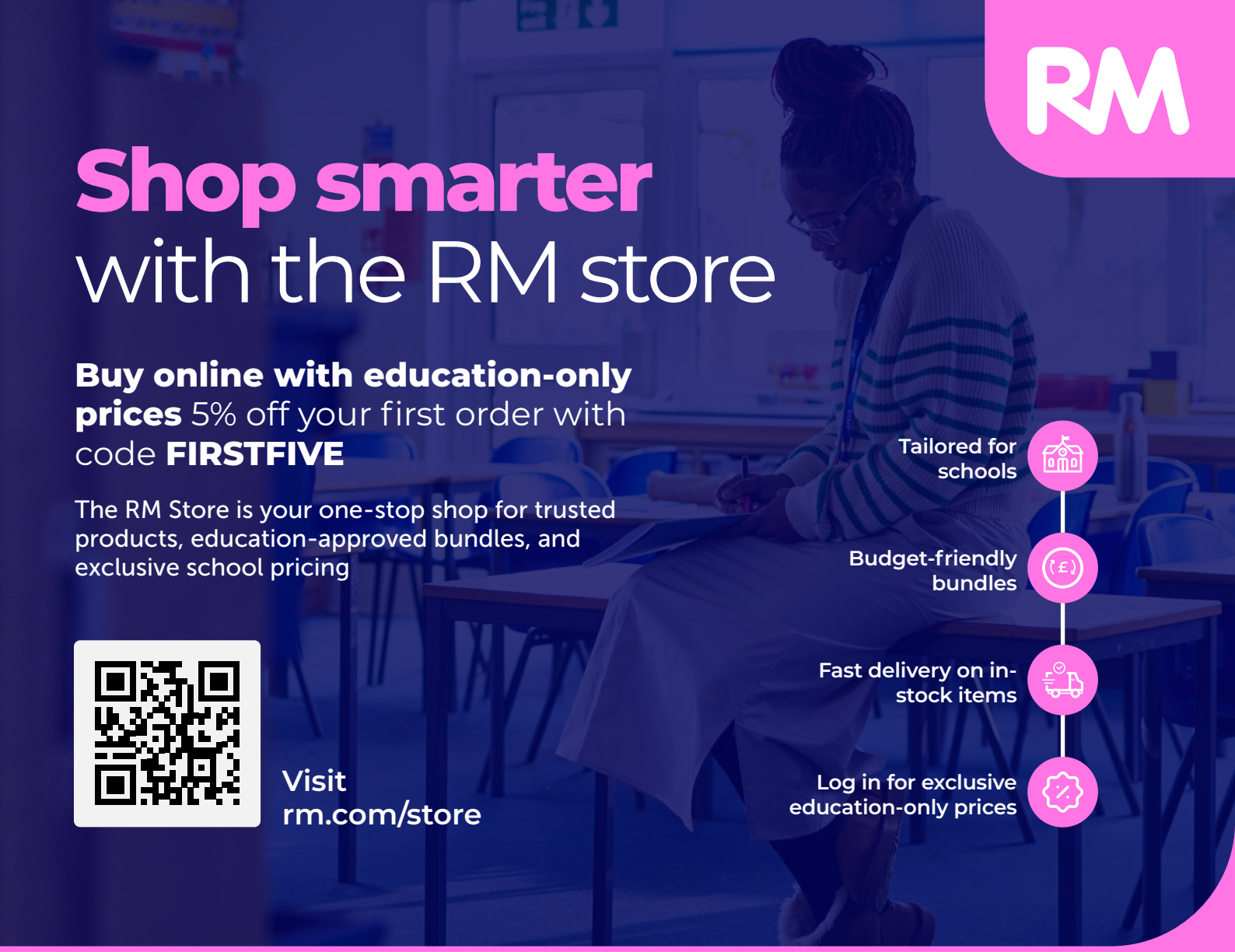
Digital champion: Alpha Academies Trust

Thomas Bourne and the team at Alpha Academies Trust are true champions of pedagogical outcomes. Through a dedicated digital plan, they've successfully rolled out 1:1 Google Chromebooks across their primary schools. This initiative enhances their curriculum and creates improved learning experiences for every child.

"We are incredibly proud to receive the Digital Champion Award. The introduction of 1:1 Chromebooks across our primary schools, driven by our dedicated digital plan, is fundamentally enhancing our curriculum and creating genuine, improved learning outcomes for our children. Our partnership with RM Technology continues to be crucial in ensuring we have the right infrastructure, hardware, and support to deliver this programme successfully."

Tom Bourne, Director for Education, Alpha Academies Trust

Congratulations to all our winners. We're proud to be your partner, ensuring technology evolves to meet the changing needs of your learners and staff.



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