The eqAIte Project

Evaluating Quality AI for Teaching Excellence

What is eqAIte?

The "Evaluating Quality AI for Teaching Excellence" (eqAIte) framework provides a structured approach for evaluating the quality of AI tools for teaching, learning and productivity. The aim is to assess tools against a framework of criteria, helping teachers to make informed choices around whether, how, when and where to introduce AI to their practice.

An AI tool, feature or affordance is evaluated against the framework, which produces a "radar map" summary of its strengths and weaknesses. This can be used to inform product choice, implementation strategy, staff training requirements and budgeting. In creating the framework, we have synthesised current research around AI in education, and you can see the sources we used in the appendix. Finally, the project team offer training and support to schools around AI adoption, you will find details on the project website eqAIte.org.

Why AI?

While some schools are exploring AI with enthusiasm, others are approaching it with caution, and rightly so. Concerns around bias, equity, energy consumption, and pedagogical integrity are increasingly voiced by educators, researchers and technologists. These concerns matter and must be taken seriously.

However, when critically selected and thoughtfully implemented, AI tools can also offer meaningful benefits: reducing workload, supporting personalised learning, and helping pupils make better progress – particularly in underserved communities, where infrastructure, staffing constraints, and learner needs – including SEND, EAL, and socio-economic disadvantage – limit access to high-quality education.

Why eqAIte?

The eqAIte framework places particular emphasis on equity, ensuring that AI adoption does not exacerbate existing disadvantages. Criteria are designed to help schools identify tools that support inclusive pedagogy, accessible training, and fair outcomes for all learners.

The framework does not assume that AI should be adopted, nor does it promote its use. Instead, it provides a structured way to evaluate whether, when and how AI might serve educational goals. It supports schools that choose to adopt AI cautiously, as well as those that choose to opt out entirely.

The emphasis is on informed, values-aligned decision-making, empowering educators to ask better questions, not prescribing answers.

Where would I use eqAIte?

The framework aims to help schools assess AI tools intended for these use cases:

- **Teaching with AI:** help teachers bring genuine AI experiences into the classroom with AI tools such as Moral Machine, Experience AI and ML4K, navigate the challenges of AI use by students, and deliver authentic assessment, with and without AI.

- **Teacher use of AI for productivity:** give teachers confidence to use AI to reduce workload and improve their effectiveness in the development of their curriculum, including curriculum design, creating resources, assessment and scaffolding, (example tools here are Teachmate and Brisk Learning, many others are available).
- **Learning with AI:** help teachers select tools for use by learners, taking advantage of the opportunity for personalised, adaptive learning and real-time feedback which can enable faster progress towards mastery.

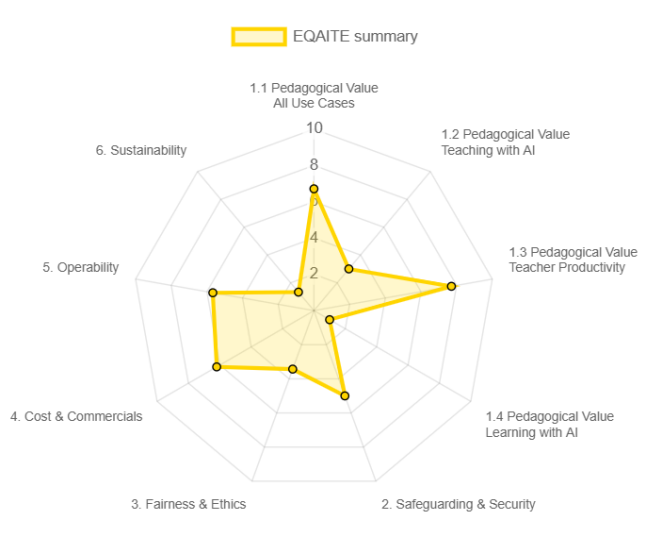
Note that we are **not** addressing **Teaching *about* AI** – what schools need to teach pupils *about* AI. We suggest schools consider this issue across the whole school curriculum, especially in Computing and PSHE (Citizenship). For more guidance on teaching about AI, see the appendix.

What does eqAIte do?

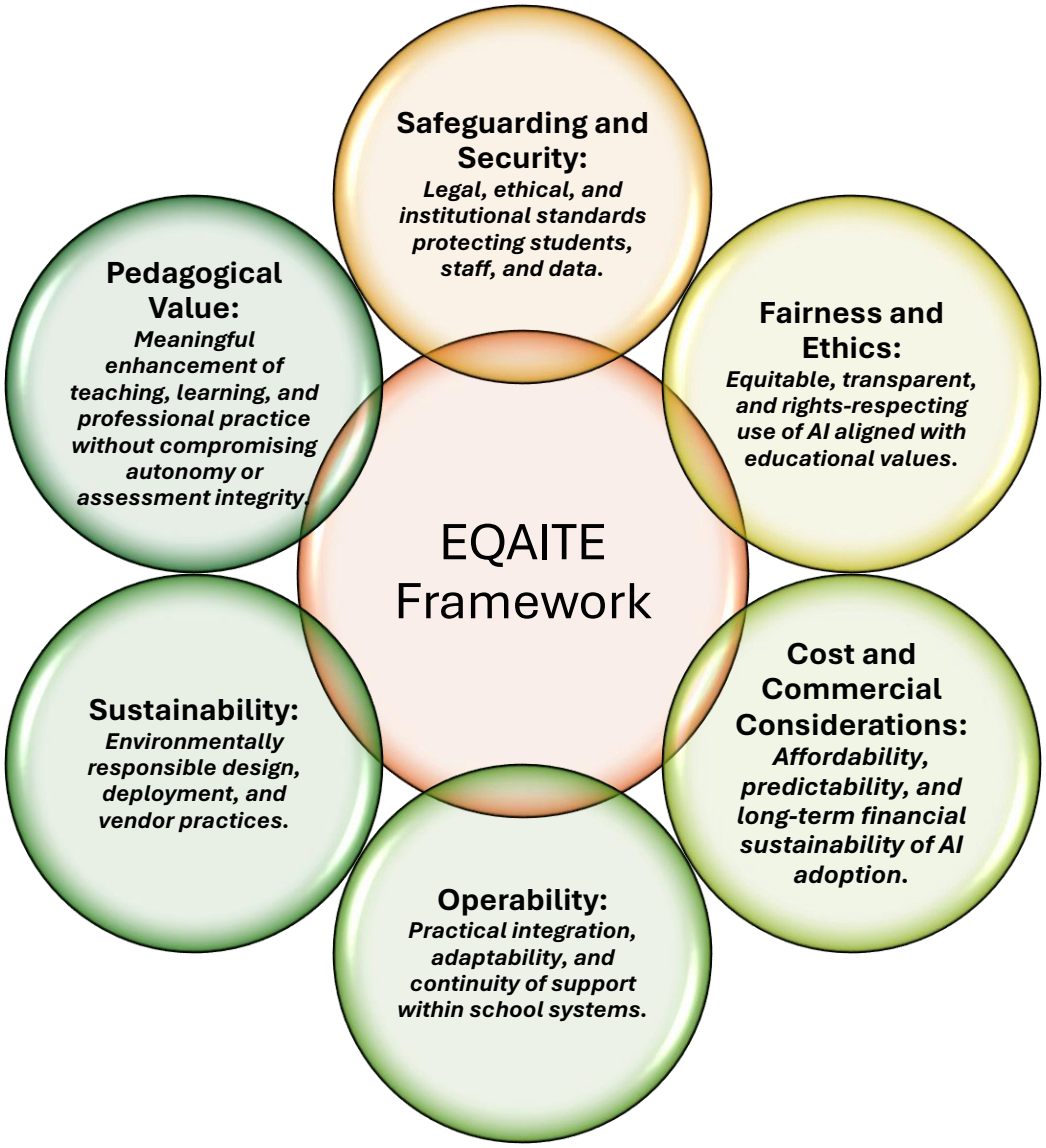
Using the framework below and the provided tool at app.eqaite.org, you will be able to use eqAIte to assess AI tools against many criteria, arranged into six areas of concern:

1. Pedagogical Value, split into:
   1.1 All use cases
   1.2 Teaching with AI
   1.3 Teacher Productivity
   1.4 Learning with AI
2. Safeguarding and Security
3. Fairness and Ethics
4. Cost and Commercial Considerations
5. Operability
6. Sustainability

The resulting report includes a radar map like the example here. You can review this against your own requirements, expectations and principles. This analysis allows you to make evidence-informed decisions about AI adoption.



eqAIte at a glance



eqAIte Framework

1. Pedagogical Value

This section assesses **specific use cases**, ensuring AI tools effectively enhance teaching, learning, and productivity.

1.1. All Use Cases

1.11 **Customisation:** Allows customisation of reporting features, tailored interventions, and school-specific modifications.
1.12 **Autonomy:** Preserves teacher autonomy, ensuring control over lesson planning, assessment, and instructional design.
1.13 **Assessment:** Maintains reliability and validity of assessment, without negatively impacting existing models.
1.14 **Evidence:** Provides independent evidence of impact, such as case studies demonstrating measurable learning or workload benefits.
1.15 **Context:** Suitable for the UK (or relevant educational territory), ensuring compatibility with curriculum structures, terminology, and school policies.
1.16 **Collaboration:** Product supports teacher networking, resource sharing, student peer interaction and/or community-building across classrooms and schools.
1.17 **SAMR Level:** Product enables significant pedagogical transformation along the SAMR continuum of EdTech value: Substitution, Augmentation, Modification, Redefinition.
1.18 **Academic integrity**: Minimizes academic integrity risks including so-called "cheating" or plagiarism in independent work.

1.2. Teacher Use of AI in the Classroom (Teaching *with* AI)

1.21 **Efficiency**: Enhances learning efficiency, enabling similar pupil outcomes in a shorter timeframe.
1.22 **Outcomes**: Supports more ambitious learning outcomes, including comprehension, engagement, retention, and mastery beyond traditional instruction.
1.23 **Scaffolding**: Supports semantic profiling to aid progression from concrete to abstract thinking and increasing complexity of ideas. Helps teachers scaffold learning more effectively by mapping conceptual depth and knowledge structure.
1.24 **Engagement**: Sparks curiosity and engagement, introducing innovative AI-driven experiences into lessons.

1.3. Teacher use of AI for Productivity

1.31 **Planning:** Speeds curriculum and lesson creation, schemes of learning, retrieval exercises, assessments, and careers education materials.
1.32 **Personalisation**: Facilitates creation of personalised learning materials, improving differentiated instruction or adaptive teaching and engagement through learner-specific contexts.
1.33 **Marking**: Improves efficiency in marking, feedback, and reporting, maintaining effectiveness while streamlining data capture.
1.34 **Data**: Simplifies school-wide data analysis, including intervention selection and results review meetings.
1.35 **Reports**: Speeds up parent-facing reporting, such as school reports and communication with families.

1.36 **Support:** Assists in non-curricular effectiveness, such as behaviour management strategies and implementation of EHCP recommendations.
1.37 **Other**: Delivers any other productivity benefits not listed here.

1.4. Learner Use of AI in the Classroom (Learning *with* AI)

1.41 **Adaptive**: Adjusts pace and content dynamically to match learners' needs, ensuring challenge, mastery, and motivation.
1.42 **Formative**: Delivers immediate, targeted feedback that supports self-correction and sustained engagement with learning goals.
1.43 **Feedback Literacy**: Builds student understanding of AI-generated feedback through clear, jargon-free explanations, while ensuring educator visibility and dialogue to support learning.
1.44 **Contextualised**: Allows educators to align AI-generated content with different learners' interests, experiences and aspirations to enhance relevance and inclusivity.
1.45 **Agency**: Provides pedagogical support without removing learner autonomy, supports critical thinking, creativity, and reflective decision-making. Encourages structured reasoning without overreliance or cognitive offloading.

The remaining sections are relevant to **all use cases**.

2. Safeguarding and Security

Note. While this framework serves to enumerate risks and inform decisions by education leaders, the authors suggest that a low score in this section is a "red line" for adoption, with reference to KCSIE 2025 paragraphs 134-136. The tool must not be used if there are concerns or a lack of clarity about safeguarding policy or efficacy.

2.1 **Four Cs:** Prioritises safeguarding to limit **content**, **contact**, **conduct** and **contract** risks to children and young people. The tool's safety policies and processes are available. Changes to the tool, such as updates or new functionality, are risk-assessed for safeguarding impact.
2.2 **Filtering & monitoring:** Blocks illegal content in inputs and outputs. It includes built-in filtering and monitoring features for harmful or inappropriate, multimodal content (that identify the user involved) or enables external solutions to interrogate inputs and outputs.
2.3 **Governance:** Provides governance oversight, ensuring compliance, safeguarding protocols, audit logs, and teacher intervention features for transparency and accountability.
2.4 **Age appropriateness:** The tool is designed and tested for use by the target users, and both the vendor-published minimum age and any third-party-assessed age appropriateness measures such as Google Play Store and Apple Appstore ratings also suggest the tool is suitable for the target users.
2.5 **Privacy and Data Protection:** Acts responsibly with sensitive student and teacher information to prevent privacy risks. Maintain compliance with Data Protection laws such as the DPA / GDPR – such that a Data Protection Impact Assessment (DPIA) would be successful if required.
2.6 **Compliance:** Complies with all relevant regulations related to tool purpose. Complies with government, trust, and school policies on ethical, safe, and responsible technology use.

2.7 **Robustness:** Operates safely and reliably, even under attack. The tool resists threats like denial-of-service or adversarial inputs, and is fault tolerant, failing safely and gracefully.

2.8 **Emerging risks:** Vendor commits to regularly review and address emerging safeguarding risks [1]

3. Fairness and Ethics

3.1 **Equity:** Actively supports equitable access for all students, including those with SEND, EAL, socio-economic disadvantage, and limited digital access. Demonstrates consistent performance across diverse learner contexts and mitigates risks of exclusion or bias in deployment, training, and outcomes.

3.2 **Bias:** Reduces bias and ensures diverse perspectives are represented in AI-driven recommendations and learning experiences.

3.3 **Anthropomorphism:** Avoids anthropomorphism, thus preventing misconceptions, inappropriate relationships with technology, and the perpetuation of racial and gender biases.

3.4 **User IP use:** Avoids misuse of users' intellectual property, such as use of prompts and supplied source materials for the vendor's own model training or transparently allows this to be controlled by the user.

3.5 **Ethically trained:** Trained using only Creative Commons or copyright-free material, or content used with permission of the copyright holders. Guarantees no adult material, or other problematic content for education, in the training data.

3.6 **xAI:** Supports "explainable AI", helping users understand how outputs are generated by providing transparent reasoning, citing relevant sources, and disclosing training data and model parameters. Incorporates emerging standards for information provenance[2].

3.7 **Stakeholder Trust:** Positively regarded by key stakeholders, and this is supported by evidence from pilot feedback or surveys.

4. Cost and Commercial Considerations

4.1 **TCO:** Maintains affordable total cost of ownership (TCO), covering licensing, renewal fees, infrastructure needs, training and support. Has a predictable long-term cost model, avoiding sudden pricing changes or vendor instability.

4.2 **Training:** Minimizes training burden, requiring little tech literacy and easy adoption by target staff. Accessibility of training materials and delivery for schools with limited CPD budgets or digital infrastructure.

4.3 **Integration:** Fits into existing curricula without significant modifications. Integrates seamlessly into existing education workflows, including M365/Teams, Google Classroom, any LMSs, and the school MIS.

4.4 **Change Management Readiness:** Supports low-disruption implementation, phased adoption, and alignment with school change strategies.

4.5 **Business Model Transparency:** Clear articulation of profit motive, data monetisation practices, presence of sponsored content, and any commercial influence on outputs.

[1] At time of writing, these risks include fake intimacy, persuasive chats, manipulation and agentic AI, but the landscape is moving rapidly hence the need for vendor commitment to regular review.

5. Operability

5.1 **Interoperability:** Supports interoperability with school-wide systems, including authentication (SSO) and electronic data exchange (EDI) plus optionally CSV, Google Workspace, SCORM.

5.2 **Customisation:** Enables customisation, allowing teachers to modify parameters to address ongoing changes to policy, teaching and learning goals while preserving ethical and pedagogical integrity.

5.3 **Supported:** Vendor provides ongoing teacher support, including documentation, videos, and/or live assistance.

5.4 **No lock-in:** Simplifies transition away from the tool, offering full data export and migration options in case of tool replacement.

5.5 **Feedback welcome:** Includes mechanisms for teacher or student feedback to influence product development.

5.6 **Collaboration Features:** Enables teacher networking, resource sharing, or student peer interaction. Fosters community-building and collaborative learning environments.

6. Sustainability

6.1 **Environmental Efficiency:** Maintains low environmental costs relative to pedagogical benefits, demonstrating efficient use of computing resources during design and deployment.

6.2 **Carbon and Water Transparency:** Vendor discloses estimated energy and water usage associated with tool operations or model training, enabling environmentally responsible decision-making.

6.3 **Vendor Sustainability Commitments:** Demonstrates climate-conscious operational practices – such as renewable-powered infrastructure, water conservation, or public sustainability reporting – that align with educational values.

eqAIte Rubric

Criteria	0–2 (Limited)	3–5 (Basic)	6–8 (Proficient)	9–10 (Advanced)
Pedagogical Value for Teacher Productivity	Minimal impact on workload or planning. No time-saving or curriculum support.	Some automation or planning support, but limited efficiency or relevance.	Reduces workload in planning, marking, reporting, or curriculum design.	Strong productivity gains across planning, assessment, and reporting. Preserves autonomy and aligns with school goals.
Pedagogical Value for Teacher Use in the Classroom	No enhancement of teaching or learning. No support for engagement or mastery.	Basic classroom use with limited pedagogical benefit.	Supports comprehension, engagement, and scaffolding. Sparks curiosity and improves outcomes.	Enables semantic profiling, mastery-level outcomes, and innovative pedagogy.
Pedagogical Value for Learner Use in the Classroom	No meaningful learning support. Feedback is generic or misleading.	Offers basic adaptive features or feedback but lacks depth or agency.	Supports adaptive learning, formative feedback, and contextualised content.	Builds feedback literacy, supports autonomy, and enables mastery through personalised, scaffolded learning.

Criteria	0–2 (Limited)	3–5 (Basic)	6–8 (Proficient)	9–10 (Advanced)
Safeguarding and Security	Unsuitable for use in an education setting.	Meets safeguarding, data protection and compliance minimum requirements.	Meets, and in some areas exceeds safeguarding, data protection and compliance requirements.	Demonstrates industry-leading practices and adopts emerging best practice approaches to safeguarding, data protection and compliance.
Fairness and Ethics	Shows disregard for equity, bias, or ethical design principles.	Acknowledges fairness and ethics but lacks robust protections or transparency.	Applies ethical AI principles with reasonable bias mitigation and user rights.	Strong equity and rights safeguards; transparent, explainable, and inclusive in design and use.
Cost and Commercial Considerations	Unpredictable costs, unclear value, or training burden outweighs benefit. No transparency about business model or data use.	Affordable but may introduce long-term cost or integration constraints. Limited clarity on commercial motives or data monetisation.	Reasonable cost, predictable pricing, and acceptable workload or training demands. Some transparency about business model and data use.	Cost-efficient, future-proof, low training overhead, strong alignment with school budgets. Fully transparent business model, no sponsored content, clear data use policies.
Operability	Poor technical fit or lacking vendor support/interoperability options.	Integrates at a basic level with limited flexibility or support.	Fits existing systems, allows some adaptability, and includes standard support.	Seamlessly interoperable, adaptable for teachers, strong support and no vendor lock-in.
Sustainability	No visible sustainability efforts or disclosures related to AI impact.	Some claims on environmental practices, but limited transparency or follow-through.	Energy-conscious, partial transparency on carbon/water usage, values-aligned vendor.	Highly efficient tool with transparent climate metrics and a sustainability-aligned vendor strategy.

How to Use This Rubric

- Educators & school leaders can apply this rubric to systematically evaluate AI tools before adoption.
- Crowdsourced reviews can build a library of ratings and evaluations, helping teachers identify effective tools for different use cases.
- The 0-10 scoring scale provides granular assessments, ensuring AI tools meet ethical, pedagogical, and institutional priorities.
- You can also use our free web application at app.eqaite.org to evaluate am AI tool or feature against this framework, and receive a report featuring the eqAIte radar map.

Appendices.

A. Evaluation Process for AI Tool Adoption

Schools and educators may benefit from a staged approach to evaluating AI tools before full adoption. This process complements the eqAIte rubric and ensures decisions are evidence-informed and context-sensitive.

Recommended Steps:

1. **Define Requirements:** Identify pedagogical goals, operational constraints, and safeguarding needs.
2. **Initial Screening:** Use the eqAIte radar map to filter tools that meet minimum thresholds across all strands.
3. **Detailed Assessment:** Apply the full eqAIte rubric to shortlisted tools, gathering input from teachers, IT staff, and leadership.
4. **Pilot Testing:** Trial the tool in a controlled setting, documenting impact on workload, learning outcomes, and integration.
5. **Final Selection:** Choose the tool based on rubric scores, pilot feedback, and strategic fit with school priorities.

B. Glossary of Terms and Concepts

- **Adaptive Learning**: AI-driven adjustment of pace, content, or difficulty based on learner performance and needs.
- **Agency**: The learner's ability to make informed, autonomous decisions in their learning process, supported but not overridden by AI.
- **Anthropomorphism**: Attributing human traits to AI systems, which can lead to misconceptions or inappropriate emotional engagement.
- **Assessment Integrity**: The preservation of validity, reliability, and fairness in assessment, even when AI tools are involved.
- **Bias Mitigation**: Techniques used to reduce unfair or discriminatory outcomes in AI tools.
- **Curriculum Integration**: The extent to which an AI tool fits within existing curriculum structures and teaching workflows.
- **Explainable AI (xAI)**: AI systems that provide transparent reasoning for their outputs, helping users understand how decisions are made.
- **Feedback Literacy**: The learner's ability to understand, interpret, and act on feedback — including that generated by AI.
- **Formative Feedback**: Feedback given during the learning process to guide improvement and deepen understanding.
- **Information provenance:** Tracks the origin, transformation, and use of data and models in AI systems. It includes source data, code lineage, parameters, execution context, authorship, and output attribution – supporting transparency, reproducibility, and ethical accountability.
- **Interoperability**: The ability of an AI tool to work seamlessly with other school systems (e.g. MIS, LMS, SSO).
- **Model Hallucination**: When an AI system generates inaccurate or fabricated information.
- **Robustness**: The AI's ability to perform reliably when faced with unfamiliar or atypical inputs.
- **Pedagogical Value**: The extent to which an AI tool enhances teaching, learning, and professional practice.
- **Radar Map**: A visual summary of an AI tool's performance across multiple evaluation strands.
- **Safeguarding**: Measures that protect students from harm, including inappropriate content, misuse, or data breaches.
- **Scaffolding**: Instructional support that helps learners progress from basic understanding to complex mastery.
- **Semantic Profiling**: Mapping learners' conceptual understanding to support progression from concrete to abstract thinking.

- **Stakeholder Trust**: Confidence in the AI tool from teachers, students, parents, and leadership, often supported by evidence.
- **Sustainability**: The environmental impact of AI tools, including energy use, water consumption, and vendor practices.
- **Total Cost of Ownership (TCO)**: The full financial cost of adopting an AI tool, including licensing, training, infrastructure, and support.
- **User Intellectual Property (User IP)**: Protection of user-generated content (e.g. prompts, lesson plans) from misuse or unauthorized training of AI models.

C. References

In creation of the eqAIte framework we have analysed and synthesised these sources. After the bibliography you will find a mapping of eqAIte criteria to source citations.

Government and Policy Documents

1. Department for Education. (2022). *Realising the potential of technology in education*. https://www.gov.uk/government/publications/realising-the-potential-of-technology-in-education
2. Department for Education. (2025). *Curriculum and Assessment Review: Interim Report*. https://www.gov.uk/government/publications/curriculum-and-assessment-review-interim-report
3. Ofqual. (2024). *Artificial intelligence and assessment*. https://www.gov.uk/government/publications/artificial-intelligence-and-assessment
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5. Department for Education. (2025). *Using AI in education settings: support materials*. https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials
6. NHS England. (2024). *Equality frameworks and information standards*. https://www.england.nhs.uk/about/equality/equality-hub/patient-equalities-programme/equality-frameworks-and-information-standards/
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Summary: https://www.unesco.org/en/articles/ai-competency-framework-students

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Presentations, articles and frameworks

31. Waite, J. (2024). *FATPS and SEAME: Evaluating AI in education*. https://www.raspberrypi.org/blog/experience-ai-unesco-ai-competency-framework/

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E. Cross-reference from Criteria to Sources

The three most relevant supporting sources from the bibliography are given here for each criterion, this table may assist you in evidencing your choices to school or trust leadership.

Criterion	Supporting References
1.11 Customisation	5 – Using AI in education settings; 24 – AI Quality Mark; 29 – Classroom integration guide
1.12 Autonomy	27 – TPACK Framework; 26 – Teaching in a digital age; 2 – Curriculum & Assessment Review
1.13 Assessment	3 – AI & Assessment; 28 – SAMR Model; 18 – EEF ChatGPT Trial
1.14 Evidence	18 – EEF ChatGPT Trial; 9 – AI Early Adopters; 24 – AI Quality Mark
1.15 Context	1 – DfE Tech in Education; 2 – Curriculum Review; 5 – AI Support Materials
1.16 Collaboration	29 – Experience AI Guide; 5 – AI Support Materials; 24 – AI Quality Mark
1.17 SAMR Level	28 – SAMR Model; 26 – Teaching in a digital age; 20 – FATPS & SEAME
1.18 Academic integrity	3 – AI & Assessment; 5 – AI Support Materials; 18 – EEF ChatGPT Trial
1.21 Efficiency	18 – EEF ChatGPT Trial; 5 – AI Support Materials; 30 – Teachmate Toolkit
1.22 Outcomes	26 – Teaching in a digital age; 17 – UNESCO Framework; 18 – EEF ChatGPT Trial
1.23 Scaffolding	27 – TPACK Framework; 17 – UNESCO Framework; 29 – Experience AI Guide
1.24 Engagement	29 – Experience AI Guide; 22 – Early Research Themes; 18 – EEF ChatGPT Trial
1.31 Planning	5 – AI Support Materials; 18 – EEF ChatGPT Trial; 30 – Teachmate Toolkit
1.32 Personalisation	32 – Brisk Learning; 17 – UNESCO Framework; 30 – Teachmate Toolkit
1.33 Marking	32 – Brisk Learning; 18 – EEF ChatGPT Trial; 5 – AI Support Materials
1.34 Data	4 – DfE Data Strategy; 5 – AI Support Materials; 1 – DfE Tech in Education
1.35 Reports	5 – AI Support Materials; 18 – EEF ChatGPT Trial; 30 – Teachmate Toolkit
1.36 Support	5 – AI Support Materials; 24 – AI Quality Mark; 29 – Experience AI Guide
1.37 Other	1 – DfE Tech in Education; 24 – AI Quality Mark; 29 – Experience AI Guide
1.41 Adaptive	17 – UNESCO Framework; 32 – Brisk Learning; 25 – AILit Framework
1.42 Formative	17 – UNESCO Framework; 22 – Early Research Themes; 25 – AILit Framework
1.43 Feedback Literacy	25 – AILit Framework; 20 – FATPS & SEAME; 17 – UNESCO Framework
1.44 Contextualised	25 – AILit Framework; 17 – UNESCO Framework; 29 – Experience AI Guide
1.45 Agency	17 – UNESCO Framework; 20 – FATPS & SEAME; 22 – Early Research Themes
2.1 Four Cs	40 – The 4Cs; 10 – KCSIE 2025; 41 – Safeguarding Risks; 12 – RSHE Guidance;
2.2 Filtering & Monitoring	40 – The 4Cs; 10 – KCSIE 2025; 41 – Safeguarding Risks; 8 – Product Safety Expectations;
2.3 Governance	5 – AI Support Materials; 8 – Product Safety Expectations; 1 – DfE Tech in Education
2.4 Age appropriateness	10 – KCSIE 2025; 5 – AI Support Materials; 3 – AI & Assessment
2.5 Data Protection	4 – DfE Data Strategy; 5 – AI Support Materials; 1 – DfE Tech in Education; 41 – Safeguarding Risks
2.6 Compliance	1 – DfE Tech in Education; 5 – AI Support Materials; 8 – Product Safety Expectations
2.7 Robustness	5 – AI Support Materials; 8 – Product Safety Expectations; 1 – DfE Tech in Education
2.8 Emerging risks	21 – Chatbots & Social Media; 16 – MIT AI Risk Repository; 14 – Agentic AI Insights

3.1 Equity	6 – NHS Equality Frameworks; 17 – UNESCO Framework; 19 – Sutton Trust Report
3.2 Bias	16 – MIT AI Risk Repository; 17 – UNESCO Framework; 24 – AI Quality Mark
3.3 Anthropomorphism	21 – Chatbots & Social Media; 16 – MIT AI Risk Repository; 20 – FATPS & SEAME
3.4 User IP use	24 – AI Quality Mark; 5 – AI Support Materials; 4 – DfE Data Strategy
3.5 Ethically trained	24 – AI Quality Mark; 17 – UNESCO Framework; 16 – MIT AI Risk Repository
3.6 xAI	16 – MIT AI Risk Repository; 25 – AILit Framework; 21 – Chatbots & Social Media
3.7 Stakeholder Trust	24 – AI Quality Mark; 18 – EEF ChatGPT Trial; 9 – AI Early Adopters
4.1 TCO	5 – AI Support Materials; 24 – AI Quality Mark; 19 – Sutton Trust Report
4.2 Training	5 – AI Support Materials; 24 – AI Quality Mark; 19 – Sutton Trust Report
4.3 Integration	5 – AI Support Materials; 29 – Experience AI Guide; 13 – Digital Standards Guidance
4.4 Change Management Readiness	1 – DfE Tech in Education; 5 – AI Support Materials; 29 – Experience AI Guide
4.5 Business Model Transparency	24 – AI Quality Mark; 16 – MIT AI Risk Repository; 19 – Sutton Trust Report
5.1 Interoperability	5 – AI Support Materials; 29 – Experience AI Guide; 13 – Digital Standards Guidance
5.2 Customisable	24 – AI Quality Mark; 5 – AI Support Materials; 30 – Teachmate Toolkit
5.3 Supported	5 – AI Support Materials; 24 – AI Quality Mark; 29 – Experience AI Guide
5.4 No lock-in	24 – AI Quality Mark; 5 – AI Support Materials; 30 – Teachmate Toolkit
5.5 Feedback welcome	5 – AI Support Materials; 24 – AI Quality Mark; 29 – Experience AI Guide
5.6 Collaboration Features	29 – Experience AI Guide; 5 – AI Support Materials; 24 – AI Quality Mark
6.1 Environmental Efficiency	24 – AI Quality Mark; 16 – MIT AI Risk Repository; 8 – Product Safety Expectations
6.2 Carbon & Water Transparency	24 – AI Quality Mark; 16 – MIT AI Risk Repository; 8 – Product Safety Expectations
6.3 Vendor Sustainability Commitments	24 – AI Quality Mark; 8 – Product Safety Expectations; 16 – MIT AI Risk Repository

About the eqAIte project

EQAITE is a collaborative project run by Dr. Ellie Overland, Manchester Metropolitan University School of Health, in collaboration with Alan Harrison MA, Computer Science lecturer, trainer and consultant, and Jess McBeath, digital citizenship and online safety expert.

Our aim is to help UK schools make sound decisions in the adoption of AI, for impact and equity, and in readiness for imminent changes to education in the UK, in particular the AI Tools for education initiative, and the Curriculum and Assessment Review, whose

interim report states that we must equip children with the “essential knowledge and skills which will enable them to adapt and thrive in a rapidly changing and AI-enabled world”. Find out more at eqAIte.org or contact us at info@eqAIte.org

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