OXFORD

Teaching the AI-Native Generation

Empowering Schools in the Age of AI

Report by Oxford University Press

About this report

Artificial Intelligence is rapidly reshaping the classroom, presenting both opportunities and challenges for teachers and students across the UK. In this report we hear directly from the young people whose education is being shaped by AI, specifically what impact it's had on their learning, what skills it's helped develop – and hinder – along with how they want to use AI and the support they need from teachers.

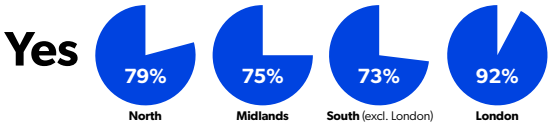
As we collectively define what AI literacy looks like in education, this report offers practical insights and recommendations from leading experts and teachers on how we can unlock the full potential of AI in schools.

About the research: 2,000 students aged 13–18 across the UK were surveyed in August 2025.

Key findings

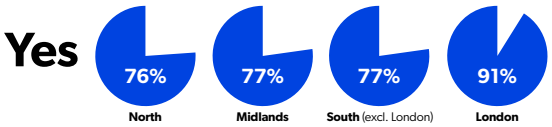
8 in 10 young people use AI tools in their schoolwork

How it compares across the UK:



Almost as many use AI tools to help with homework

Do you use AI tools at home to help with your homework?

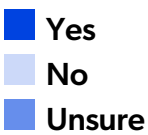


The research shows that AI usage differs considerably across the country, pupils in London used AI the most compared to their peers in the rest of the UK.

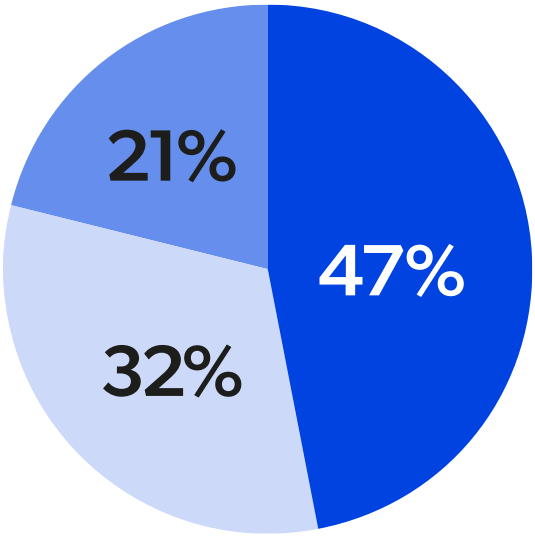
Fewer than half of UK pupils can identify AI misinformation

One third (32%) stated they can't tell if AI content is true, whilst a fifth (21%) were unsure.

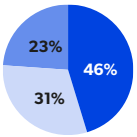
Do you feel confident that you can tell what information provided by AI resources or tools is true?



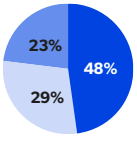
NATIONALLY



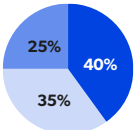
REGIONALLY



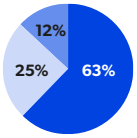
North



Midlands



South
excl London



London

> This research tells us that students are attuned to the effects of AI on classroom and independent learning, and highlights how AI tools, designed with learning principles at their core and grounded in strong pedagogy, are absolutely necessary to enhance teaching and facilitate learning for all.

Dr Alexandra Tomescu, Generative AI and Machine Learning Product Specialist at Oxford University Press

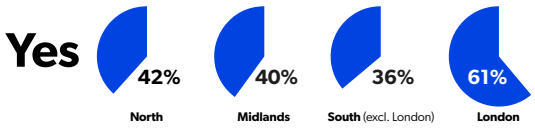
UK teenagers want support from teachers to identify trustworthy AI content

Almost half (48%) of pupils want support from their teachers to help them understand what content generated by AI is trustworthy and reliable.

51% of pupils want more clarity from their school on when they should be using AI tools in their schoolwork.

A further third of students believe their teachers are not confident in using AI tools in lessons and one in three pupils want their teachers to make more use of AI resources in the classroom.

Do you think your teachers are confident using AI resources or tools in their lessons?

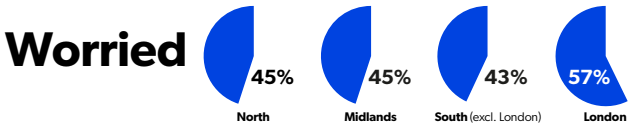


Pupils are concerned about the impact of AI on their schoolwork

Among the top concerns for students (60%) was AI tools encouraging copying rather than original work and over half (51%) worry that AI resources may be biased or reinforce untrue stereotypes.

48% of young people are concerned pupils in their year are secretly using AI to do their schoolwork, with students in London worrying the most about this, and almost as many (47%) pupils are concerned their teachers are unable to spot when this happens.

How worried are you that other people in your year are secretly using AI when they shouldn't to do their work?



Half of students (51%) are concerned about the accuracy of information AI provides and just as many (51%) worry the AI resources or tools they are using may not be safe

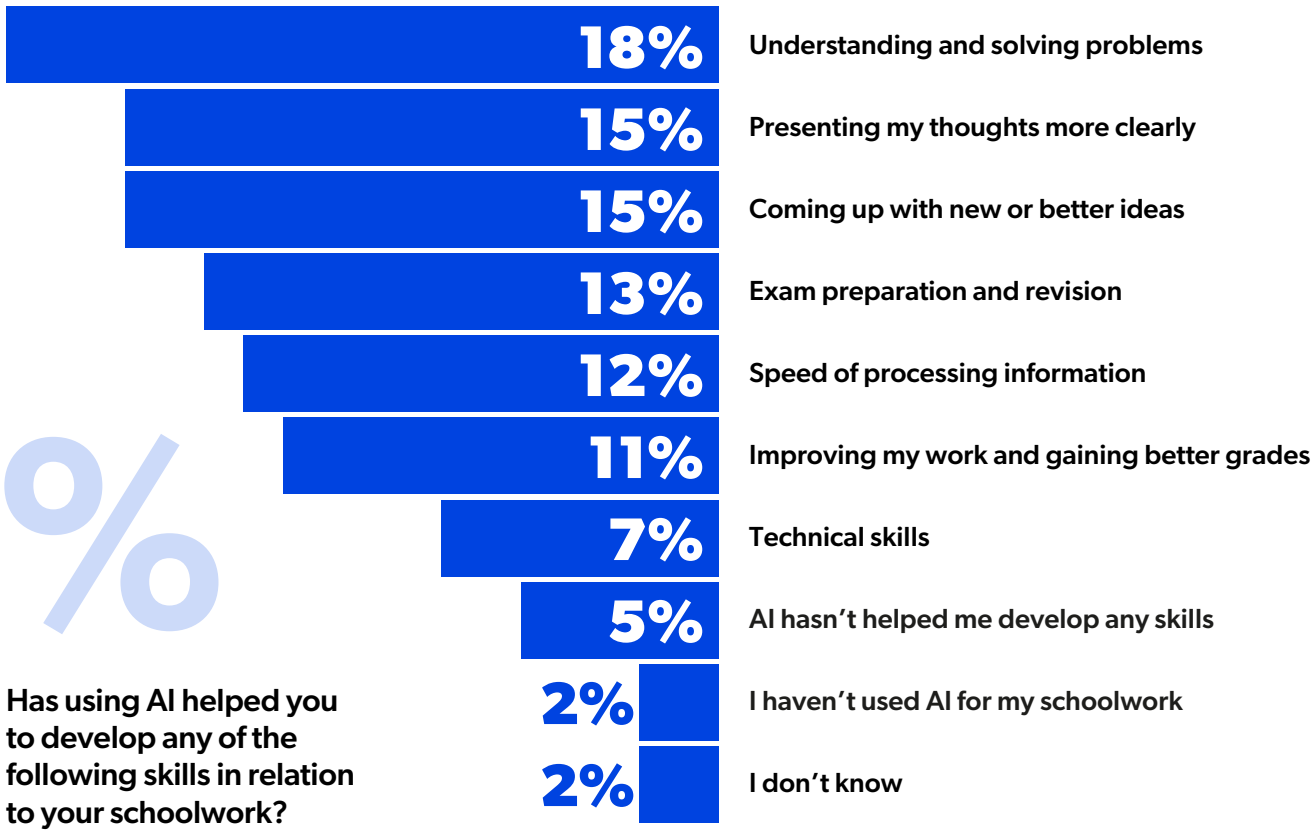
Fewer young people are concerned about knowing less about AI than their peers (only 30% are worried about this) although among pupils in London this rises to almost 4 in 10 (37%).

> It's encouraging to see from the research how aware young people are of the challenges surrounding AI and how eagerly they want to collaborate with their teachers to address the issues. Most importantly however, the findings offer a valuable reminder of bringing together trusted content and sound learning design principles with responsible AI tools which put the learner's needs at the core.

Amie Lawless - Secondary Product Director at Oxford University Press

Over 90% of students believe AI has helped to develop a skill in relation to their schoolwork

Almost all young people agreed AI has helped them develop a skill with problem solving rated top, by almost a fifth, along with supporting creative thinking, revision and exam preparation skills.



Has using AI helped you to develop any of the following skills in relation to your schoolwork?

Elaborating on how AI has helped them develop skills, the young people surveyed said:

> "I have been able to understand maths better and it helps me to solve difficult questions."

Female student, aged 15

> "It takes what I say/ think and puts it in an order which makes it easier for others to understand."

Male student, aged 17

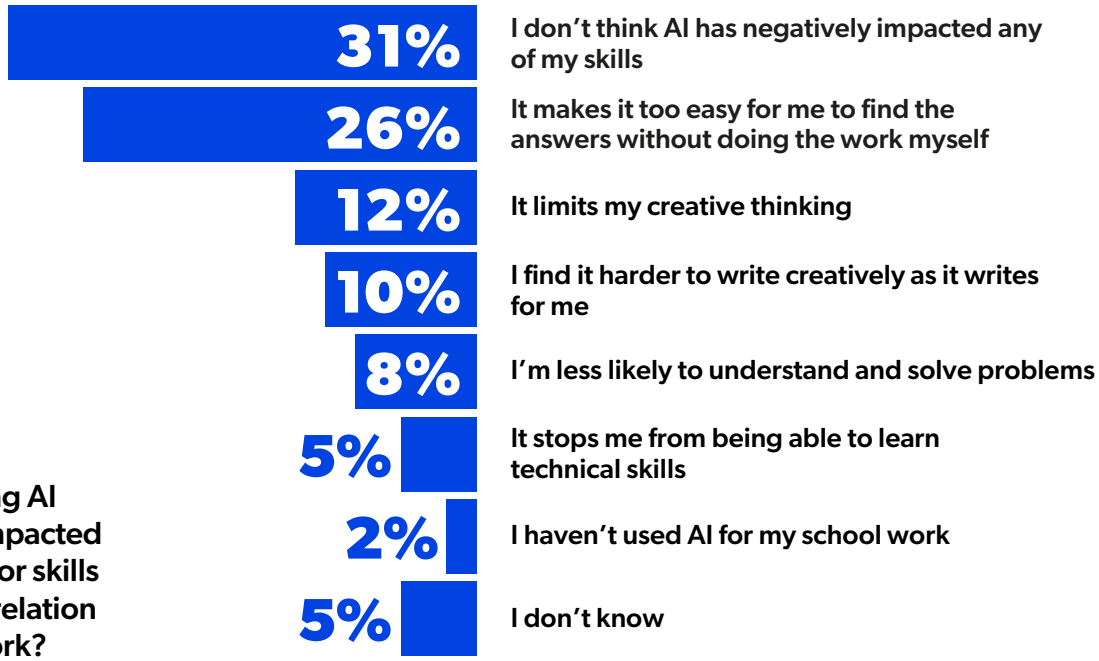
> "I now think faster than I used to."

Male student, aged 14

Young people are conscious of the drawbacks: six in ten students felt AI had also negatively impacted their skills in relation to schoolwork

A quarter said AI made it too easy to do the work for them and one in ten believe it limits their creative thinking and impacts their creative writing.

Do you think using AI has negatively impacted any of your skills or skills development in relation to your schoolwork?



> "AI has changed how we learn, but it hasn't changed why we learn. The ultimate goal of education remains the same — to think independently and creatively, and to grow as a person. Whilst young people want AI to support their thinking and creativity, it's clear how much they value the role of their teacher – who can recognise and appreciate their efforts, and offer the guidance and emotional connection that a machine can't provide."

Olga Sayer, teacher and co-author of *Generation Alpha in the Classroom* (OUP)

Commenting on how AI negatively impacted them, the young people surveyed said:

> "It provides answers to questions for me very easy without me going to do much research about a specific topic or subject."

Male student, aged 13

> "It does not allow me to challenge myself."

Female student, aged 13

> "Am dependent on it now."

Male student, aged 13

How do students want to use AI in their schoolwork?

When asked how students would most like to use AI in their schoolwork, answers included help with creating revision schedules, flashcards and mock tests, while others suggested help with marking answers or essays and giving feedback on what could be improved.

PLANNING

AI is seen as a potential tool for creating revision schedules, study plans, and organizing tasks.

390 mentions+

FEEDBACK

Students want AI to check their work, highlight mistakes, and offer improvement tips.

430 mentions+

> "We are witnessing the rise of a new neural generation - learners whose cognition is closely connected with algorithms and whose curiosity is influenced by digital code. The Teaching the AI Native Generation report by Oxford University Press shows that today's students are beginning to think alongside machines - gaining fluency and speed in processing ideas, yet sometimes losing the depth that comes from pausing, questioning, and thinking independently, which brings metacognitive skills into focus. The report reminds us that the true challenge ahead is not mastering technology but safeguarding the depth of human thought in an age of synthetic cognition and artificial intelligence."

Dr. Erika Galea, Founder & Director of the Educational Neuroscience Hub Europe and co-author of *Generation Alpha in the Classroom* (OUP)

> "I want it to give me practice questions and help me spot where I've gone wrong in my homework."

Male student, aged 15

> "Access to new ideas or difficult to find sources of information."

Female student, aged 17

Case study

Bishop Vesey's Grammar School in Sutton Coldfield

Daniel Williams, Associate Assistant Headteacher and AI lead at Bishop Vesey's Grammar School, reflected on the research and how he is integrating AI in the classroom:

"The findings closely reflect what I see in school. Many pupils recognise AI's value for creativity, revision, and problem-solving, but often use it as a shortcut rather than a learning tool. Like the report suggests, fewer than half can judge the accuracy or bias of AI content, which mirrors what I see, especially in the sixth form.

Staff confidence also varies, so a key part of my role has been to build this through short, practical CPD sessions that show how AI can reduce workload and enhance teaching without replacing professional judgement. We've created an AI toolkit on SharePoint with prompts, lesson ideas, and guidance on safe and ethical use.

For pupils, AI literacy is being embedded in PSHE and across subjects. We also run assemblies to raise awareness, and our TechCom group promotes responsible use by demonstrating how AI can support learning rather than replace it.

To fully realise AI's potential, education itself must evolve. If schools had the funding for 1:1 devices, pupils' work could be fully digitised, enabling AI to act as a personal tutor; providing instant, adaptive feedback.

I feel education and exam boards need to catch up with the realities of modern learning. Pupils could draft essays using AI at home, then, in school and without AI, critique, edit, and argue against the content. This approach would encourage critical thinking, help students refine their ideas, and promote the use of AI as a tool for deeper learning rather than dependency."

William Mogg, Year 11 student at Bishop Vesey's Grammar School, shared his thoughts on using AI:

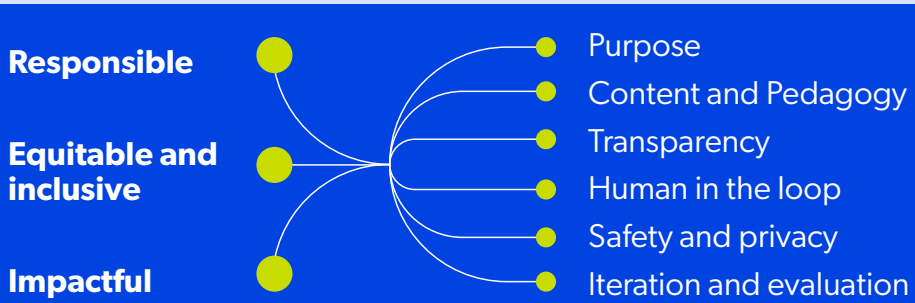
"Overall, I feel positive about the use of AI within the school environment. Leveraging AI can offer us an alternative method of research to contribute towards an output, rather than producing the output. I find it can also help me with complex thought processes by breaking down information into digestible chunks.

Whilst we have to be conscious of the obvious risks AI presents, I think structured teaching content aimed at optimizing AI in an appropriate manner for students can only enrich our learning experience."

Navigating the future of Education with AI

Our values and principles

To build on the trust that generations of teachers and learners have placed in us, we have developed a framework of considerations for the responsible use of AI. Our AI Framework for UK School Resources is made up of a set of values and principles which apply to any of our products which use AI capability.



By having a robust framework in place and continuing to work closely with our network of teachers, parents and learners, this ensures we only develop purposeful AI products which will enhance students' educational experiences.

Top Tips for embedding AI in the classroom

To support teachers, Dr Alexandra Tomescu, Generative AI and Machine Learning Product Specialist at Oxford University Press, in consultation with Chris Goodall, Head of Digital Education at Bourne Education Trust, has put together top tips for schools to consider when using AI in the classroom. These are based on our Oxford University Press: AI Values & Principles for UK Schools an internal framework we have developed to inform our responsible use of AI.

1. Be intentional when selecting AI tools for your school

- Appoint a dedicated lead within the school who has clear ownership and ongoing oversight responsibility for the AI tool's implementation and performance.
- Consider if AI can genuinely help to solve a problem in your school and help improve educational outcomes. For example, what are the biggest barriers to attainment in your school, and how can AI help tackle them?
- Choose tools which preserve teachers' autonomy in making pedagogical decisions that are appropriate for their specific learners and context.
- Review which specific points in the workflow the tool requires, enables, or encourages teachers to review, override, edit, or approve AI outputs. Is human oversight the default setting for critical tasks?
- Consider whether the AI tool is aligned to UK curricula and/or exam specifications and can support the unique requirements of individual subjects - what credentials and quality assurance processes are in place with respect to that curriculum or qualification? Does it draw on high-quality and tailored curriculum documents, or does it primarily use the internet as its main source of information?

2. Support teachers' and learners' intentional use of AI tools

- Work with your AI lead to make a list of the specific, measurable improvements in curriculum, pastoral, or efficiency outcomes you expect from using an AI tool. Consider how best to track progress against these outcomes and build in review meetings during the school year. Do staff and learners know how to provide feedback or report errors and issues?
- Consider how the design of the AI tool encourages active learning and higher-order thinking, rather than just passive consumption or superficial task completion.
- Beyond the intended benefits, reflect on any potential unintended consequences of the AI tool and how you will educate staff and learners to mitigate against this (for example, over-reliance on the AI tool or reduced critical thinking).
- It's important to ensure the AI tool preserves teachers' autonomy in making pedagogical decisions that are appropriate for their specific learners and context. Reflect on whether staff are equipped to tailor generated content to align with your school's teaching and learning policies. How flexibly can teachers adapt, differentiate, or supplement the AI outputs to effectively meet the needs of all learners?
- AI has limitations and makes mistakes. Ensure AI-generated materials, suggestions, or interactions come with clear and consistent signposting to staff, learners, and (where appropriate) parents. Are AI-generated materials accompanied by clear guidance on the need for critical verification?
- Check where the AI tool is drawing its content from and work with your AI lead to establish what metrics or benchmarks your school will use to evaluate the accuracy and usefulness of the AI tool.

3. Always consider safety and privacy

- Guided by existing governance and policies within your school or trust, work with your IT team to ensure appropriate safeguards are in place to secure school data.
- Ensure clear, concise privacy notices are readily available for all user groups (staff, learners, parents). Discourage all users (staff and learners) from sharing personal/identifiable information in AI systems.
- Confirm that appropriate technical content moderation and safety guardrails (such as detection/blocking, and bias filtering mechanisms) are built in.
- Check whether there is further information on how the AI tool you are selecting will stay up to date with evolving best practice, like the Department for Education's Generative AI Product Safety Expectations.
- Finally, consider whether your school needs a communication plan for informing governors, staff, parents, and learners about use of the AI tool, including its purpose, benefits, limitations, and channels for raising questions or concerns.

AI and Education Site

Alongside the report, we have launched our AI and Education Site, a dedicated site to support teachers which will be regularly updated with articles, insights and top tips from experts across the EdTech industry. You can visit the site here.

Acknowledgements

Thanks go to Dr Erika Galea, Olga Sayer, Chris Goodall, Dr Alexandra Tomescu, Amie Lawless, and Bishop Vesey's Grammar School for their contributions to this report.

For more information, or to get in touch with us, visit our Oxford AI and Education Site

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