Before you print: six checks

Use with AI-created, downloaded or self-written materials. This is a review aid, not a guarantee. No AI account or pupil information is needed.

1. Purpose — What should pupils learn? Does each task ask for that thinking?

2. Accuracy — Have I independently checked every answer, unit, diagram and factual claim?

3. Clarity — Can a pupil answer using the information actually supplied?

4. Access — Is the language, print and layout usable? Have I explained essential vocabulary?

5. Challenge — Does support help pupils think, or give away the decision they should make?

6. Evidence and privacy — Are sources genuine and appropriate? Have I kept identifiable pupil information out of public tools?

Decision: USE / REVISE / HOLD An unresolved error means hold the affected item. Check again after editing.

Material reviewed, changes needed, reviewer and date:

Spot it. Repair it. Check it.

These examples were invented for this activity. They are not outputs attributed to any real AI product. Identify the issue and write a safe repair.

A. True or false: 6 + 2 = 8 + 1. Answer key: True.

Issue / repair / independent check:

B. A bus leaves at 9:20 am. What time does it arrive? Answer key: 10:00 am.

Issue / repair / independent check:

C. Objective: interpret a remainder independently. Support version: “26 pupils must all travel. Each minibus has 8 pupil seats. How many minibuses are needed? The answer is 4. Copy 4.”

Issue / repair / independent check:

Suggested repairs and limits

A. The key is wrong: 6 + 2 = 8 and 8 + 1 = 9. Correct the key to False. Ask pupils to explain both sides. Recheck the revised key.

B. Missing information. One repair: “A bus leaves at 9:20 am. The journey takes 40 minutes without stops. When does it arrive?” Answer: 10:00 am. Other repairs are possible if question and answer agree.

C. Copying an answer does not assess independent interpretation. Offer counters and outlines showing 8 pupil seats; ask how many vehicles everyone needs. Three carry 24; two pupils still need seats, so 4 vehicles. Keep adult seating outside the stated pupil capacity.

These examples practise accuracy, clarity and challenge. Apply purpose, evidence and privacy checks to your own materials too.

Do not replace thinking with a checklist score. A single serious factual or answer-key error can make an item unsuitable even when other checks pass.

For open answers, specify what must be explained and allow valid alternatives. Avoid marking different wording wrong merely because it differs from a generated key.

Use an approved school process for AI tools. This paper activity needs no upload, login or subscription. Keep identifiable pupil records out of public tools.

Research context: EEF Aila Teacher Choices evaluation (2026); Stanford SCALE AI evidence review (November 2026). These inform the article, not a claim that this checklist has been evaluated.