Hampshire County Council
Improvement and Advisory Service

2025 AI in Education: A Microsoft Special Report. What UK Educators Need to Know

Research Details

Title: 2025 AI in Education: A Microsoft Special Report

Authors: Microsoft Education

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Peer-Review Status: This is a corporate white paper, not peer-reviewed, although it includes references to academic studies and collaborations with academic institutions.

Aims & Methodology

To explore how AI is currently used in global educational settings, how it is perceived, and what support systems are required to expand its beneficial use in classrooms and institutions.

- Surveys of 1,851 respondents from reception to university across six countries, including the UK.
- Includes educators, academic and IT leaders, and students.
- Supported by case studies, academic research, and corporate use cases from Microsoft's global partners.

Summary of Findings

AI adoption is widespread, but literacy and confidence lag

- 86% of educational organisations report using generative AI.
- Use by students and staff is increasing rapidly
- Fewer than half feel they understand AI well.

AI increases student performance, especially in informal and revision settings

- Australian students using AI chatbots improved exam scores by ~10%.
- Students rely heavily on AI for revision and time-saving, especially near exams.
- Students using AI during coursework perform worse in independent assessments.

AI reduces teacher workload and increases pupil agency

- Teachers use AI to prepare presentations, differentiate resources, and reduce admin time.
- In Northern Ireland, Microsoft Copilot reportedly improved pupil agency, particularly among at-risk learners.

AI is effective for inclusive education

- AI improves communication in multilingual schools and supports neurodivergent learners.
- 80–90% of neurodivergent adults reported workplace benefits from Copilot, suggesting similar school applications.
- AI can support EAL learners and those with SEND, especially where translation, scaffolding, or communication tools are needed.

Training for educators and students is inadequate

- 45% of educators and 52% of students say they've had no AI training.
- Leaders often overestimate the training they provide.
- Significant gap in AI CPD provision, particularly for non-Computing staff. Schools should consider building AI capacity across subjects.

AI helps reimagine creative and entrepreneurial learning

- AI supports entrepreneurship projects, real-time reading analytics, and drama improvisation.
- Data-driven teaching innovations enable early identification of learning needs.
- AI can amplify creativity and innovation in project-based learning, particularly in KS3–5. Opportunities exist to shift from traditional lesson planning toward dynamic, responsive learning journeys.

AI literacy is becoming an essential workforce skill

- 66% of employers say they won't hire someone without AI skills.
- AI literacy now seen as part of basic education in many global regions.
- UK curriculum and careers advice must include AI fluency, not just for computing careers but across disciplines. Digital resilience, ethics, and agency should be core components.

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