



EGM Education and Training

AI training for primary schools

Six pupil courses for ages 5 to 11. A parents' evening. Staff and leadership courses to match. No child holds an account, ever.

PROSPECT BROCHURE · SEPTEMBER 2026

Designed for schools, run in your calendar

- Short, spaced sessions across days or weeks. No full day for any class under eleven.
- Every course ends in something the children made, shown to a real audience outside their class.
- The adults drive the machine. Children do the thinking.

Full specification of any course is available on request before you commit to anything.

Who we are

Training, not a product

EGM Education and Training designs and delivers AI training for schools. The courses are provider-neutral: no platform is sold with them, no product is ranked or recommended, and no commission is taken from any vendor.

Where a course names a tool, it names it as one interchangeable example among several: ChatGPT, Claude, Gemini, or the school's approved equivalent. Never as something you have to buy. For primary schools that means one thing above all: nothing in this brochure requires a pupil to log in to anything.

Who is in the room

Every course is delivered by a trainer with years of demonstrated experience in education or instructional design. No course is delivered by someone whose experience is in the tools alone. Trainers work from the same infrastructure the company builds and runs, which is why the courses are unimpressed by the tools and precise about what they do.

Named biographies for the trainers who will deliver your courses are supplied with every proposal. Biographies describe what a person has done. Qualifications are listed as held. A trainer who does not deliver a course is not named against it.

How we work

The unit we sell for staff is a cycle, not a day: a workshop, then a gap task in your own practice, then a follow-up at two to six weeks where you bring the evidence back. For pupils, delivery is spaced, not blocked. Primary sessions run as short sessions across days or weeks, because a five-year-old who meets an idea on Tuesday and uses it the following Monday holds it differently from one who met it four times before lunch.

We say no to formats that do not work. Every course lists the formats it offers and the formats it declines, with the reason. Declining a format is information; offering four identical ones is a brochure.

Two things we will not sell you

Attainment gains. No published evidence supports attributing pupil attainment to a single training input of this length. We measure changed practice instead, and we show you how.

AI detection. We do not offer, promise or recommend AI-detection tooling. Assessment and task redesign replaces it.

Read this page first

How we look after young people around AI

No child under thirteen holds an account. Not on our courses, at any band, ever.

This is not a preference we could be talked out of. It is the platforms' own floor: ChatGPT and Gemini set their minimum at 13, Microsoft Copilot at 13 and higher in some countries, Claude at 18. None of them has an under-13 tier. Where a primary course needs an AI system, an adult drives it on the board, or your own walled-garden tool is used where one is licensed. In our making course the same rule holds: the machine's material arrives through an adult-operated desk, printed onto card.

Supervision, arithmetic shown

Primary baseline is one adult to fifteen children, tightening to one to eight where children have hands-on contact with an AI system, which is one optional route inside one course. That staffing cost is stated at quotation, not discovered on the day. Every course names which adults are yours and which are ours.

Disclosure

Facilitators are prepared to listen, never promise secrecy, write down what was said in the child's own words, and take it to your designated safeguarding lead the same session. No exercise asks a child about their own accounts, their own chats, or anything that has happened to them.

Dependency prevention is the design

The rule at the centre of our learning-partner course is **ask for a nudge, not the answer**. A child who takes nothing and writes "I did it myself" has answered the question as well as anyone in the room, and is told so.

Companion AI

Systems that simulate friendship are engineered to agree, to remember, and to be always available. We teach children to see the design and keep human routes open, without shaming anyone.

Parents

Every course ships a pre-course letter and a what-we-did-today letter. The learning-partner course ends with a Show Us for parents in the classroom; the entry and online-safety courses put the work on the pickup display for a week.

What Is AI?

Pupils can say what an AI system was shown, matched and predicted, and catch an adult using the wrong words.

A first honest encounter with AI systems, built so that children take away a way of asking rather than a set of facts. Through unplugged activity, evidence they gather themselves and watching an adult use a system, pupils learn that AI matches and predicts rather than knows, and that people chose what it was shown.

Why it comes first: every pupil course in this brochure leans on the words this one teaches. It was shown, it matched, it predicted; never it knows or it wants. The class builds a Machine Words / People Words chart and keeps it, and every later course puts that chart back on the wall. P1 is the recommended first purchase whether a school buys one course or six.

Designed for Primary pupils 5-11 in two sub-bands, two designs: 5-7 (KS1) and 8-11 (KS2). Year 3 placed by teacher

Format 5-7: 2 x 50 min, spaced 3-10 days. 8-11: 3 x 60 min lesson sequence

Safeguarding No gate. No pupil touches an AI tool.

Leave with The class AI Spotter's Guide: a displayable guide to where AI works in school and town, and where it fails.

Where it leads

Start

EDU-S-P1 What Is AI? supplies the words the other five are written in.



Understanding lane

P4 How AI Systems Guess, then P5 Fairness and AI. What is happening in there.



Doing lane

P2 Smart and Safe Online, P3 AI as a Learning Partner, P6 Making with AI. In any order.

Buying one: P1. **Buying three:** P1, P2, and one of P4 or P6. **Buying all six:** one per half-term, P1, P2, P4, P5, P3, P6. Two sub-bands, 5 to 7 and 8 to 11, each with its own design; P4 and P5 are 8 to 11 only.

*Featured courses · the doing lane***EDU-S-P3**

AI as a Learning Partner

Children can ask a machine for a nudge rather than the answer, and decide with a reason what to keep.

The course that teaches a child to get help from a machine without handing it their thinking. Children learn one rule, ask for a nudge and not the answer, and live inside it: they compose their asks out loud, an adult types them, and every child decides, with a reason, what to keep.

Designed for	Primary pupils 5-11, sub-bands 5-7 and 8-11
Format	5-7: 3 x 45 min on separate days. 8-11: 3 x 60 min spaced, or one half-day block
Safeguarding	No gate. Default route has no child touching a tool and no child is given an account.
Leave with	The project and its Working Trail, shown together to parents and carers at a Show Us in the classroom.

EDU-S-P6

Making with AI: Whose Work Is It?

Children make a real thing for a real recipient and can prove which parts of it are theirs.

Children make something real with a machine's material in play, and can prove which parts are theirs. The class composes its asks out loud, an adult types them, and what comes back is printed onto card to cut, keep, change and reject by hand. Each child makes a real thing for a real recipient.

Designed for	Primary pupils 5-11, sub-bands 5-7 and 8-11, two designs
Format	5-7: 3 x 45 min on separate days. 8-11: 4 x 60 min spaced or half-day
Safeguarding	No gate. No child operates an AI tool or holds an account; the Making Desk is adult-operated.
Leave with	The made thing, given to the person it was made for, with its Credit Panel and reject envelope.

The primary track

Six pupil courses, two lanes, no hard prerequisites

Code	Course	Designed for	Format
EDU-S-P1	What Is AI?	Ages 5 to 11, two sub-bands	5-7: 2 x 50 min, spaced 3-10 days. 8-11: 3 x 60 min
EDU-S-P2	Smart and Safe Online with AI	Ages 5 to 11	5-7: 3 x 45 min on separate days. 8-11: 3 x 60 min spaced
EDU-S-P3	AI as a Learning Partner	Ages 5 to 11	5-7: 3 x 45 min on separate days. 8-11: 3 x 60 min spaced, or one half-day block
EDU-S-P4	How AI Systems Guess	Ages 8 to 11 only	4 x 60 min spaced
EDU-S-P5	Fairness and AI: Who Gets Left Out	Ages 8 to 11 only	4 x 60 min spaced plus a booked 20-minute Hearing inside Session 4
EDU-S-P6	Making with AI: Whose Work Is It?	Ages 5 to 11, two designs	5-7: 3 x 45 min on separate days. 8-11: 4 x 60 min spaced or half-day

The parent layer

EDU-PAR-1 AI and Your Child: Primary Parent Briefing. An evening for parents and carers with nothing to install and nothing to read first. It covers what children of these ages actually meet, why the school runs AI on the board with an adult driving rather than giving children accounts, and what a home ground-rule looks like at 5-7 and at 8-11. 60 minutes, once, in an evening. Not a cycle. Rungs: 40-min slot inside an existing evening; 60-min live-online.

For your staff and governors

A 90-minute whole-staff introduction (EDU-T0), a cycle of teacher courses (EDU-T1 to T6), leadership and governance courses (EDU-SL1 to SL4) and a 60-minute governors' briefing (EDU-SL5) inside a meeting you were already holding. Each has its own brochure; ask for the one you need.

What the school receives

Evidence of changed practice

Every course is evaluated the same way, and the framework is published before you buy.

We use Guskey's five levels of professional-development evaluation and tell you which ones we measure.

Level	What it asks	Measured?
1 Reaction	Was it useful, well run, worth the time?	Yes, directly
2 Learning	Can they now do the thing?	Yes, directly: the artefact against a published criteria grid
3 Organisation	Did the school change anything?	Yes, through the follow-up
4 Practice	Are they still doing it weeks later?	Yes, through the follow-up
5 Attainment	Did attainment move?	No. Refused in writing, with the reason

For a primary course the artefact is the children's: the Spotter's Guide, the charter, the Guessing Machine, the made thing with its credit panel. It is judged against the published grid and shown to a real audience. That is the evidence, and it is in the room.

Artefact

Every course ends in a made, named thing, judged against criteria you can read in advance.

Follow-up

Inside what you bought, not an upsell. Evidence is brought back and reviewed.

Report

An evaluation summary for every course; a termly report on whole-school and package deliveries, ranges shown, nothing extrapolated.

Assurance, in brief

Safeguarding protocol imported by every student course: prepared to listen, never promise secrecy, note verbatim, escalate to your DSL the same session. Hypothetical scenarios only. No pupil personal data enters any exercise; every exercise uses synthetic data. DBS, insurance and references are set out in the assurance pack, available on request. Materials are built to a published accessibility standard: 12 pt or larger, left-aligned, in a typeface from the British Dyslexia Association's guidance. We have not commissioned an independent audit and do not claim a conformance level. Certificates are issued against the artefact and criteria grid; they are not an accreditation or a qualification.

Four steps, and a gate

1 Discovery call

Thirty to ninety minutes. What you are trying to solve, what has been tried, what your calendar can absorb.



2 Written proposal

Courses by code, the format chosen from each course's own ladder, dates, and the cover and directed-time cost.



3 Readiness gate

Returned in writing before a date is confirmed. Short, and every line on it exists because it has failed somewhere.



4 Delivery and follow-up

The follow-up is inside what you bought.

Our position on the discovery call is to recommend the lowest rung that answers the question. A school that needs one governor briefing and buys a two-term programme will be unhappy two terms later.

Every pupil course puts children's work in front of a real audience outside their own class. If that audience is not booked by name by a stated date, we will move the delivery date rather than run a course whose ending is a worksheet.

Talk to us

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w egmfamilyholdings.com

Full specification of any course, including outcomes, session plans, materials manifest and evaluation instruments, is available on request, at no cost and before you commit to anything.

EGM

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