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YOUR AI ACTION PLAN

AUTUMN TERM 2025

Getting Started with askKira in Your School/MAT

Introducing a new system or technology into a busy school environment is never straightforward. People are at different stages of adoption - some excited, some cautious, and some unsure where to even begin. That's why we've created this askKira Implementation Guide, a simple, step-by-step programme designed to help you roll out askKira with clarity, confidence and impact. This guide blends real-life school experience with cutting-edge insights and frameworks from leading voices in education and AI, most notably drawing upon the principles of **'Infinite Education' by Dan Fitzpatrick**. It's practical, flexible, and rooted in what works in schools like yours. Whether you're starting small or aiming for whole-school use, this guide will support you to build momentum, bring staff with you, and embed AI in a way that reduces workload, supports student learning, and strengthens your school's vision for the future.

Purpose of this plan: To give leaders and teams a simple, phased route to pilot, protect and scale AI (askKira) in one term, supporting staff, easing workload and improving quality and pupil outcomes safely and compliantly.

AT-A-GLANCE TIMELINE (ONE TERM, 12 WEEKS)

Phase 1: **Prepare** (Weeks 1–2) - readiness, choose pilot, start DPIA/Risk Assessment.

Phase 2: **Guardrails** (Weeks 2–3) - finish DPIA/risk; AUP addenda; AI Register; Incident SOP/log; Access & Audit; Vendor Checks.

Phase 3: **Train & Pilot** (Weeks 3–6) - staff briefing + clinic; run small pilot; logging and support live.

Phase 4: **Review & Adjust** (Weeks 6–8) - survey, quality spot-checks, workload minutes saved; fix gaps; Go/No-Go to scale.

Phase 5: **Embed & Scale** (Weeks 9–12) - extend to more teams; weave into policies and induction; governor update.

Keep It Going (Ongoing) - termly cadence, continuous improvement, onboarding, sharing practice.

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Phase 1: Prepare (Weeks 1-2)

Goal: Get ready, pick a sensible pilot linked to the SIP, and line up the essentials.

☐ **Set a clear AI vision** aligned to your School Improvement Plan or Trust Strategy.

☐ **Draft a concise AI Strategy Statement** - AI supports core priorities; reduces workload; upholds safeguarding and inclusion. Review annually alongside statutory documents.

☐ **Appoint an AI Lead**: make one staff member the day-to-day owner. They coordinate the rollout, run briefings/clinics, keep the Approved Tools List up to date, manage the "ask first" requests, maintain the AI Register, and work with the DPO (data protection), DSL (safeguarding) and IT. Give them clear authority (e.g., approve low-risk tools), a small time allowance each week, a deputy/cover, and a simple email alias (e.g., ai@school). They report monthly to SLT and termly to governors on usage, workload savings and quality.

☐ **Conduct a quick readiness check**: see how staff feel about AI, spot a few easy wins, and make sure devices/Wi-Fi/filtering can handle it.

☐ **Choose one pilot area** linked to your School Improvement Plan (e.g., parent letters or lesson outlines).

☐ **Pick "Kira Champions"** and set up a small AI working group; write down who does what and how to escalate issues within 48 hours (safeguarding/data issues go immediately).

☐ **Set a baseline**: a 3-minute staff survey (confidence/workload) and collect 2–3 typical tasks to test.

☐ **Plan AI safety (Safeguarding/Risk Management) for Phase 2**: complete the DPIA and risk check, add AI rules to Staff (& Pupil if applicable) Acceptable Use Policy. Create an Access & Audit Note (who can use; where logs live; whoc checks) and start an AI Register of school approved tools and apps.

☐ **Tell people simply**: a short "why now" message and a term-by-term timeline for staff.

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Phase 1 (continued)

Goal: Get ready, pick a sensible pilot linked to the SIP, and line up the essentials.

Decision Gates (Go/No-Go checks)

Before you start the pilot (Weeks 1–2): DPIA and Risk Assessment are drafted; DPO/DSL sign-off complete; staff (and pupil) AUP add-ons issued; AI Register entry created; Incident Standard Operating Procedure/log tested and communications ready.

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Phase 2: Guardrails (Weeks 2-3)

Goal: Put the safety, data and governance pieces in place before staff rely on AI.

- [ ] **Choose tools that are GDPR-compliant, secure, auditable, and transparent about data storage/use.** Avoid tools that store prompts/outputs, train on pupil data, or cannot be audited.

- [ ] **Use only age-appropriate tools that comply with UK GDPR and KCSIE.** Publish simple guidance on misuse (incl. deepfakes, hallucinations, bias) and how to report concerns (to DSL/DPO/IT).

- [ ] **Integrate with your MIS/VLE/Cloud/SSO to avoid duplication and shadow IT.** Evaluate each tool for cost-effectiveness, impact/workload reduction, inclusion/accessibility, and safeguarding.

- [ ] **Complete the data privacy checks** (DPIA and AI risk check) and get DPO (data protection) and DSL (safeguarding) to sign them off.

- [ ] **Keep an Approved Tools List and a simple "ask first" request form** for new apps (we reply within 5 working days, term time).

- [ ] **Update the Staff** *(and Pupil)* **Acceptable Use Policy add-ons** and include clear examples of what must never be typed into AI (names, EHCP/SEND, safeguarding, medical/HR, etc.).

- [ ] **Keep a live register for every AI use:** purpose, lawful basis, owner, review date, and a link to the DPIA.

- [ ] **Publish the Incident/Breach procedure** and start an Incident Log (include ICO reporting timelines).

- [ ] **Write a short Access & Audit note:** who can access the tool, where the logs are kept, and who checks them.

- [ ] **Do supplier checks:** signed Data Processing Agreement, list of sub-processors, where data is stored, basic security (e.g., Cyber Essentials/NCSC), and a clear exit plan (how data is deleted or exported).

- [ ] **Share the JCQ one-pager for assessments/coursework** (what is/isn't allowed) and confirm your filtering/monitoring settings are in place

Phase 3: Train & Pilot (Weeks 3–6)

Goal: Build confidence with a small, supported pilot that solves real workload problems.

☐ **Identify Kira Champions to model safe use.**

☐ **Deliver a <u>short staff briefing</u> and <u>run a clinic</u>** (30 mins); circulate/display the '<u>Best Practice</u>' <u>poster</u> in staff communal areas and share the <u>FAQ</u>s.

☐ **Provide role-specific CPD** (SLT, teachers, TAs, Pastoral, Admin) this is ongoing and practical. Train staff to spot bias/hallucinations, prompt effectively, review critically and know when NOT to use AI. Show quick "Kira in context" demos in existing meetings (15–20 mins**).**

☐ **<u>Support safe use</u>** for planning, differentiation, resource creation, feedback/assessment, design assessments to reduce plagiarism/misuse. Prioritise SEND accessibility in any classroom tool choices.

☐ **Run a small pilot** with 1–2 teams and focus on 1–2 task types so you get quick, clear wins.

☐ **<u>Tell parents</u>** (optional at pilot stage): a short email or letter explaining safe, responsible use.

☐ **<u>Keep a simple log</u>** of what was used, any issues, and time saved stories.

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Phase 4: Review & Adjust (Weeks 6–8)

Goal: Check results, fix gaps, and decide whether to scale.

☐ **Take a Key Performance Indicators (KPIs) snapshot**: minutes saved on workload, % of staff using it, % of drafts that pass the quality check first time, no safeguarding incidents, confidence improving, and value for money.

☐ **Survey pilot users** and check 10 sample outputs against a simple checklist; note common edits.

☐ **Track usage and collect feedback on usefulness**, workload, pupil outcomes, report AI activity & risk updates to governors. Watch for unintended consequences including increased workload or misuse. Benchmark against national frameworks (eg: Chiltern Learning Trust, Chartered Institute of Teaching, ISTE).

☐ **Fix what's needed:** improve prompts, top-up training, and sort any access or safeguarding questions.

☐ **Go/No-Go**: scale if the KPIs are good and compliance is clear; pause and fix if not.

Decision Gates (Go/No-Go checks)

Before you scale (Weeks 8–9): KPIs show time saved and good quality; no unresolved safeguarding or compliance issues; ≥70% positive staff feedback.

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Phase 5: Embed & Scale (Weeks 9–12)

Goal: Grow to more teams and build AI into everyday practice.

- [ ] **Extend to more teams**; buddy up less confident staff with a colleague.

- [ ] **Create a shared "Kira in Action" folder** of examples and prompt library. Embed into policies and induction with role-based examples (admin letters, TA resources, SEND/EAL adaptations)

- [ ] **Engage with pupil voice and parents** via website/FAQs & opportunities for questions

- [ ] **Collaborate with trusted external partners** (DfE/LA/edtech providers).

- [ ] **Prioritise equity & accessibility for SEND/EAL.**

- [ ] **Publish and internal AI Ethics and Safety Statement** (bias, fairness, inclusion).

- [ ] **Ensure school/MAT-wide consistency** with space for local adaptation.

- [ ] **Report to governors and link progress to SIP prioritie**s; share wins and case studies.

Phase 6: Keep It Going (Ongoing)

Goal: **Maintain momentum, support people, and stay compliant.**

☐ **Review regularly**: Policies/DPIA yearly or on change; training termly; governors get a termly summary.

☐ **Monitor**: monthly usage/issues for SLT; half-termly quality spot-checks.

☐ **Onboard new staff**; keep clinics running and keep the "ask first" route open for new tools. Share and improve: prompt library, shared assets, cross-school case studies.

☐ **Plan for bumps**: outage plan in place; if you leave a supplier, record export/deletion in the AI Register.

People, Time & Budget

- Time: plan 30–45 minutes per staff member this term (briefing + clinic).

- Cover: 1–2 clinics per half-term (drop-in or after school).

- Budget: licences (if any), staff time for training, poster printing, optional vendor support.