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AI Literacy RAG Checklist for School Leaders

Audit your school's readiness to teach and model AI literacy with this RAG checklist and practical actions

SLT Guides

For secondary schools

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Introduction

AI literacy is the ability to understand, use and interact with artificial intelligence both responsibly and safely. For teachers and students, it means knowing where AI appears in daily life and how to work with it thoughtfully, much like any other learning or digital tool.

However, integrating AI effectively while maintaining educational standards and keeping students safe can be challenging.

> AI use in education is growing rapidly, with **62%** of teachers using AI. However, **55%** of schools lack a dedicated staff member responsible for monitoring AI implementation in schools. – The Sutton Trust, July 2025

To help you create a culture of AI literacy in your school, we've developed this RAG (Red, Amber, Green) assessment tool.

It provides a structured approach to evaluate and improve your school's AI literacy across six critical areas.

Rather than overwhelming yourself with every aspect of AI implementation at once, this framework helps you **identify priorities and create actionable improvement plans that work within your existing resources and timelines**.

This Third Space Learning resource has been developed in partnership with Laura Knight, AI and Digital Consultant at Sapio.

SAPIO

Find out more about their work here:
https://sapio.company/

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The future of AI in education

At Third Space Learning, we've spent 10+ years delivering one-to-one online maths tutoring over 2 million+ hours in more than 4,000 UK schools.

This experience has led us to develop Skye, our spoken AI maths tutor, with the same research-led approach and robust oversight we bring to all our tutoring. But at a much lower cost.

Our academic team of teachers have trained Skye to teach maths in the same way as our traditional tutors, using methods like modelling, scaffolding, real-life contexts, and encouraging verbal reasoning.

Skye talks students through our teacher-created maths problems and lessons, speaking, listening, and guiding them through step-by-step explanations at their own pace.

If you have any questions about AI tutoring from Third Space Learning or any feedback or questions, we'd love to hear from you.

Get in touch: hello@thirdspacelearning.com

"Today, we're thrilled to be at the forefront of using Third Space Learning's AI voice tutoring. This innovative one-to-one maths tutoring solution offers an even more cost-effective alternative. The children are thoroughly enjoying the experience, and their engagement and focus are clearly evident."

Chris Harris, Deputy Headteacher
Admirals Academy, part of EMAT

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How to use this AI literacy RAG toolkit

Rate each statement under the six criteria using the RAG system:

✓ **Red:** Not yet in place or no evidence of implementation.

✓ **Amber:** Some progress has been made, but the approach is inconsistent or limited in scope.

✓ **Green:** Fully embedded in policy, curriculum and school culture with clear measurable impact.

For each Red or Amber rating:

✓ Note specific actions needed to progress to the next level.

✓ Assign clear responsibilities to named staff members.

✓ Set realistic review dates that align with your school development planning cycle.

✓ Consider resource implications and training requirements.

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How to use this AI literacy RAG toolkit

Implementation tips

This assessment works best when approached systematically as a leadership team exercise. Take time to gather evidence from existing policies, recent lesson observations, and honest staff feedback before making your ratings. Remember that meaningful change takes time, and it's better to make steady progress than attempt everything at once.

Some implementation suggestions:

✅ Complete this assessment as a collective senior leadership team or department.

✅ Use evidence from policies, lesson observations, and staff feedback to inform ratings.

✅ Be honest about current capacity. Progress takes time.

✅ Focus on moving Red items to Amber before pushing Amber items to Green.

✅ Review quarterly in your first year, then annually once systems are established.

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Turning your RAG results into action

1 **Start with the reds**

- Treat these as immediate priorities.
- Choose one quick win you can address in the next month (e.g. creating a shared definition of AI literacy or adding AI-specific risks into safeguarding documents).

2 **Plan for the ambers**

- Identify the two or three amber areas with the highest impact if improved.
- Create a termly development plan with named leads, milestones and evidence you will collect.

3 **Protect the greens**

- Share examples of good practice with colleagues and, where appropriate, other schools in your trust or network.
- Keep these areas under review so they stay embedded as AI tools and guidance evolve.

4 **Build it into existing cycles**

- Make the checklist a standing item for your digital strategy group, safeguarding committee or SLT meetings once per term.
- Update your AI literacy framework annually, aligning it with recognised sources such as OECD, UNESCO and the European Commission's DigComp.

5 **Engage your community**

- Communicate progress to staff, governors and parents so they see AI literacy as an ongoing, shared responsibility.
- Offer short, accessible training for all stakeholders to keep understanding fresh and relevant.

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Editable Version

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Section	Criteria	Date	RAG	Actions	Staff member(s)	Resources & training	Next review date
Shared understanding of AI literacy	We have an agreed, plain-language definition of AI literacy that includes understanding, ethics, safe use and judgment.	05/09/2025		Publish definition in Staff Handbook & website; include student-friendly summary in planners; review annually at SLT.	Headteacher/ Principal; Deputy Head (Quality of Education)	Staff Handbook; Induction checklist; UNESCO Guidance; OECD AI Competency Framework; EC DigComp 2.2	13/12/2025
Shared understanding of AI literacy	Leaders, staff, governors and students can explain what it means to be 'AI literate' in our context.	05/09/2025		15-minute briefings at staff meeting and governor Curriculum Committee; Student Leadership Team assembly; KS3/KS4 pulse survey baseline via Forms.	Deputy Head (Quality of Education); Link Governor (Curriculum)	SLT briefing slides; student poster; pupil voice survey form	31/10/2025
Shared understanding of AI literacy	Our AI literacy approach links directly to curriculum, safeguarding and digital citizenship.	05/09/2025		Maintain cross - reference map to subject curricula, Online Safety and Behaviour Policy; share with HoDs and form tutors.	Deputy Head (Quality of Education); DSL; Head of Computing	Curriculum maps; KCSIE; AUP; Online Safety Policy	13/12/2025

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Section	Criteria	Date	RAG	Actions	Staff member(s)	Resources & training	Next review date
AI literacy policy and safeguards	We have a written AI use policy that covers benefits, risks, age-appropriate use, data privacy and academic integrity.	05/09/2025	■ RED	Complete DPO review & DPIA; align with Assessment/Academic Integrity Policy ; consult Student Council & parents; publish v1.0 on website.	DPO; Deputy Head (Quality of Education); Exams Officer; DSL	AI Use Policy draft; Data Protection Policy; AUP; DPIA template	04/10/2025
AI literacy policy and safeguards	The policy includes practical examples for staff and students, such as acceptable prompts and how to check outputs.	05/09/2025	■ AMBER	Create exemplar bank per department (English, Science, Humanities, MFL, Arts, Tech); add 'check the output' checklist.	Head of Computing; English HoD; Faculty Heads	Prompt exemplars; model answers; evaluation checklist	31/10/2025
AI literacy policy and safeguards	We use a defined screening process for AI tools, checking purpose, data handling, suitability, control features and learning impact.	05/09/2025	■ AMBER	Adopt tool-screening rubric; require DPO sign-off pre-pilot; create central register; backfill current tools; pilot with Sixth Form study tools.	DPO; IT Manager/ Network Manager; Head of Computing	Tool Screening Rubric; DPIA template (ICO); Central Register	31/10/2025

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Section	Criteria	Date	RAG	Actions	Staff member(s)	Resources & training	Next review date
AI literacy policy and safeguards	AI-specific risks (bias, misinformation, harmful content) are addressed in safeguarding procedures.	05/09/2025	🟩	Embed AI scenarios in September INSET; add incident flowchart to safeguarding training for staff and tutors; DSL termly spot-checks.	DSL; Online Safety Lead	Safeguarding Policy; Online Safety Risk Assessment; Staff Flowchart	13/12/2025
Staff AI literacy	All staff have a basic understanding of what AI is, how it works, its limitations and potential risks.	05/09/2025	🟨	Deliver 45-minute whole-staff twilight; add LMS microlearning for new staff/ECTs/cover supervisors; short online quiz to evidence understanding.	Assistant Head (Teaching & Learning); Head of Computing	CPD deck; microlearning modules; staff FAQs; quiz	31/10/2025
Staff AI literacy	Staff receive CPD on creating effective prompts, evaluating AI outputs and embedding AI literacy in their subject.	05/09/2025	🟥	Run two twilights (prompting + evaluation); faculty-level exemplars in planning meetings; instructional coaching drop-ins fortnightly; collect 1 model lesson per faculty.	Assistant Head (Teaching & Learning); Heads of Department	Prompt guide; evaluation checklist; model lesson plans	18/10/2025

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Section	Criteria	Date	RAG	Actions	Staff member(s)	Resources & training	Next review date
Staff AI literacy	Teachers model safe and purposeful AI use, making their process visible to students.	05/09/2025		Share Think-Aloud scripts; add 'Why we used AI' slide/caption; HoD learning walks to gather examples for CPD newsletter.	Heads of Department; T&L Coaches	Modelling scripts; caption template; visualiser	31/10/2025
Staff AI literacy	Staff know when AI should be permitted, restricted or prohibited, and how to enforce this consistently.	05/09/2025		Issue traffic-light matrix for classwork/ homework/ assessment; align with Behaviour & Assessment policies; duty staff to check ICT rooms.	Deputy Head (Behaviour & Attitudes); Exams Officer; DSL	Traffic-light matrix; Behaviour Policy; learning walk proforma	31/10/2025
Student AI literacy	Students can describe how AI systems perform tasks, where they are used in daily life and what they cannot do.	05/09/2025		Deliver KS3 sequences; include KS4 real-world case studies and careers links; assemblies for Y7–Y11; tutor-time micro-lessons.	Head of Computing; Heads of Year (Y7–Y11)	NCCE units; assembly slides; vocabulary mats	31/10/2025

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Student AI literacy	Students can identify bias, misinformation and missing context in AI outputs.	05/09/2025		Half-termly critique mini-tasks in English/History/Science; shared talk frames; collect exemplars for moderation and display.	English HoD; History HoD; Science HoD	Critique talk frames; moderation folder; example outputs	31/10/2025
Student AI literacy	Students are taught to write prompts with a clear purpose, constraints and sources to check.	05/09/2025		Embed PCS (Purpose-Constraints-Sources) in KS3; KS4/KS5 apply PCS to research and coursework planning; add planner page prompts.	Head of Computing; English HoD	Prompt frame posters; KS1 cards; pupil planners	13/12/2025
Student AI literacy	AI literacy is embedded in multiple subjects (e.g. English for text critique, Computing for algorithms, PSHE for ethics and wellbeing).	05/09/2025		Update cross-subject map across faculties; PSHE lessons include wellbeing reflection after any AI use; retrieval quizzes per unit.	Deputy Head (Quality of Education); PSHE/RSE Lead; Head of Computing	Cross-subject map; PSHE inserts; quiz bank	13/12/2025

Section	Criteria	Date	RAG	Actions	Staff member(s)	Resources & training	Next review date
Student AI literacy	Students understand the ethical, social and wellbeing implications of AI use.	05/09/2025	🟩	Termly PSHE/RSE focus on data consent, fairness and screen-time wellbeing; Student Digital Leaders co-deliver assemblies.	PSHE/RSE Lead; DSL	PSHE/RHE scheme; online safety materials; assembly scripts	12/07/2026
Implementation and monitoring	We have identified curriculum touchpoints for AI literacy in each key stage.	05/09/2025	🟩	Maintain master grid by year group and faculty; ensure coverage in schemes of learning and QA cycles.	Deputy Head (Quality of Education); Head of Computing	Touchpoint grid; MTPs; lesson study notes	13/12/2025
Implementation and monitoring	We review AI literacy provision termly, using staff and student feedback.	05/09/2025	🟨	Set Digital Strategy Group term dates; include Student Voice panels; publish a 1-page termly summary to the Local Governing Board.	Headteacher/Principal; Digital Strategy Group	Review agenda; feedback forms; governor summary template	13/12/2025

Section	Criteria	Date	RAG	Actions	Staff member(s)	Resources & training	Next review date
Implementation and monitoring	Evidence of student progress in AI literacy is collected and discussed in leadership meetings.	05/09/2025	🟥	Draft KS3–KS5 'can-do' descriptors; sample work from each faculty; add AI literacy fields to assessment dashboard; pilot in Y8 and Y12.	Data Manager; Assessment Lead; Head of Computing	Phase descriptors; sampling schedule; dashboard tab	18/10/2025
Implementation and monitoring	Our AI literacy framework is updated regularly in line with recognised guidance (OECD, UNESCO, European Commission).	05/09/2025	🟩	Annual July review; maintain external update log; consult staff, students and parents before publishing updates.	Headteacher/ Principal; Deputy Head (Quality of Education)	Change log; external guidance tracker; consultation forms	12/07/2026
Community engagement on AI literacy	Parents and carers receive clear information on what AI literacy is and how it is taught in our school.	05/09/2025	🟩	Keep website page updated; run Parent Information Evening in Autumn; add translated summaries; record and share slides/video.	Headteacher/ Principal; Communications Lead	Website page; briefing slides; translated leaflets	13/12/2025

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Community engagement on AI literacy	Families are given conversation starters or simple activities to explore AI use together.	05/09/2025	■	Produce KS3/KS4/KS5 'Family AI Conversation' sheets; include QR links to safe tools; distribute via ParentMail/Edulink; gather feedback via Forms.	Communications Lead; PSHE/RSE Lead	Conversation starter templates; QR resource list; distribution plan	18/10/2025
Community engagement on AI literacy	Our website and newsletters share examples of safe, purposeful AI use in learning.	05/09/2025	■	Launch monthly classroom spotlight blog/vlog; include student reflections and examples from multiple faculties; invite governor learning walks.	Communications Lead; Link Governor (Curriculum)	Newsletter template; spotlight form; visit schedule	13/12/2025

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AI literacy RAG toolkit

Criteria	Date	RAG	Actions	Staff member	Resource and training	Review date
Shared understanding of AI literacy						
We have an agreed, plain-language definition of AI literacy that includes understanding, ethics, safe use and judgment.						
Leaders, staff, governors and students can explain what it means to be "AI literate" in our context.						
Our AI literacy approach links directly to curriculum, safeguarding and digital citize…						

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Criteria	Date	RAG	Actions	Staff member	Resource and training	Review date
AI literacy policy and safeguards						
We have a written AI use policy that covers benefits, risks, age-appropriate use, data privacy and academic integrity.						
The policy includes practical examples for staff and students, such as acceptable prompts and how to check outputs.						
We use a defined screening process for AI tools, checking purpose, data handling, suitability, control features and learning impact.						
AI-specific risks (bias, misinformation, harmful content) are addressed in safeguarding procedures.						

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Criteria	Date	RAG	Actions	Staff member	Resource and training	Review date
Staff AI literacy						
All staff have a basic understanding of what AI is, how it works, its limitations and potential risks.						
Staff receive CPD on creating effective prompts, evaluating AI outputs and embedding AI literacy in their subject.						
Teachers model safe and purposeful AI use, making their process visible to students.						
Staff know when AI should be permitted, restricted or prohibited, and how to enforce this consistently.						

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Criteria	Date	RAG	Actions	Staff member	Resource and training	Review date
Student AI literacy						
Students can describe how AI systems perform tasks, where they are used in daily life and what they cannot do.						
Students can identify bias, misinformation and missing context in AI outputs.						
Students are taught to write prompts with a clear purpose, constraints and sources to check.						
AI literacy is embedded in multiple subjects (e.g. English for text critique, Computing for algorithms, PSHE for ethics and wellbeing).						
Students understand the ethical, social and wellbeing implications of AI use.						

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Criteria	Date	RAG	Actions	Staff member	Resource and training	Review date
Implementation and monitoring						
We have identified curriculum touchpoints for AI literacy in each key stage.						
We review AI literacy provision termly, using staff and student feedback.						
Evidence of student progress in AI literacy is collected and discussed in leadership meetings.						
Our AI literacy framework is updated regularly in line with recognised guidance (OECD, UNESCO, European Commission).						

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Criteria	Date	RAG	Actions	Staff member	Resource and training	Review date
Community engagement on AI literacy						
Parents and carers receive clear information on what AI literacy is and how it is taught in our school.						
Families are given conversation starters or simple activities to explore AI use together.						
Our website and newsletters share examples of safe, purposeful AI use in learning.						

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Looking to improve your school's maths results without stretching your budget?

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✓ 90% cheaper than other tutoring providers

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93% of teachers feel Third Space Learning lessons helped their students achieve higher assessment scores.

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