# **Central AI tools register & Review protocol**

**School:** [School Name] **Maintained by:** [Role, e.g., Deputy Head/IT Lead/DPO]  
**Last updated:** [Date]  
**Next review:** [Half-termly date]

*Edit or delete where applicable*

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| **1. Purpose of this register** |

This central register helps leadership:

* Track all AI tools used across the school
* Ensure each tool has clear purpose, ownership, and oversight
* Monitor data flows and risk status
* Remove duplication and maintain coherent systems
* Run regular stewardship reviews

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| **2. Register** |

*Examples just for reference – delete and use your own*

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| **Tool name** | **Purpose** | **Owner** | **Data in** | **Data out** | **Risk status** | **Last review** | **Notes** |
| Skye AI maths tutor | Provides one-to-one spoken maths tutoring for pupils needing intervention support | Maths Coordinator | Pupil names, year group, session audio (recordings) | Session logs, progress reports, diagnostic assessments, completion data | 🟢 Low risk | [Date] | School-approved, DPIA complete, parental consent obtained. All content created by qualified teachers. Data stored securely, not used to train external models. Teachers control programmes and can observe sessions. Built-in safeguarding: recordings monitored, red-flag system for concerns. |
| ChatGPT (free version, multiple staff using independently) | Staff using for lesson planning, question generation, drafting communications | None assigned – shadow IT | Unclear – likely includes pupil work examples, lesson content, possibly names in drafts | Draft text, ideas, suggestions (may be retained by OpenAI) | 🔴 High risk | [Date] | NOT school-approved. Data protection concerns: free version stores data, may use to train models, no DPIA, no data processing agreement. Multiple staff using different accounts = no oversight or consistency. No clear guidance on appropriate use. ACTIONS NEEDED: 1) Issue immediate guidance on what not to input 2) Investigate ChatGPT Team/Enterprise 3) Decide on school policy 4) Provide training |
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| **2. Column definitions** |

* **Tool name:** Specific platform or system
* **Purpose:** What problem this solves (one sentence)
* **Owner:** Role responsible for reviewing effectiveness and safety
* **Data in:** What pupil/staff data enters the system
* **Data out:** What the tool produces or shares
* **Risk status:** 🟢 Low risk | 🟡 Moderate risk – monitor | 🔴 High risk – urgent review
* **Last review:** Date last checked by owner
* **Notes:** Key considerations, concerns, or actions needed

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| **3. AI tools review agenda** |

**When:** Every half-term (6 times per year)  
**Who attends:** [SLT lead for AI], [DPO], [IT lead], [Safeguarding lead], [relevant tool owners]  
**Time needed:** 60-90 minutes

**1. Register update (10 mins)**

* Have any new tools been adopted since last review?
* Have any tools been removed or replaced?
* Update register with current status

**2. Risk review (15 mins)**

* Review all 🟡 and 🔴 rated tools
* Have risks reduced or increased?
* Update risk ratings
* Assign actions for high-risk items

**3. Duplication check (15 mins)**

* Are multiple tools doing the same job?
* Could we consolidate to reduce complexity?
* Which tool(s) should we keep?

**Questions to ask:**

* Do we have multiple tools for [planning/assessment/communication]?
* Are staff learning multiple systems that do similar things?
* Would removing one tool cause problems or relief?

**4. Privacy and data protection (15 mins)**

* Review data flows for each tool
* Check all DPIAs are current
* Confirm parental consent up to date where needed
* Flag any data protection concerns

**Questions to ask:**

* Is pupil data leaving our control inappropriately?
* Do we have data processing agreements for all tools handling personal data?
* Are retention and deletion policies being followed?

**5. Integration check: priority journeys (20 mins)**

Choose 2 priority journeys this review

Questions to ask

* What AI tools touch this process?
* Do they work together or create friction?
* Is data flowing smoothly between systems?
* Where are the gaps or duplications?
* Is the end user (pupil, teacher etc) coherent?

**6. Impact and value (10 mins)**

* Which tools are demonstrably improving outcomes or reducing workload?
* Which tools aren't delivering promised value?
* Should any tools be removed or replaced?

**7. Actions and next steps (10 mins)**

* Assign specific actions with owners and deadlines
* Schedule next review
* Identify what needs wider staff communication

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| **4. Quick decision framework** |

**When considering adopting a new AI tool, ask:**

✓ **Purpose:** What specific problem does this solve that we can't solve better another way?  
 ✓ **Ownership:** Who will be responsible for reviewing this?  
 ✓ **Data:** What goes in and out? Is this GDPR compliant?  
 ✓ **Risk:** What could go wrong and how will we monitor it?  
 ✓ **Integration:** Does this duplicate existing tools? How will it connect to current systems?  
 ✓ **Value:** How will we measure whether this is actually helping?

**If you can't answer all six questions confidently, don't adopt the tool yet.**