

A digital strategy worth having.



Most schools can tell you how much technology they use. Fewer can say what it is doing for teaching and learning. Use this framework with your leadership team and your staff to find out where you stand and choose what to work on next.



How to use it

- 1 Leaders and a group of staff score the statements separately.
- 2 Before scoring an area, read what strong practice looks like and the warning signs.
- 3 Put the two sets of scores side by side and talk about the biggest gaps first.
- 4 Choose two areas, fill in the last page, and repeat the exercise in a year.

How true is this of our school?

1 Not true	2 True in a few places	3 True in some places	4 True in most places	5 True across the school
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1 Vision and strategy

Statement	Leaders	Staff
Our digital strategy says which parts of teaching and learning it is meant to improve.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Every technology decision can be traced back to our curriculum and how we teach.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Staff, students and parents could explain why we use technology the way we do.	① ② ③ ④ ⑤	① ② ③ ④ ⑤

Strong practice

The strategy is short, written in the school's own words and starts from learning. Leaders use it to turn things down as well as to approve them.

Warning signs

- The strategy is mostly a list of devices and platforms.
- Purchases come first and the reasons come later.

Evidence to look at: the strategy itself, the reasons given for the last major purchase, and what a few staff say when asked what the strategy is for.

Evidence and comments



2 Leadership and culture

Statement	Leaders	Staff
Senior leaders use the school's technology well in their own work.	1 2 3 4 5	1 2 3 4 5
Staff can try a new approach and say it did not work without worrying about it.	1 2 3 4 5	1 2 3 4 5
Staff are consulted before new tools are introduced.	1 2 3 4 5	1 2 3 4 5

Strong practice

Leaders talk about what technology does for students' learning. They share what has failed as readily as what has worked.

Warning signs

- Usage figures are the main measure of success.
- A few enthusiasts carry the work while everyone else waits.

Evidence to look at: how leaders use the platforms themselves, staff survey comments, and how the last new tool was introduced.

Evidence and comments



3 Professional learning

Statement	Leaders	Staff
Staff have regular time to learn how technology can support their subject.	1 2 3 4 5	1 2 3 4 5
Training is built around real lessons and real classes.	1 2 3 4 5	1 2 3 4 5
Coaching, lesson study or peer observation help good practice spread.	1 2 3 4 5	1 2 3 4 5

Strong practice

Learning about technology is part of the main CPD programme and continues through the year. Teachers learn most from colleagues in their own subject.

Warning signs

- Training is a single INSET session when a new platform arrives.
- Staff confidence varies widely and nobody knows by how much.

Evidence to look at: the CPD calendar, a staff confidence survey, and observation or coaching notes.

Evidence and comments



4 Students' learning

Statement	Leaders	Staff
Students are asked how technology helps or gets in the way of their learning.	1 2 3 4 5	1 2 3 4 5
Technology is mostly used for things that help students learn, such as retrieval practice, feedback and explaining their thinking.	1 2 3 4 5	1 2 3 4 5
Students with SEND, and students without a device at home, get the same benefit as everyone else.	1 2 3 4 5	1 2 3 4 5

Strong practice

Teachers can say what students learn better because of the technology. Access for students who need extra support is planned in advance.

Warning signs

- Lessons look busy on screen, but students struggle to remember what they did.
- Disadvantaged students use technology less at home, and nobody has checked.

Evidence to look at: student voice, work in books and on platforms, and access data for disadvantaged students and students with SEND.

Evidence and comments



5 Artificial intelligence

Statement	Leaders	Staff
Staff know which AI tools are approved and what information must never go into them.	1 2 3 4 5	1 2 3 4 5
Staff have been trained to use AI in planning and marking and have had time to practise.	1 2 3 4 5	1 2 3 4 5
Students are taught when AI helps their learning and when it is doing their thinking for them.	1 2 3 4 5	1 2 3 4 5

Strong practice

The school has a short, current AI policy that staff and students understand. Teachers use AI to save time on routine work and keep the judgements for themselves. The rules for homework and coursework are clear to students and parents.

Warning signs

- Staff use personal AI accounts with pupil information.
- The policy exists, but students have never been taught what it means for them.
- Departments give students different messages.

Evidence to look at: the AI policy, the list of approved tools, student voice, and how the school follows the JCQ guidance on AI in assessments.

Evidence and comments



6 Infrastructure, safety and data

Statement	Leaders	Staff
Filtering and monitoring are reviewed at least once a year, and the designated safeguarding lead understands how they work.	1 2 3 4 5	1 2 3 4 5
We know how we measure up against the DfE's digital and technology standards, including cyber security and data protection.	1 2 3 4 5	1 2 3 4 5
Devices are budgeted for over their whole life, including replacement.	1 2 3 4 5	1 2 3 4 5

Strong practice

Equipment works when teachers need it. Safety and data protection are checked on a cycle with named owners, and governors see the results. There is a replacement plan with money set aside.

Warning signs

- Lessons are regularly lost to logins, wifi or charging.
- No one can say when the filtering was last tested.
- Devices bought in one go will all need replacing in the same year.

Evidence to look at: the IT support log, the last filtering and monitoring review, the self-assessment against the DfE standards, and the device replacement budget.

Evidence and comments



7 Evaluation and impact

Statement	Leaders	Staff
We gather students' and staff's views on technology at least once a year.	1 2 3 4 5	1 2 3 4 5
We check what difference technology makes to learning, using more than usage data.	1 2 3 4 5	1 2 3 4 5
We change the strategy when the evidence says we should.	1 2 3 4 5	1 2 3 4 5

Strong practice

Each major use of technology comes with a question: what should improve, and how will we know? The answer shapes next year's plan.

Warning signs

- The only data collected is logins and usage.
- The strategy has not changed in three years.

Evidence to look at: the last survey results, any review of a major platform, and the changes between this year's strategy and last year's.

Evidence and comments

What we will do next.

Choose no more than two areas. Small, specific steps are more likely to happen.

Priority 1	
Area	
Where leaders' and staff scores differed most	
What we will do next	
Who leads it	
How we will know it has worked	
Review date	

Priority 2	
Area	
Where leaders' and staff scores differed most	
What we will do next	
Who leads it	
How we will know it has worked	
Review date	

Repeat the framework in a year and compare the scores.