

Is the technology actually working?

Buying technology is easy. Knowing whether it has helped is harder. Results rarely rise because of a tool alone, so this framework asks how true each statement is and how strong your evidence is.



How to use it

- 1 Score each statement twice, once for how true it is and once for how strong your evidence is.
- 2 Before scoring an area, read what counts as evidence and what to watch out for.
- 3 Look first at statements you scored highly on a hunch. They show where you need evidence.
- 4 Choose one use of technology and plan how to evaluate it on the last page.

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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How strong is our evidence?

Hunch What we believe, with nothing collected yet.	Some evidence Examples, or one source of data.	Strong evidence More than one source, compared over time or with students not using the tool.
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1 Students' learning

Statement	How true	Evidence
Students remember more of what they have been taught where technology is used.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong
Students' work shows better understanding where technology supports it.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong
Attainment or progress has improved, and we can explain how the technology contributed.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong

What counts as evidence

Quiz results over time, samples of work, comparisons between classes that use a tool and classes that do not, and attainment data read alongside the rest.

Watch out for

- Busy, engaged lessons taken as proof of learning.
- A rise in results with several possible causes.

Notes



2 Teaching

Statement	How true	Evidence
Teachers use digital quizzing and feedback to find out what students have understood, and act on it.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong
Technology helps teachers adapt lessons for students who need more support or more challenge.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong
Technology saves teachers time that goes back into planning and feedback.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong

What counts as evidence

Lesson visits, planning, conversations with teachers, and a workload survey.

Notes

Watch out for

- Data collected and never used.
- Time saved that is swallowed by more admin.



3 Metacognition and independent study

Statement	How true	Evidence
Students use technology to plan, check and review their own learning.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong
Students use digital tools to organise their work and manage their time.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong
Students set goals and track their progress towards them.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong

What counts as evidence

Conversations with students, homework and revision habits, and what students do when no one is directing them.

Notes

Watch out for

- Tools that do the tracking for students, so they never learn to do it themselves.



4 Thinking and AI

Statement	How true	Evidence
Students do the hard thinking themselves, even when AI is available.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong
Students can explain and defend work they produced with AI's help.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong
Teachers check whether AI is helping students learn or doing the work for them.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong

What counts as evidence

Conversations with students about their work, drafts compared with work done in class, and the questions in our briefing Who is doing the thinking?

Watch out for

- Polished homework next to weak work in class.
- Nobody asking how a piece of work was produced.

Notes



5 Digital literacy and safety

Statement	How true	Evidence
Students judge how reliable the things they find online are, including content made by AI.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong
Students know how to stay safe online and what to do when something goes wrong.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong
Students use technology confidently for their age, across their subjects.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ Hunch ☐ Some ☐ Strong

What counts as evidence

Tasks where students weigh up sources, online safety records, and student voice.

Watch out for

- Confidence mistaken for skill.
- Online safety taught once a year and not revisited.

Notes



6 Equity and inclusion

Statement	How true	Evidence
Disadvantaged students and students with SEND benefit as much as everyone else.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong
Assistive technology is used well and reaches the students who need it.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong
Gaps between groups in attainment or access are narrowing.	① ② ③ ④ ⑤	☐ Hunch ☐ Some ☐ Strong

What counts as evidence

Data broken down by group, access data, and the SENCo's view.

Watch out for

- Averages that hide a group falling behind.
- Devices handed out without the support to use them.

Notes

Evaluate one use of technology.

Pick one tool or approach that matters to you, ideally one you scored highly on a hunch.

Our evaluation	
The technology, and what it is for	
What should improve, and for which students	
What we will compare it with Last year, another class or a starting test	
What we will measure, and when	
Who leads it	
What we found Fill this in at the review	

Repeat the framework in a year and see whether your hunches have become evidence.