



EdTech 'Demonstrator schools and colleges'

Draft design, model and
criteria

DRAFT

We know that training and support are important for schools and colleges to realise the potential of technology

What does the research say?

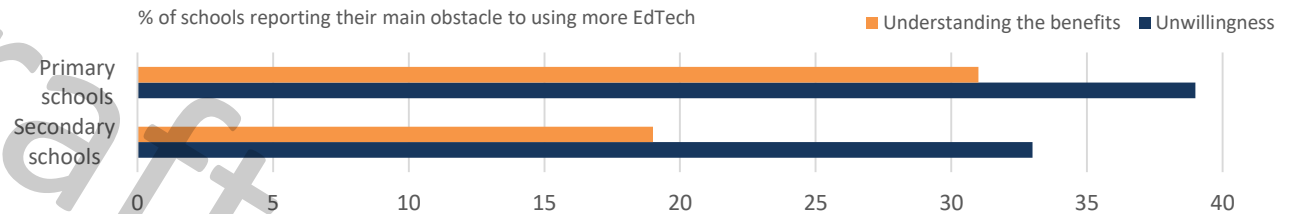
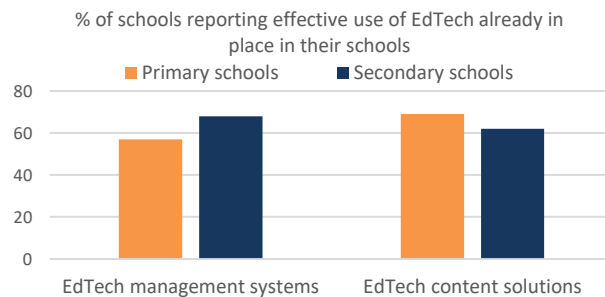
The **EEF Digital Technology review** found that **training and support** for teachers can be **essential** in ensuring the technology is properly used and that potential learning gains are made. This involves more than just learning how to use the hardware or software; training should also support teachers to understand how it can be used to support teaching and learning.



Other studies have found that successful use of EdTech is often underpinned by **good digital leadership**¹ and **trained and confident**² teachers

Barriers and use of EdTech in schools

A significant proportion of schools are not making effective use of the EdTech already in their schools³.

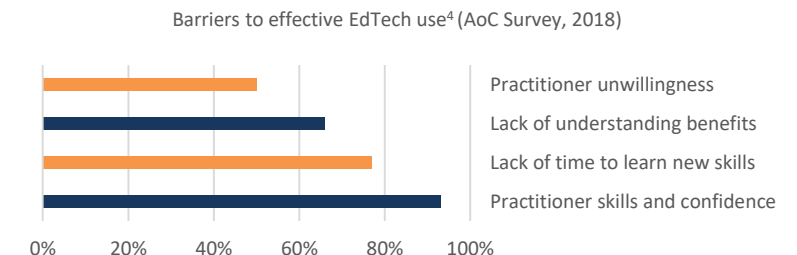


Schools themselves consistently report that major barriers to effective, improved and increased use of EdTech include: teachers not understanding the benefits of EdTech and a lack of confidence and skills³.

Barriers to effective use of EdTech in colleges

Many studies indicate that the lack of teacher digital skills and capability is a key barrier to effective technology use⁴.

- 70% of teachers reported needing extra support to use technology effectively⁵
- Digital technology was the 3rd most frequent reported training gap by teachers⁵
- Over half of teachers reported that CPD support should come from external training bodies and / or colleagues⁵



Our work engaging with schools and colleges over the last 2 years on the EdTech agenda indicates that teachers and leaders value learning from their peers

Which is why the EdTech strategy made a commitment to launch a network of demonstrator schools and colleges:

- “Schools, colleges and other providers have told us that they value **hearing and learning from their peers** and **seeing what works in context**. Therefore, we will be launching a network of ‘demonstrator’ schools and colleges **to showcase best practice** and **offer peer-led hands-on support for those schools and colleges that need it**. The demonstrator schools and colleges will **leverage existing expertise in the sector and help to provide peer-to-peer support and training**. We will be designing this network with the support of the EdTech Leadership Group (see Section 6), drawing in industry expertise and support and learning from schools and college leaders about what they would find useful. We want every school and college to have the opportunity to visit one of these schools or colleges and see the impact of effectively used technology for themselves.”

Key points:

- Leverage existing expertise in the sector
- See what works in context
- Hands-on support for those schools and colleges that need it
- Peer-to-peer support and training

Funding is in place until the end of 2020/2021 financial year

The EdTech strategy sets out the goals of the programme...

- ❑ Tackle key barriers that schools and colleges face to successful use of EdTech:
 1. Promote awareness of how technology can help address their challenges
 2. Help promote willingness, skills and confidence to:
 - I. Strategically implement technology
 - II. Buy the right products / services at the right price
 - III. Understand how technology can support teaching practice / pedagogy
- ❑ To raise the digital capability of the system to help schools and colleges realise the potential of technology to:
 - Improve educational outcomes
 - Cut workload
 - Increase efficiencies and cut costs
 - Remove barriers to learning

Based on user research, stakeholder engagement and feedback from the ELG, we propose that the demonstrator schools and colleges focus on:

- Raising awareness of what is possible with the support of EdTech
- Motivating those around them to invest in their own strategic change journey in the use of technology
- Providing hands-on support through the change process for those that need it
- Facilitating networks between practitioners to develop greater insight and skills in the use of technology

Any comments or reflections?

But we think exactly *how* the demonstrators will deliver these aims will be best shaped by schools and colleges themselves

How best it is delivered will depend on:

- the strengths, capability and capacity of the school or college delivering the support
- any partnerships the school or college already has in place
- the needs of the school or college receiving the support
- the needs of the region

We think the demonstrator schools and colleges will know the best type, scale and intensity of support that would work for those schools and colleges around them.

Any comments or reflections?

In order to foster innovation and capitalise on the range of practice and expertise in the sector we propose taking the following approach:

- Run an open non-prescriptive grant competition for schools and colleges
- But provide clear goals (slide 4) and expectations
- EdTech demonstrator 'badge' to be time limited for the duration of the programme funding (until end of 2020/21 academic year)
- Aim for 1 - 4 demonstrators per RSC region
- Expect schools and colleges to propose different approaches appropriate for their setting
- Welcome bids of varying scale, support and quantum of funding (but provide an expected range up to a maximum limit)
- Welcome coalition bids from groups of schools or partnerships with not-for-profit organisations (e.g. research groups or expert bodies)
- Welcome bids from schools or colleges that already have partnerships with industry
- Procure an external partner to evaluate the programme

What are your reflections? Are there other considerations?

We propose favouring a non-prescriptive approach to technology use and best practice

- ❑ We propose that schools and colleges learn from the way our demonstrators have developed along their digital journey and to share lessons learnt.
- ❑ We propose that the demonstrators do NOT push specific technology or specific practice.
- ❑ We propose that they showcase what is possible, to support schools and colleges to set their own EdTech vision, tailored around their own priorities and context and then help them to implement it successfully.

We favour an 'non-prescriptive' approach because:

- We lack the evidence on what products work best
- We know 'what works' is often context specific
- The ELG, users and stakeholders have told us they favour this approach

Non-prescriptive

Prescriptive

Product / tech agnostic

Product / tech specific

Showcasing what's possible

Showcasing 'best practice'

Learn from their approach

Learn from their practice

Do you agree? Any comments or reflections?

We propose a range of minimum expectations for demonstrators

For example, we would expect demonstrator schools and colleges to:

- Be willing to work with other demonstrator schools / colleges in their region and nationally
- Have a commitment to evaluating the impact of technology
- Have a commitment to continuous improvement

[And as advised by the Assistive Technology Expert Group:]

- Have a broad awareness of the range of Assistive Technology available to support pupils with SEND
- Know where to go for additional assistive technology advice and guidance where required (including specialist professional services and organisations)
- Be willing to work with Assistive Technology advisory services, special schools (could be another demonstrator) or expert bodies.

Any comments or reflections?

We propose setting a range of requirements and selection criteria for demonstrators but welcome comments or reflections on how this should develop. The following criteria provide a starting point for discussion...

Criteria	What we want / ask schools to evidence	How we'll measure it
High performing school / college	<ul style="list-style-type: none"> Ofsted rating (Minimum requirement of good or outstanding to be eligible) [we expect ministers to request this – so as to ensure RI schools/colleges are able to focus on their own improvement journey] Headline performance measures (e.g. Progress, Attainment, pupil destinations, etc). 	Performance data, Ofsted reports
Effective technology use	<ul style="list-style-type: none"> Clear vision for how they are using technology to help meet their needs Clear implementation strategy (and technology embedded as part of wider school improvement plan), including: <ul style="list-style-type: none"> How users (pupils / teachers / staff) are effectively supported and trained How safety and security have been considered and what measures are in place How the strategy is inclusive and accessible for all users (pupils / teachers / staff) Evidence of impact of technology (in line with their goals) Evidence regarding any specific areas of expertise e.g. EdTech to support literacy, MFL, CPD etc. 	Application form, Interviews. School/college visits
Capability and capacity to support others	<ul style="list-style-type: none"> Clear proposal for supporting others in their area (scope of activities, type of support and scale of reach) Realistic and resilient delivery plan, including how they will use funding to achieve expected impact Evidence of strong leadership, governance and succession planning Expertise of leadership and track record of digital transformation and enhancing teaching and learning through technology Financial health check Leadership, SLT and Governor body buy-in Track record of supporting other schools/colleges and evidence of existing networks Capacity of the provider to deliver programme against other existing/proposed initiatives 	Application form, Interviews, School/college visit

The final selection of schools and colleges will also need to take into account: spread across the country, the divide between schools/FE, a mix of providers (rural/urban/special), mix of partner/industry affiliations.

In practice, we propose the process including:

1. Competitive grant process
2. Managed by DfE
3. 2 stage application process
 - I. Light touch application form
 - II. More in-depth selection process
 - a) Interviews
 - b) Visits
 - c) Working with DfE to finalise delivery plans
4. Possible appointment of expert panel to help assess applications.

What are your views on who should be involved in the assessment applications/interviews and visits?

We have a pressing delivery timescale and will seek agreement to our approach from ministers in early September...

Preparation for launch:



Delivery and evaluation:



We would welcome your views on these proposals to help maximise the potential impact of this programme, including for example:

1. How might industry players like to be involved in this? Particularly where industry have their own flagship schools/colleges programme?
2. Should the programme try to link into other networks and support offers? How?
3. How can the ELG help support this initiative and help publicise the opportunity to schools?
4. Should there be different expectations for schools and colleges? What are the key issues here? What will need to be different? (e.g. who they work with? Types of technology? Etc.)
5. What are your views on the assessment criteria proposed and how this should develop?
6. What have we missed? Are there other issues we should consider?