



Department
for Education

Annex 1

Survey sampling

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Government
Social Research

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Questionnaire

Q1. Education Technology (or EdTech) is understood as “the practice of using technology to support teaching and the effective day-to-day management of education institutions” (DfE, 2019). EdTech can include hardware (such as tablets, laptops or other digital devices), and digital resources, software and services (such as cloud storage). Which of the following uses of EdTech would you say have the greatest potential benefits for your school, in the next 10 years? (Select up to 3 options)

- School management and administration
- Staff professional development (e.g. e-learning & teacher collaboration)
- Learning management systems or platforms
- Formative and summative assessment tools
- Classroom-based technology for teaching and learning
- Independent learning and self-study tools
- Inclusion support
- School and teacher communication with pupils’ parents/carers
- None of the above

Multicode

Q2. Which of the following would you say are the main barriers for your school in using EdTech, in the next 10 years? (Select up to 3 options)

- Cost of EdTech hardware (e.g. laptops and tablets) and school budgetary constraints
- Lack of understanding in what different EdTech tools/products do and lack of evidence for which tools are most suitable for my schools’ needs
- Poor or varying quality of EdTech resources (tools and products)
- My school’s leadership does not think EdTech is important
- Staff skills and confidence with technology
- Teachers in my school are not willing to use EdTech
- Parents do not think EdTech is an important priority
- Digital divide / access barriers among households
- None of the above

Multicode

Q3. Which of the following types of policy support would be the most effective, in helping schools to get the best out of EdTech in future? (Select up to 3 options)

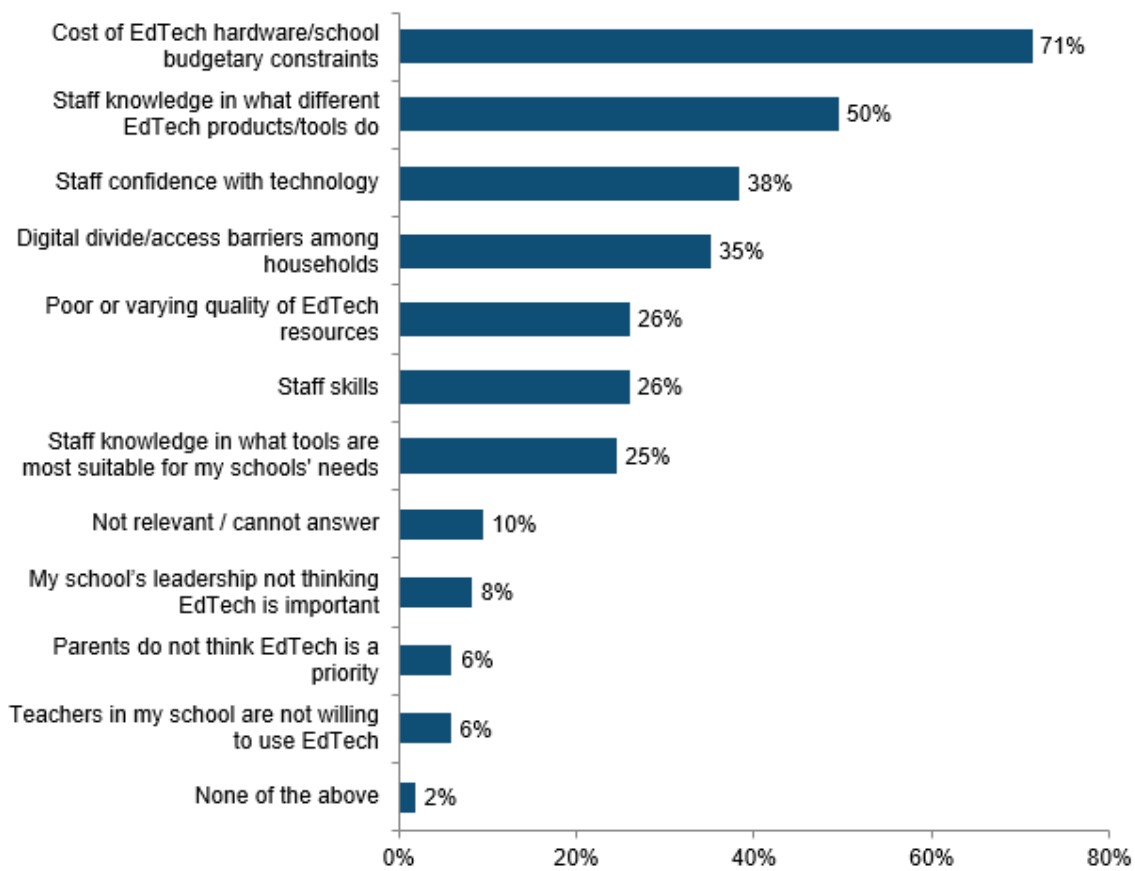
- National guidance on what EdTech products to use and how to use them

- National standards on the types of EdTech products to use
- Evidence-based EdTech teaching resources
- Pilot projects involving schools & Ed Tech providers
- National resource centres (such as an online directory of resources)
- Teacher professional networks and platforms
- Development of new Initial Teacher Education (ITE) and Continuous Professional Development (CPD) programmes
- None of the above

Multicode

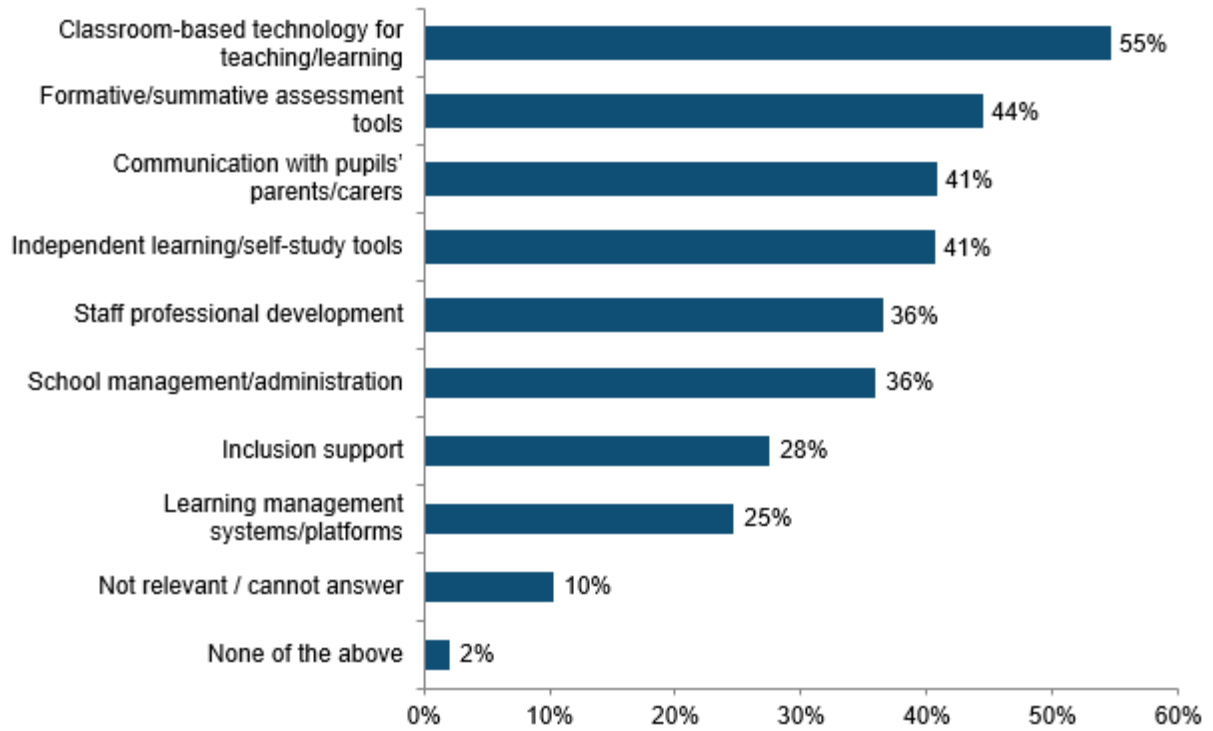
Survey results

Table 1 Which are the main barriers to using EdTech in the next 10 years?



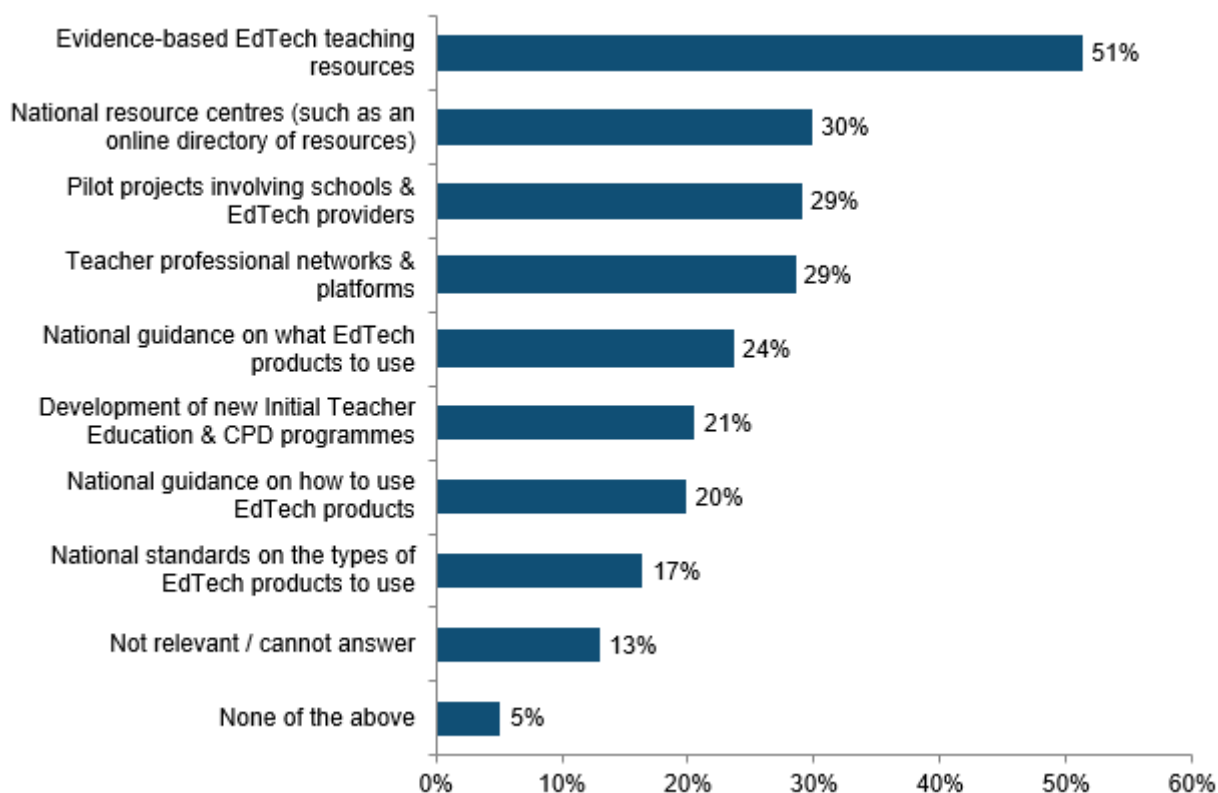
Source: Ecorys teacher survey. n=5,485.

Table 2 Which of the following uses of EdTech have the greatest potential benefits for your school in the next 10 years?



Source: Ecorys teacher survey. n=5,568.

Table 3 What policy support would be the most effective in helping schools and colleges get the best out of EdTech in future?



Source: Ecorys teacher survey. n=5,568

Question analysis by key demographics

How sample weights are calculated

The results pages show the percentage of the panel responding to each response category for the question, where teachers are weighted to ensure they reflect the national population of teachers in England.

We give you the total count of responses from the relevant population of validated teachers in England and the total number of weighted responses, calculated using the weighted procedure described in Table 4 below.

It's important to remember that this survey is representative of a sample. This means that the results are subject to random variation. The maximum margin of error, a radius of the 95% confidence interval where 50% of respondents chose a response, to reflect the amount of random variation underlying any survey's result are provided.

Below we explain how the sample is re-weighted to ensure it reflects the teaching population in England:

- The results of all teachers for whom there isn't a valid school identifier are dropped (Unique Reference Number)
- Only teachers that provide valid information on their gender, age and job post, the characteristics used for matching against the School Workforce Census are retained in the sample
- The population share is calculated in census data for 48 groupings of teachers who are allocated according to their phase, funding, gender, age and job post
- The sample shares in the responses are calculated for the question, which yields weights as a ratio of population to sample share.

Table 4 Demographic categories

<p>Funding - Schools split into independent and state-funded schools</p> <p>Phase - Primary and secondary phase (teachers in all-through and middle schools are allocated according to year groups they teach)</p> <p>Free school meals quartile - State-schools are split into 4 groups, separately for primary and secondary</p> <ul style="list-style-type: none">• The 3 cut points for primary are: 9.8, 17.6, 29.9• The 3 cut points for secondary are: 11.6, 18.6, 28.2 <p>Ofsted rating - Ofsted inspection rating of state schools only (requires improvement (RI) and inadequate are grouped)</p>
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School governance – State schools are split into 5 groups: LA community schools, LA noncommunity schools (voluntary-aided and controlled; foundation), large multi-academy trust of more than 3 schools, small multi-academy trust of 3 schools or fewer, stand-alone academy school

Region - Government official regions, with East and West Midlands combined and North East and Yorkshire/Humber combined

Age - Teachers are grouping into those in their 20s, 30s, 40s, and 50s and over

Experience - Teachers total years of experience in the profession, grouped into 4 categories

Gender - Female and male

Seniority - Classroom teacher; Middle leader (with a significant responsibility such as Head of Department); SLT (senior leadership team) excluding head; Headteacher

Subject/Key Stage - Secondary teachers select the main subject they teach. The arts include design/technology as well as all creative and performing arts. Primary teachers are grouped into Year R, 1, 2 (EYFS/KS1) and Years 3-6 (KS2)

Below we provide tables describing the questions analyses by the key demographics explained above.

Question 1

Table 5 Phase and funding (Q1)

128	4	Which of the following uses of EdTech have the greatest potential benefits for your school in the next 10 years?	All	Phase		Funding		School funding-phase			
			All	Primary	Secondary	State-funded school	Private School	Private Primary	State Primary	Private Secondary	State Secondary
		School management/administration	36%	36%	36%	36%	36%	34%	36%	38%	36%
		Staff professional development	36%	37%	36%	37%	34%	37%	37%	33%	36%
		Learning management systems/platforms	25%	23%	26%	24%	30%	30%	23%	29%	26%
		Formative/summative assessment tools	44%	41%	48%	44%	46%	36%	42%	52%	47%
		Classroom-based technology for teaching/learning	55%	63%	46%	54%	58%	68%	63%	52%	46%
		Independent learning/self-study tools	41%	31%	50%	40%	51%	44%	30%	55%	50%
		Inclusion support	28%	34%	22%	28%	21%	29%	34%	16%	22%
		Communication with pupils' parents/carers	41%	43%	39%	42%	33%	38%	43%	30%	40%
		None of the above	2%	2%	2%	2%	2%	2%	2%	2%	2%
		Not relevant / cannot answer	10%	12%	9%	11%	7%	7%	12%	7%	10%
		Unique responders	5568	1660	3908	5134	434	92	1568	342	3566
		Sum of Sample Weights	5568	2770	2798	5021	547	209	2561	338	2460
		Maximum margin of error	1%	2%	2%	1%	5%	10%	2%	5%	2%

Table 6 Ofsted rating and Free school meals quartile (Q1)

		Ofsted rating			FSM quartile				
		Outstanding	Good	R//Inadequate	Q1 (affluent)	Q3	Q4 (deprived)		
I 4 128	Which of the following uses of EdTech have the greatest potential benefits for your school in the next 10 years?	School management/administration	35%	36%	39%	39%	36%	34%	37%
		Staff professional development	34%	36%	40%	36%	33%	37%	40%
		Learning management systems/platforms	24%	24%	24%	25%	24%	26%	23%
		Formative/summative assessment tools	44%	44%	46%	42%	43%	46%	47%
		Classroom-based technology for teaching/learning	53%	56%	50%	52%	52%	53%	50%
		Independent learning/self-study tools	42%	39%	40%	43%	42%	40%	38%
		Inclusion support	24%	29%	29%	25%	31%	27%	32%
		Communication with pupils' parents/carers	39%	42%	40%	42%	44%	43%	44%
		None of the above	4%	2%	1%	2%	2%	2%	3%
		Not relevant / cannot answer	12%	11%	9%	11%	10%	11%	10%
		Unique responders	1149	3009	778	1045	899	817	779
		Sum of Sample Weights	1108	3123	688	904	859	806	744
Maximum margin of error	3%	2%	4%	3%	3%	3%	4%		

Table 7 School governance (Q1)

		School governance					
		LA community	LA non-community	Large MAT (N>3)	Small MAT (N<=3)	Stand-alone Academy	
128 4 1	Which of the following uses of EdTech have the greatest potential benefits for your school in the next 10 years?	School management/administration	35%	37%	37%	33%	38%
		Staff professional development	33%	39%	37%	40%	35%
		Learning management systems/platforms	24%	22%	24%	28%	29%
		Formative/summative assessment tools	41%	43%	45%	46%	49%
		Classroom-based technology for teaching/learning	56%	54%	49%	49%	50%
		Independent learning/self-study tools	33%	38%	44%	44%	47%
		Inclusion support	29%	28%	30%	27%	25%
		Communication with pupils' parents/carers	49%	39%	42%	40%	41%
		None of the above	2%	1%	3%	3%	3%
		Not relevant / cannot answer	10%	14%	9%	12%	9%
		Unique responders	676	498	1503	265	647
		Sum of Sample Weights	823	524	1303	217	495
		Maximum margin of error	4%	4%	3%	6%	4%

Table 8 Region (Q1)

		School region							
		East of England	Londo	Midlands	North West	South East	South West	Yorkshire and North East	
128 4 1	Which of the following uses of EdTech have the greatest potential benefits for your school in the next 10 years?	School management/administration	36%	38%	33%	36%	36%	40%	37%
		Staff professional development	36%	34%	40%	36%	33%	34%	39%
		Learning management systems/platforms	23%	25%	25%	21%	24%	28%	25%
		Formative/summative assessment tools	46%	45%	42%	50%	47%	39%	42%
		Classroom-based technology for teaching/learning	57%	48%	55%	48%	61%	50%	55%
		Independent learning/self-study tools	42%	39%	42%	39%	42%	40%	39%
		Inclusion support	30%	24%	30%	23%	31%	27%	25%
		Communication with pupils' parents/carers	38%	40%	45%	42%	39%	38%	43%
		None of the above	2%	3%	2%	2%	1%	4%	3%
		Not relevant / cannot answer	10%	11%	10%	11%	8%	11%	12%
		Unique responders	640	730	972	607	1075	543	687
		Sum of Sample Weights	649	761	978	558	1126	528	654
Maximum margin of error	4%	4%	3%	4%	3%	4%	4%		

Table 9 Age and gender (Q1)

		Age				Gender		
		Age in 20s	Age in 30s	Age in 40s	Age in 50s+	Female	Male	
I 4 128	Which of the following uses of EdTech have the greatest potential benefits for your school in the next 10 years?	School management/administration	37%	37%	34%	37%	36%	37%
		Staff professional development	35%	40%	37%	32%	37%	36%
		Learning management systems/platforms	25%	24%	26%	25%	25%	25%
		Formative/summative assessment tools	50%	46%	40%	42%	44%	46%
		Classroom-based technology for teaching/learning	57%	53%	53%	58%	57%	49%
		Independent learning/self-study tools	38%	42%	41%	42%	38%	47%
		Inclusion support	33%	27%	26%	25%	30%	21%
		Communication with pupils' parents/carers	42%	41%	40%	40%	42%	36%
		None of the above	2%	2%	3%	2%	2%	3%
		Not relevant / cannot answer	14%	10%	10%	8%	10%	11%
		Unique responders	779	1891	1903	994	4216	1344
		Sum of Sample Weights	1234	1725	1653	953	4122	1436
	Maximum margin of error	4%	2%	2%	3%	2%	3%	

Table 10 Experience and seniority (Q1)

		Experience				Seniority				
		Less than 5 years	Between 5 and 10 years	Between 10 and 20 years	Over 20 years	Classroom Teacher	Middle Leader	SLT (excl head)	Headteacher	
128 4 1	Which of the following uses of EdTech have the greatest potential benefits for your school in the next 10 years?	School management/administration	36%	37%	36%	35%	32%	37%	42%	51%
		Staff professional development	35%	38%	38%	33%	33%	37%	43%	50%
		Learning management systems/platforms	23%	25%	27%	25%	22%	27%	25%	26%
		Formative/summative assessment tools	50%	47%	43%	38%	45%	45%	43%	38%
		Classroom-based technology for teaching/learning	57%	55%	53%	54%	58%	53%	50%	50%
		Independent learning/self-study tools	41%	41%	41%	39%	41%	44%	35%	27%
		Inclusion support	31%	32%	26%	23%	29%	26%	25%	30%
		Communication with pupils' parents/carers	41%	41%	42%	40%	39%	41%	42%	46%
		None of the above	2%	2%	2%	3%	2%	2%	2%	1%
		Not relevant / cannot answer	14%	10%	9%	10%	12%	10%	8%	8%
		Unique responders	919	1239	2035	1350	1954	2275	1021	318
		Sum of Sample Weights	1180	1420	1769	1177	2371	2346	619	232
Maximum margin of error	3%	3%	2%	3%	2%	2%	3%	5%		

Table 11 Subject/Key stage (Q1)

		Teacher subject/class									
		Englis	Math	Scienc	Humanities	Languages	Arts incl D&T	Other incl PE	EYFS/KS1	KS	
I 4 128	Which of the following uses of EdTech have the greatest potential benefits for your school in the next 10 years?	School management/administration	35%	35%	37%	37%	34%	35%	33%	39%	34%
		Staff professional development	38%	34%	34%	39%	33%	31%	32%	39%	36%
		Learning management systems/platforms	22%	25%	27%	26%	27%	30%	37%	21%	23%
		Formative/summative assessment tools	42%	47%	58%	46%	44%	39%	48%	40%	43%
		Classroom-based technology for teaching/learning	44%	51%	46%	44%	52%	51%	44%	63%	64%
		Independent learning/self-study tools	46%	51%	57%	45%	55%	54%	49%	26%	35%
		Inclusion support	24%	21%	23%	19%	21%	26%	21%	32%	35%
		Communication with pupils' parents/carers	40%	36%	39%	34%	45%	37%	40%	47%	41%
		None of the above	3%	2%	2%	3%	3%	1%	2%	3%	2%
		Not relevant / cannot answer	9%	10%	8%	11%	9%	9%	12%	10%	12%
		Unique responders	777	726	847	768	265	222	230	402	964
		Sum of Sample Weights	529	560	628	535	173	164	162	713	1728
Maximum margin of error	4%	4%	3%	4%	6%	7%	6%	5%	3%		

Question 2

Table 12 Phase and funding (Q2)

	All	Phase		Funding		School funding-phase				
		AI	Primary	Secondary	State-funded school	Private School	Private Primary	State Primary	Private Secondary	State Secondary
ID 12855 Which are the main barriers for your school in using EdTech in the next 10 years?	Cost of EdTech hardware/school budgetary constraints	71%	76%	67%	73%	53%	64%	77%	46%	70%
	Staff knowledge in what different EdTech products/tools do	50%	52%	47%	49%	55%	57%	52%	53%	46%
	Staff knowledge in what tools are most suitable for my schools' needs	25%	25%	25%	24%	29%	22%	25%	34%	23%
	Poor or varying quality of EdTech resources	26%	22%	30%	26%	26%	17%	23%	32%	29%
	My school's leadership not thinking EdTech is important	8%	7%	10%	8%	9%	4%	7%	12%	9%
	Staff skills	26%	27%	25%	26%	30%	25%	28%	32%	24%
	Staff confidence with technology	38%	40%	37%	37%	48%	46%	40%	50%	35%
	Teachers in my school are not willing to use EdTech	6%	6%	6%	6%	10%	9%	5%	10%	6%
	Parents do not think EdTech is a priority	6%	6%	6%	6%	5%	3%	7%	6%	6%
	Digital divide/access barriers among households	35%	35%	35%	38%	10%	8%	37%	10%	39%
	None of the above	2%	2%	2%	2%	5%	5%	1%	5%	2%
	Not relevant / cannot answer	10%	10%	9%	10%	7%	9%	10%	6%	9%
	Unique responders	5485	1637	3848	5059	426	91	1546	335	3513
	Sum of Sample Weights	5485	2727	2758	4946	539	206	2521	333	2425
Maximum margin of error	1%	2%	2%	1%	5%	10%	2%	5%	2%	

Table 13 Ofsted rating and Free school meals quartile (Q2)

		Ofsted rating			FSM quartile				
		Outstanding	Good	RI/Inadequate	Q1 (affluent)	Q2	Q3	Q4 (deprived)	
128	Which are the main barriers for your school in using EdTech in the next 10 years?	Cost of EdTech hardware/school budgetary constraints	68%	74%	76%	72%	76%	79%	72%
		Staff knowledge in what different EdTech products/tools do	47%	50%	49%	48%	50%	49%	50%
		Staff knowledge in what tools are most suitable for my schools' needs	20%	26%	22%	26%	27%	23%	25%
		Poor or varying quality of EdTech resources	27%	25%	27%	28%	27%	24%	25%
		My school's leadership not thinking EdTech is important	7%	9%	10%	7%	7%	10%	8%
		Staff skills	26%	27%	23%	27%	26%	25%	28%
		Staff confidence with technology	41%	38%	32%	39%	38%	38%	35%
		Teachers in my school are not willing to use EdTech	7%	5%	6%	7%	4%	7%	4%
		Parents do not think EdTech is a priority	5%	6%	7%	4%	5%	8%	9%
		Digital divide/access barriers among households	33%	37%	39%	33%	37%	42%	43%
		None of the above	3%	1%	2%	3%	1%	2%	2%
		Not relevant / cannot answer	10%	10%	8%	10%	10%	7%	6%
	Unique responders	1125	2969	769	1031	890	804	766	
	Sum of Sample Weights	1079	3089	679	897	846	794	728	
	Maximum margin of error	3%	2%	4%	3%	3%	3%	4%	

Table 14 School governance (Q2)

		School governance					
		LA community	LA non-community	Large MAT (N>3)	Small MAT (N<=3)	Stand-alone Academy	
128 5 1	Which are the main barriers for your school in using EdTech in the next 10 years?	Cost of EdTech hardware/school budgetary constraints	80%	74%	72%	73%	73%
		Staff knowledge in what different EdTech products/tools do	51%	51%	49%	48%	48%
		Staff knowledge in what tools are most suitable for my schools' needs	28%	28%	24%	22%	23%
		Poor or varying quality of EdTech resources	23%	24%	27%	32%	29%
		My school's leadership not thinking EdTech is important	6%	9%	8%	8%	10%
		Staff skills	27%	28%	25%	29%	26%
		Staff confidence with technology	41%	40%	35%	41%	37%
		Teachers in my school are not willing to use EdTech	6%	6%	5%	7%	7%
		Parents do not think EdTech is a priority	6%	8%	6%	6%	6%
		Digital divide/access barriers among households	39%	39%	38%	40%	36%
		None of the above	2%	1%	2%	2%	2%
		Not relevant / cannot answer	8%	10%	8%	10%	9%
		Unique responders	671	488	1481	263	636
		Sum of Sample Weights	819	508	1281	215	488
		Maximum margin of error	4%	4%	3%	6%	4%

Table 15 Region (Q2)

		School region							
		East of England	Londo	Midlands	North West	South East	South West	Yorkshire and North East	
128 5 1	Which are the main barriers for your school in using EdTech in the next 10 years?	Cost of EdTech hardware/school budgetary constraints	72%	65%	72%	70%	75%	74%	73%
		Staff knowledge in what different EdTech products/tools do	48%	50%	51%	47%	51%	49%	49%
		Staff knowledge in what tools are most suitable for my schools' needs	22%	25%	24%	24%	27%	28%	21%
		Poor or varying quality of EdTech resources	28%	24%	27%	30%	25%	25%	25%
		My school's leadership not thinking EdTech is important	9%	10%	7%	5%	7%	10%	11%
		Staff skills	26%	24%	29%	24%	28%	24%	24%
		Staff confidence with technology	40%	37%	40%	33%	41%	35%	39%
		Teachers in my school are not willing to use EdTech	7%	8%	5%	3%	6%	8%	3%
		Parents do not think EdTech is a priority	6%	7%	7%	7%	5%	5%	9%
		Digital divide/access barriers among households	36%	31%	38%	39%	35%	33%	36%
		None of the above	3%	3%	2%	1%	2%	2%	2%
		Not relevant / cannot answer	7%	12%	10%	9%	8%	12%	10%
		Unique responders	634	714	955	597	1059	542	676
Sum of Sample Weights	646	744	959	550	1110	530	642		
Maximum margin of error	4%	4%	3%	4%	3%	4%	4%		

Table 16 Age and gender (Q2)

		Age				Gender		
		Age in 20s	Age in 30s	Age in 40s	Age in 50s+	Female	Male	
128	Which are the main barriers for your school in using EdTech in the next 10 years?	Cost of EdTech hardware/school budgetary constraints	69%	72%	71%	74%	72%	70%
		Staff knowledge in what different EdTech products/tools do	48%	49%	52%	48%	50%	49%
		Staff knowledge in what tools are most suitable for my schools' needs	20%	23%	26%	31%	24%	27%
		Poor or varying quality of EdTech resources	26%	28%	25%	25%	25%	30%
		My school's leadership not thinking EdTech is important	9%	10%	7%	7%	8%	9%
		Staff skills	26%	28%	26%	24%	26%	27%
		Staff confidence with technology	37%	40%	39%	36%	40%	35%
		Teachers in my school are not willing to use EdTech	8%	7%	5%	4%	5%	8%
		Parents do not think EdTech is a priority	7%	7%	5%	4%	6%	5%
		Digital divide/access barriers among households	40%	36%	33%	32%	36%	32%
		None of the above	2%	2%	2%	2%	2%	3%
		Not relevant / cannot answer	14%	8%	9%	8%	10%	9%
		Unique responders	752	1860	1887	985	4151	1327
Sum of Sample Weights	1214	1694	1634	941	4059	1417		
Maximum margin of error	4%	2%	2%	3%	2%	3%		

Table 17 Experience and seniority (Q2)

		Experience				Seniority				
		Less than 5 years	Between 5 and 10 years	Between 10 and 20 years	Over 20 years	Classroom Teacher	Middle Leader	SLT (excl head)	Headteacher	
128	Which are the main barriers for your school in using EdTech in the next 10 years?	Cost of EdTech hardware/school budgetary constraints	68%	72%	72%	72%	70%	72%	74%	75%
		Staff knowledge in what different EdTech products/tools do	48%	50%	51%	49%	49%	50%	53%	48%
		Staff knowledge in what tools are most suitable for my schools' needs	22%	22%	28%	25%	24%	24%	29%	26%
		Poor or varying quality of EdTech resources	26%	27%	26%	26%	25%	28%	25%	22%
		My school's leadership not thinking EdTech is important	10%	10%	8%	6%	9%	9%	7%	1%
		Staff skills	26%	26%	28%	24%	25%	27%	27%	26%
		Staff confidence with technology	37%	38%	41%	37%	36%	39%	42%	42%
		Teachers in my school are not willing to use EdTech	7%	8%	6%	3%	6%	6%	6%	5%
		Parents do not think EdTech is a priority	6%	9%	5%	5%	6%	6%	6%	6%
		Digital divide/access barriers among households	40%	36%	34%	31%	36%	35%	32%	33%
		None of the above	2%	1%	2%	3%	2%	2%	2%	2%
		Not relevant / cannot answer	13%	10%	8%	9%	11%	9%	7%	8%
		5		Unique responders	892	1212	2020	1338	1912	2247
		Sum of Sample Weights	1152	1402	1751	1160	2329	2317	610	229
		Maximum margin of error	3%	3%	2%	3%	2%	2%	3%	6%

Table 18 Subject/Key stage (Q2)

		Teacher subject/class									
		Englis	Math	Scienc	Humanities	Languages	Arts incl D&T	Other incl IPE	EYFS/KS1	KS	
ID 12855	Which are the main barriers for your school in using EdTech in the next 10 years?	Cost of EdTech hardware/school budgetary constraints	70%	68%	65%	65%	66%	67%	67%	77%	77%
		Staff knowledge in what different EdTech products/tools do	47%	44%	48%	48%	44%	47%	49%	49%	54%
		Staff knowledge in what tools are most suitable for my schools' needs	22%	23%	26%	24%	22%	23%	32%	23%	25%
		Poor or varying quality of EdTech resources	30%	29%	31%	27%	31%	31%	25%	23%	22%
		My school's leadership not thinking EdTech is important	10%	9%	9%	10%	9%	11%	10%	9%	7%
		Staff skills	21%	25%	28%	22%	27%	25%	30%	24%	29%
		Staff confidence with technology	33%	37%	38%	35%	42%	33%	42%	42%	40%
		Teachers in my school are not willing to use EdTech	5%	7%	8%	6%	5%	4%	7%	5%	6%
		Parents do not think EdTech is a priority	4%	6%	6%	6%	6%	6%	4%	8%	6%
		Digital divide/access barriers among households	36%	35%	34%	36%	41%	36%	30%	35%	35%
		None of the above	2%	3%	2%	3%	3%	1%	4%	2%	2%
		Not relevant / cannot answer	10%	9%	9%	9%	8%	10%	9%	9%	10%
		Unique responders	760	716	835	758	259	220	228	396	952
		Sum of Sample Weights	518	553	621	528	169	162	160	706	1702
		Maximum margin of error	4%	4%	3%	4%	6%	7%	6%	5%	3%

Question 3

Table 19 Phase and funding (Q3)

	All	Phase		Funding		School funding-phase				
		AI	Primary	Secondary	State-funded school	Private School	Private Primary	State Primary	Private Secondary	State Secondary
ID 12856 What policy support would be the most effective in helping schools get the best out of EdTech in future?	National guidance on what EdTech products to use	24%	26%	21%	25%	13%	17%	27%	11%	22%
	National guidance on how to use EdTech products	20%	21%	19%	21%	14%	15%	22%	13%	19%
	National standards on the types of EdTech products to use	17%	17%	16%	17%	16%	21%	17%	13%	16%
	Evidence-based EdTech teaching resources	51%	49%	54%	50%	61%	58%	48%	64%	53%
	Pilot projects involving schools & EdTech providers	29%	28%	31%	29%	28%	22%	28%	33%	30%
	National resource centres (such as an online directory of resources)	30%	32%	28%	30%	30%	27%	32%	33%	28%
	Teacher professional networks & platforms	29%	28%	29%	28%	36%	36%	28%	36%	28%
	Development of new Initial Teacher Education & CPD programmes	21%	22%	20%	20%	23%	26%	21%	21%	20%
	None of the above	5%	5%	6%	5%	5%	6%	5%	5%	6%
	Not relevant / cannot answer	13%	14%	12%	14%	9%	11%	14%	8%	13%
	Unique responders	5426	1616	3810	5002	424	91	1525	333	3477
	Sum of Sample Weights	5426	2698	2728	4893	533	204	2494	329	2399
	Maximum margin of error	1%	2%	2%	1%	5%	10%	3%	5%	2%

Table 20 Ofsted rating and Free school meals quartile (Q3)

		Ofsted rating			FSM quartile			
		Outstanding	Good	R/I/Inadequate	Q1 (affluent)	Q3	Q4 (deprived)	
ID 12856	What policy support would be the most effective in helping schools get the best out of EdTech in future?							
		National guidance on what EdTech products to use	22%	25%	27%	22%	25%	27%
		National guidance on how to use EdTech products	18%	21%	21%	19%	22%	19%
		National standards on the types of EdTech products to use	16%	17%	18%	16%	16%	20%
		Evidence-based EdTech teaching resources	51%	50%	51%	50%	54%	50%
		Pilot projects involving schools & EdTech providers	30%	29%	29%	31%	28%	33%
		National resource centres (such as an online directory of resources)	27%	31%	30%	31%	31%	30%
		Teacher professional networks & platforms	28%	27%	28%	29%	27%	30%
		Development of new Initial Teacher Education & CPD programmes	23%	20%	19%	23%	21%	20%
		None of the above	6%	5%	6%	6%	5%	7%
		Not relevant / cannot answer	14%	14%	11%	13%	11%	11%
		Unique responders	1117	2933	760	1025	878	794
	Sum of Sample Weights	1072	3049	675	892	832	786	
	Maximum margin of error	3%	2%	4%	3%	3%	4%	

Table 21 School governance (Q3)

		School governance					
		LA community	LA non-community	Large MAT (N>3)	Small MAT (N<=3)	Stand-alone Academy	
ID 12856	What policy support would be the most effective in helping schools get the best out of EdTech in future?	National guidance on what EdTech products to use	26%	28%	25%	23%	21%
		National guidance on how to use EdTech products	21%	21%	20%	21%	18%
		National standards on the types of EdTech products to use	18%	16%	17%	14%	15%
		Evidence-based EdTech teaching resources	50%	52%	50%	60%	53%
		Pilot projects involving schools & EdTech providers	31%	28%	29%	34%	34%
		National resource centres (such as an online directory of resources)	33%	28%	31%	28%	29%
		Teacher professional networks & platforms	32%	29%	27%	29%	28%
		Development of new Initial Teacher Education & CPD programmes	20%	20%	22%	19%	23%
		None of the above	5%	5%	6%	4%	5%
		Not relevant / cannot answer	11%	14%	11%	11%	12%
		Unique responders	668	483	1458	261	630
		Sum of Sample Weights	815	504	1261	213	484
		Maximum margin of error	4%	4%	3%	6%	4%

Table 22 Region (Q3)

		School region							
		East of England	Londo	Midlands	North West	South East	South West	Yorkshire and North East	
ID 12856	What policy support would be the most effective in helping schools get the best out of EdTech in future?								
		National guidance on what EdTech products to use	22%	25%	22%	21%	25%	30%	22%
		National guidance on how to use EdTech products	18%	20%	23%	16%	19%	23%	19%
		National standards on the types of EdTech products to use	19%	19%	16%	19%	15%	16%	16%
		Evidence-based EdTech teaching resources	55%	50%	49%	54%	55%	49%	48%
		Pilot projects involving schools & EdTech providers	31%	32%	30%	28%	29%	28%	26%
		National resource centres (such as an online directory of resources)	29%	29%	32%	30%	33%	30%	25%
		Teacher professional networks & platforms	27%	26%	28%	26%	31%	26%	29%
		Development of new Initial Teacher Education & CPD programmes	19%	18%	20%	20%	24%	19%	19%
		None of the above	5%	5%	5%	6%	5%	6%	6%
		Not relevant / cannot answer	12%	14%	14%	12%	11%	17%	14%
		Unique responders	629	704	946	591	1048	535	668
	Sum of Sample Weights	640	734	947	545	1097	524	635	
	Maximum margin of error	4%	4%	3%	4%	3%	4%	4%	

Table 23 Age and gender (Q3)

		Age				Gender		
		Age in 20s	Age in 30s	Age in 40s	Age in 50s+	Female	Male	
ID 12856	What policy support would be the most effective in helping schools get the best out of EdTech in future?	National guidance on what EdTech products to use	28%	22%	22%	23%	24%	23%
		National guidance on how to use EdTech products	22%	19%	19%	20%	21%	18%
		National standards on the types of EdTech products to use	15%	17%	17%	17%	16%	19%
		Evidence-based EdTech teaching resources	47%	51%	52%	55%	50%	54%
		Pilot projects involving schools & EdTech providers	31%	27%	29%	31%	30%	27%
		National resource centres (such as an online directory of resources)	32%	29%	29%	29%	31%	27%
		Teacher professional networks & platforms	22%	30%	31%	31%	28%	29%
		Development of new Initial Teacher Education & CPD programmes	24%	22%	18%	18%	21%	20%
		None of the above	4%	6%	6%	5%	5%	7%
		Not relevant / cannot answer	17%	13%	12%	10%	13%	13%
		Unique responders	742	1836	1868	979	4101	1318
		Sum of Sample Weights	1201	1673	1618	931	4014	1403
		Maximum margin of error	4%	2%	2%	3%	2%	3%

Table 24 Experience and seniority (Q3)

	Experience				Seniority				
	Less than 5 years	Between 5 and 10 years	Between 10 and 20 years	Over 20 years	Classroom Teacher	Middle Leader	SLT (excl head)	Headteacher	
ID 12856 What policy support would be the most effective in helping schools get the best out of EdTech in future?	National guidance on what EdTech products to use	26%	25%	21%	24%	22%	24%	28%	27%
	National guidance on how to use EdTech products	20%	21%	19%	21%	20%	19%	23%	21%
	National standards on the types of EdTech products to use	15%	16%	19%	16%	16%	17%	19%	18%
	Evidence-based EdTech teaching resources	51%	49%	55%	49%	48%	53%	55%	55%
	Pilot projects involving schools & EdTech providers	28%	29%	29%	30%	29%	29%	27%	30%
	National resource centres (such as an online directory of resources)	31%	30%	30%	27%	33%	29%	25%	24%
	Teacher professional networks & platforms	25%	25%	32%	32%	28%	28%	29%	33%
	Development of new Initial Teacher Education & CPD programmes	24%	21%	21%	16%	23%	19%	18%	16%
	None of the above	4%	5%	5%	6%	5%	5%	7%	7%
	Not relevant / cannot answer	17%	14%	11%	11%	15%	12%	9%	11%
	Unique responders	881	1202	1997	1324	1895	2220	1004	307
	Sum of Sample Weights	1138	1391	1731	1147	2308	2288	605	224
Maximum margin of error	3%	3%	2%	3%	2%	2%	3%	6%	

Table 25 Subject/Key stage (Q3)

		Teacher subject/class									
		Englis	Math	Scienc	Humanities	Languages	Arts inclD&T	Other inclIPE	EYFS/KS1	KS	
ID 12856	What policy support would be the most effective in helping schools get the best out of EdTech in future?	National guidance on what EdTech products to use	22%	19%	21%	21%	19%	23%	23%	27%	26%
		National guidance on how to use EdTech products	19%	19%	17%	17%	20%	20%	19%	24%	20%
		National standards on the types of EdTech products to use	14%	15%	17%	15%	13%	24%	17%	17%	17%
		Evidence-based EdTech teaching resources	51%	53%	62%	53%	51%	49%	48%	44%	51%
		Pilot projects involving schools & EdTech providers	31%	31%	30%	28%	27%	37%	27%	29%	28%
		National resource centres (such as an online directory of resources)	25%	27%	33%	28%	26%	31%	26%	28%	33%
		Teacher professional networks & platforms	26%	28%	29%	32%	27%	39%	28%	26%	28%
		Development of new Initial Teacher Education & CPD programmes	16%	21%	18%	21%	26%	18%	19%	23%	21%
		None of the above	7%	6%	5%	5%	7%	3%	4%	6%	5%
		Not relevant / cannot answer	14%	13%	12%	12%	12%	14%	14%	14%	13%
		Unique responders	752	712	827	752	256	215	225	394	934
		Sum of Sample Weights	512	548	615	523	167	159	158	705	1675
Maximum margin of error	4%	4%	3%	4%	6%	7%	7%	5%	3%		



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