

The State of Education Technology:

A Student's Perspective on the Modern Classroom





A Student's Perspective on the Modern Classroom

The presence of technology in the classroom has increased dramatically in the last half-decade; a transformation undoubtedly accelerated by the COVID-19 pandemic of 2020, when schools had little choice but to embrace digital tools to maintain some form of continuity through remote learning.

Now, as the dust has long since settled on those exceptional circumstances, what does the post-pandemic education landscape look like, and what is the role of technology in this new era of innovation and discovery?

As more advanced digital tools become increasingly embedded in classrooms, with the recent emergence and rapid progression of AI and Large Language Models (LLMs) such as Google Gemini, Microsoft Copilot and ChatGPT, it's a good time to take stock and find out how both teachers and students have adapted to the changing paradigm, and identify the challenges that exist and lie in wait. Through these insights, we can hope to shape a more effective and equitable educational experience for all.

About the report

This report is based on a comprehensive survey conducted by Computeam, focusing on the use of technology in UK schools. The data was obtained using Censuswide, and the survey was sent to parents, who then completed it with their children. The audience is made up exclusively of secondary school students.

The survey was designed to gather responses from 50 respondents in each of the 12 regions of the UK, including London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West. The survey consisted of 10 questions, capturing a broad perspective on current practices, preferences and perceptions regarding technology use in education.

How Technology is Being Used in the Classroom - Examines the current state of technology integration in schools, its effectiveness, and areas for improvement.

The Future of Technology - Explores students' views on emerging technologies such as AI and LLMs including Google Gemini, Microsoft Copilot and ChatGPT, and their impact on learning.

Closing the Digital Divide - Addresses disparities in access to educational technology and proposes strategies for achieving more equitable access for all students.

By looking at key statistics and drawing conclusions based on our 25 years in the industry, this report aims to highlight the importance of educational technology and provide actionable insights for educators, policymakers and stakeholders committed to improving educational outcomes.



Chapter One:

How Technology is Being Used in the Classroom

[READ CHAPTER ONE](#) ↓



Chapter Two:

The Future of Technology

[READ CHAPTER TWO](#) ↓



Chapter Three:

Closing the Digital Divide

[READ CHAPTER THREE](#) ↓

Chapter One

How Technology is Being Used in the Classroom

Are students getting the most out of the education experience?

The encouraging news is that there are many positives to take from the data. Students, on the whole, want more engaging lessons and are wholly receptive to the idea of technology being an important factor in improving their educational experience. What's more, there are tangible indicators that when technology is being used, students are reaping the benefits.

Meanwhile, students are showing a desire for more flexible or hybrid learning models; and, interestingly, an appetite for learning more about life after school — perhaps feeling they would benefit more from real-life experiences. Whether that's learning how to pay a tax bill or writing a CV, there's an active desire to prepare themselves for post-education.

There are also some revealing statistics about student's expectations of how technology can be used to improve their educational experience. As well as the 'wow' factor of virtual reality and AI, technology has the power to adapt resources for specific needs. Accessibility tools in Windows and Immersive Reader are already proving hugely beneficial for SEND students in helping them overcome difficulties. It's here, perhaps, where technology's influence and success are most keenly felt.

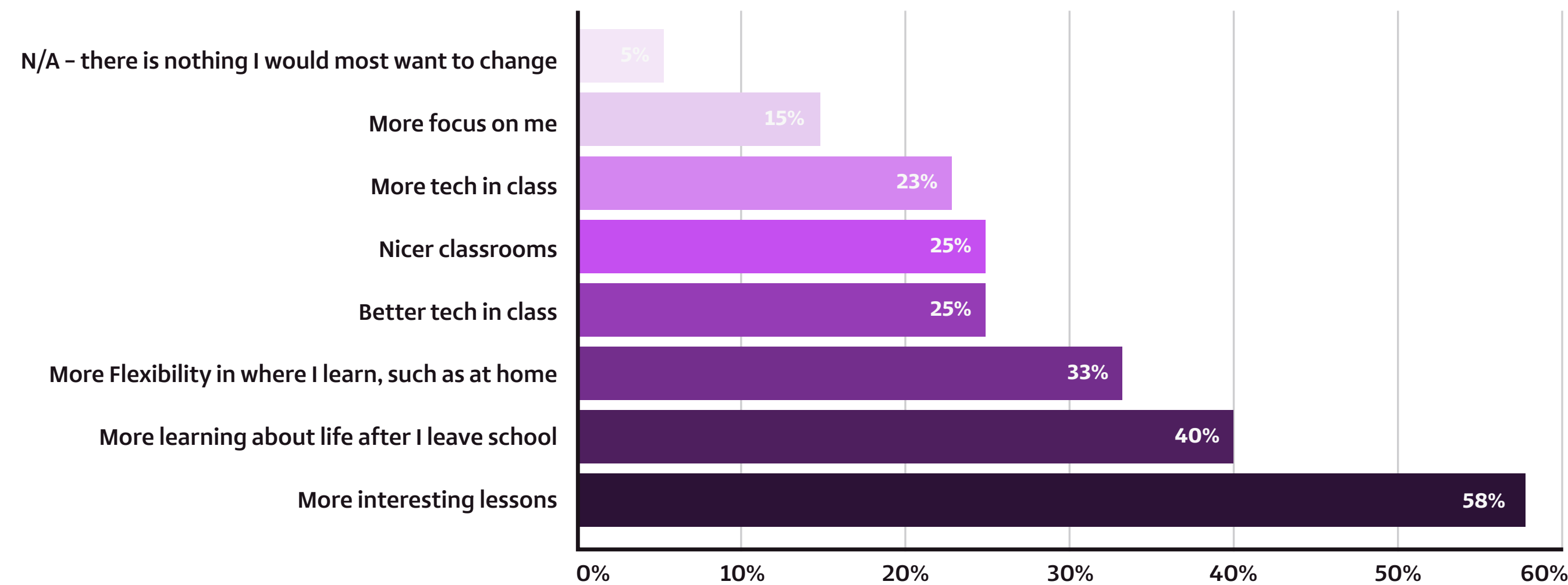
80% **Technology Saves the Day:**
4 in 5 of UK Students Report Saving Up to 5 Hours per Week with EdTech

20% **Some Teachers Left Behind?**
Nearly 1 in 5 UK Students Say Teachers Don't Understand Technology

46% **Is a Lack of EdTech Investment Failing UK Students?**
46% of Students Say There Isn't Enough Technology in the Classroom



What, if anything, would you most want to change about your school?



Students want to be engaged

*A significant **58%** of respondents selected “more interesting lessons” as one of the top three things they would most want to change about their school.*

While there will always be a great onus on teachers to create more engaging lessons for their students, it can't be argued that technology doesn't have a role to play. With the advancement of interactive whiteboards, immersive educational software and online learning platforms, the classroom can be transformed — with passionate, technology-literate educators at the heart of each lesson.



Students want to learn about life after leaving school

The Gatsby Benchmarks already provide a framework for school leaders to assess the development of their students' employability skills; a model which sits naturally alongside the delivery of practical, real-world education and guidance.

Technology can certainly offer plenty of help in the supply of post-education resources. Whether that's integrating financial literacy programs, career planning tools, virtual workshops or the unlimited supply of online content available to learn about non-curricular topics, students have the means to learn essential life skills.



40% of students expressed a desire for more learning about life after leaving school.

1 in 3 students want more flexibility in where they learn.



Flexibility in learning location

This points to a growing demand for hybrid or asynchronous learning options. While exclusive remote learning might not be a popular vision of the future for educators, or a practical one, developing robust online learning platforms is essential for creating a more flexible learning environment for students.

This means reliable infrastructure, cloud-based learning management systems and secure access to educational resources so students can access their work anywhere from any device. This would be particularly relevant for STEM subjects, where hands-on experiments and interactive content can be delivered effectively through digital platforms.



What, if any, are the limitations of the technology used at your school?



There's a lack of technology in schools

Nearly half of respondents indicated that there is not enough technology at their school.

What we're seeing here is a **significant gap in the availability of necessary devices, software, and infrastructure**. Schools may need more computers, tablets or interactive whiteboards to make sure that all students have access to the digital learning tools they need.

Better internet connectivity is also crucial to support these technologies. Investing in up-to-date educational software can supercharge the learning experience, providing students with interactive and engaging content, which we already know is a top priority for developing minds.

Meanwhile, it's impossible to overlook the effect that budget constraints can have on a school's ability to provide adequate technology for its students. Smart device management and creative solutions like leasing schemes and refurbished eco-programs can help bridge the gap; giving schools access to the latest technology without the upfront costs, or providing affordable, sustainable options through green initiatives. Elsewhere, cloud-based solutions allow budgets to stretch further by eliminating server costs, and offer scalability and flexibility, ensuring that schools can adapt to changing technological needs without significant financial strain.



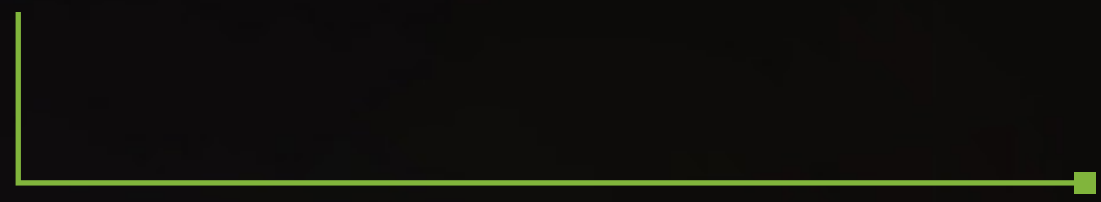
Are teachers getting enough technology training?

1 in 5 students believe that teachers don't understand the technology.



This highlights a critical need for professional development and training for educators. Teachers must be proficient with the tools and platforms used in the classroom to integrate technology effectively into their teaching methods. Regular training sessions, workshops and continuous support can help teachers stay ahead of the curve with the latest technological advancements and pedagogical strategies.

Ensuring teachers are confident in using technology will maximise its potential benefits for student learning.



Success Stories

Where technology is making a difference

21% of respondents said there are no limitations to the technology at their school.

This, encouragingly, points to a number of examples where schools have successfully integrated technology into their educational environment.

Importantly, these schools likely have adequate resources and well-trained staff who effectively utilise technology to enhance teaching and learning. While budgets and limited funding will always have the potential to cause roadblocks for technology integration, success stories can serve as valuable examples of what can be achieved. Sharing best practices and strategies can also help other schools overcome challenges and improve their use of technology.



How many hours a week on average, if any, do you use technology at school?

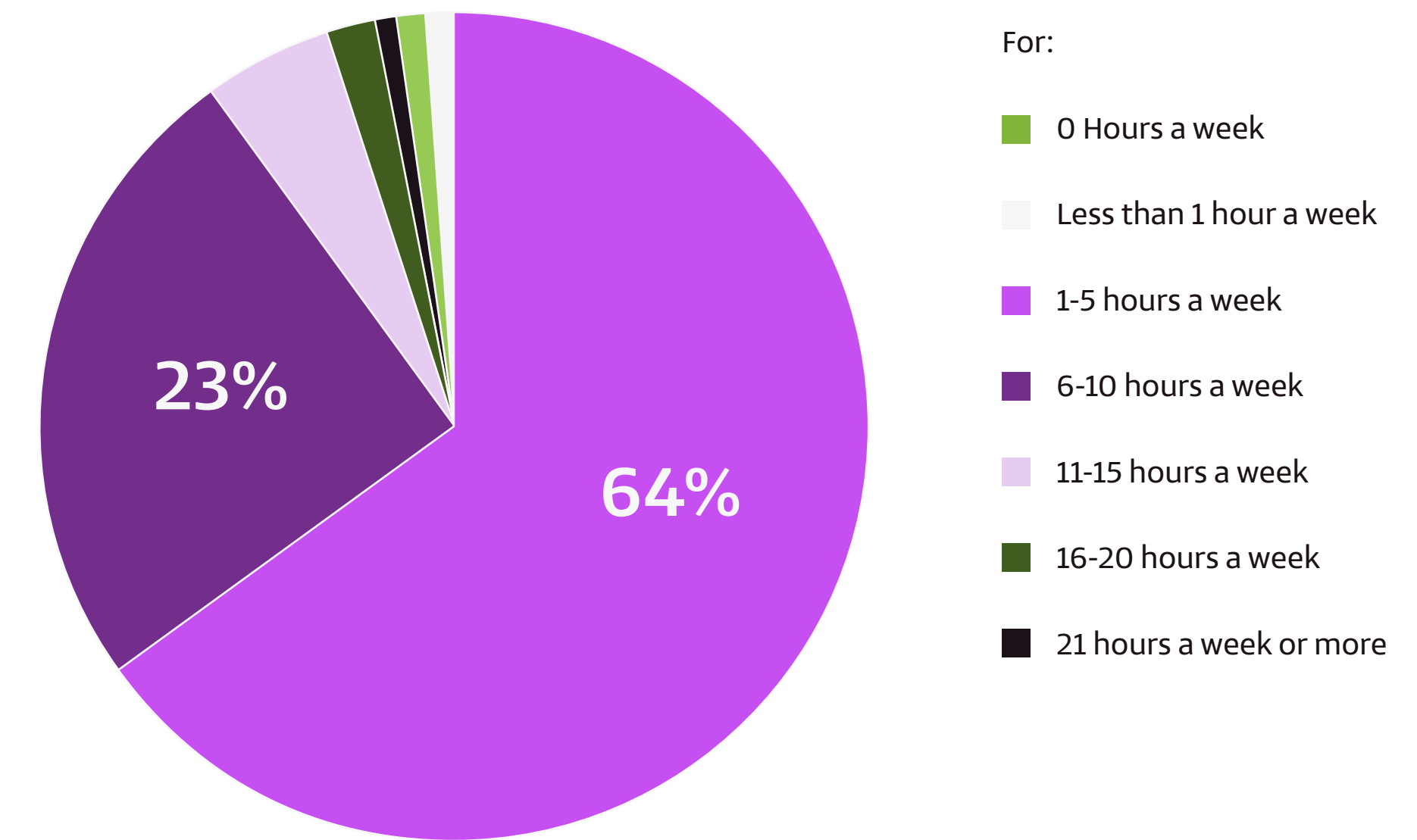
Is there enough integration of technology in schools?

64% of respondents who use technology at school spend 1-5 hours a week using it.

While this indicates a reasonable level of technology integration in UK schools, it also points to a significant disparity — with some students' usage in tech-rich environments up to four times longer than the majority. At best, this suggests that technology access and usage are inconsistent across the schools.

Taken further, when comparing these figures to the majority of jobs, where employees interact with technology for over 30 hours a week, this limited time spent in schools could be seen as insufficient. Even in practical roles, workers spend more than 5 hours a week on paperwork or administrative tasks. The relatively low usage in schools raises concerns about whether students are getting enough exposure to technology to prepare them for future employment.

And, while the results indicate some availability of digital learning tools, online resources and the incorporation of technology into lesson plans, it does not reveal the quality of the technology being provided or the core skills of the educators directing its usage.



Making technology accessible for those who need it most

23% of students use technology at school for 6-10 hours a week

There's a substantial group of students who rely heavily on digital tools for their learning activities. The results suggest that this increase in technology adoption occurs as students get older with increased workloads, engage in more research assignments and collaborate online with peers and teachers.

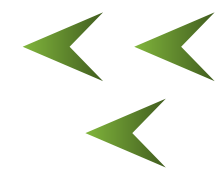
This is a key demographic that cannot afford to be left behind with inadequate technology integration. Equally dependent, and who might contribute to the higher technology adoption statistics, are those SEND students who rely on assistive software in their day-to-day learning.



How much time, if any, does using technology save you every week?

Effective technology; productive students?

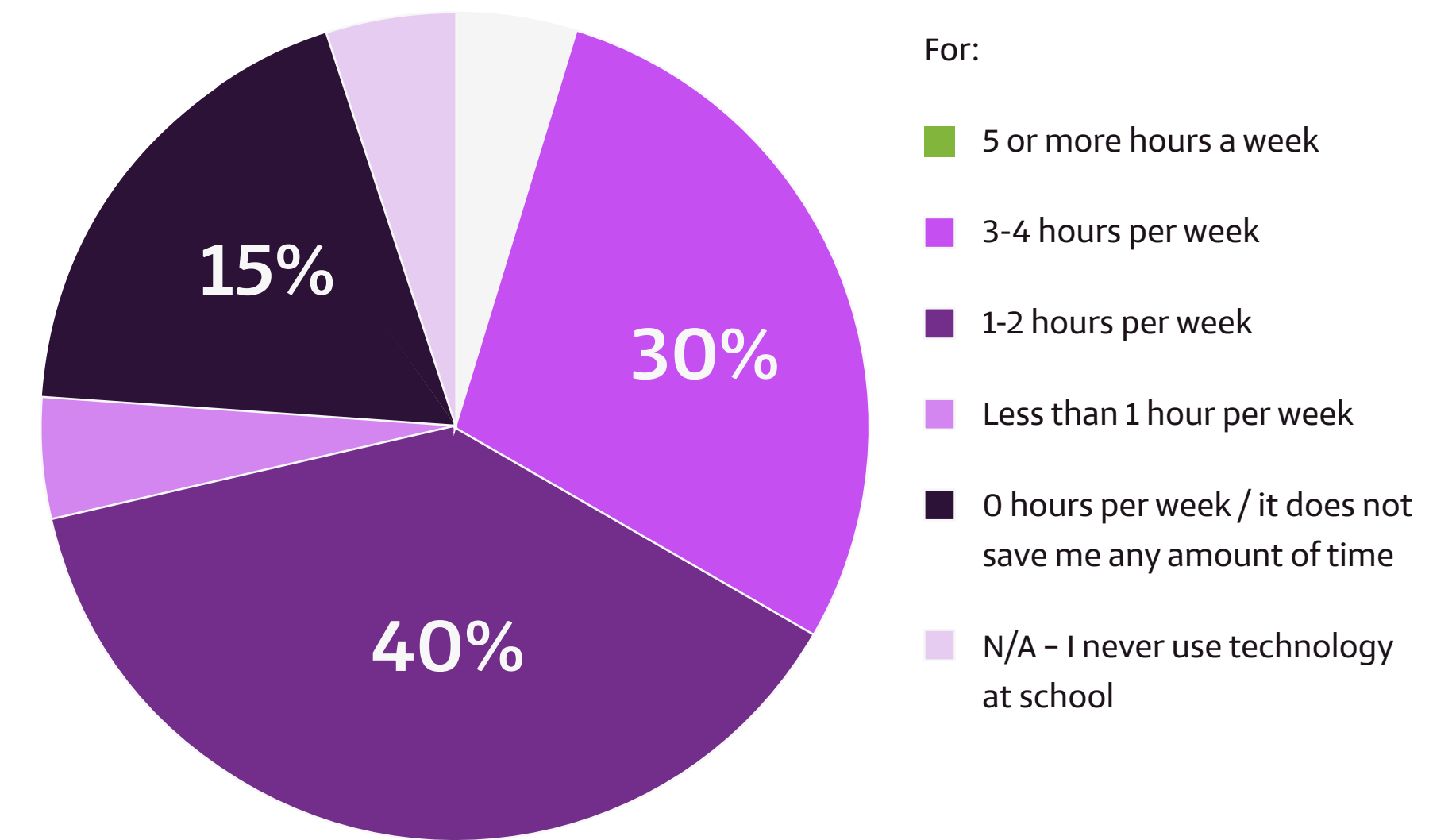
80% of students report saving time with technology, ranging from 1 hour to more than 5 hours per week.



Before arriving at any conclusions about what this data is telling us, it's important to both consider what 'saving time' might mean for students and the actual significance of simply 'remembering' information as a value point.

Indeed, in Bloom's Theory of Taxonomy, fact retention is described as a lower-order skill level. And, as such, if we can now 'recall' information so quickly using technology, we need to spend less time doing this manually and more time on higher-order skills such as analysis, evaluation, and creativity. This is where digital tools can prove hugely valuable.

Meanwhile, students may have interpreted this question as 'saving time' on doing homework; simply meaning they can Google a solution. This, perhaps, is where the education system needs a re-think. If we are setting homework that is low-order thinking, and only requires fact 'recall' skills, then is it worth setting the work in the first place? Are we changing our homework and classwork setting tasks to reflect the higher-order skills, if we know time can be saved with the lower-order skills?



It's not just students who benefit from time-saving

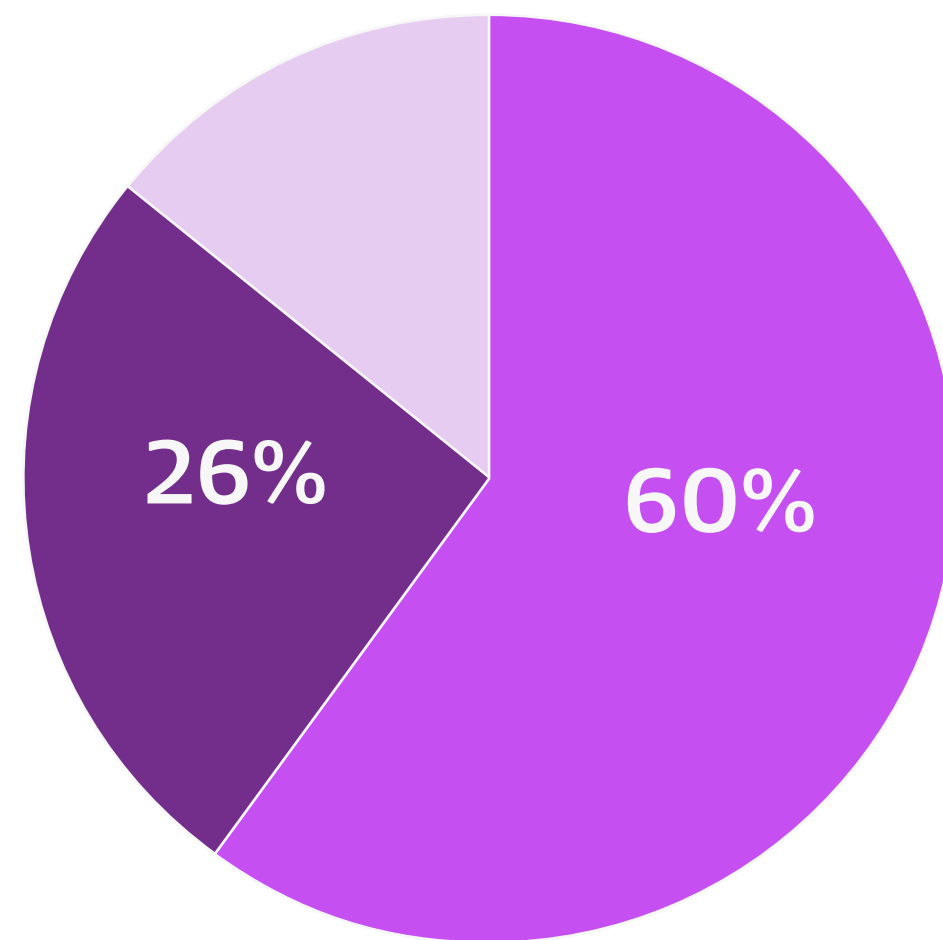
Time-saving is not just relevant or important for students. Recent studies show that a higher percentage of teachers used AI tools to support report writing this academic year than ever before.

Similarly, time savings can be found in the strategic organisation of school data or in embracing deeper collaboration opportunities within a school or MAT. How much time was previously spent replicating data entry in multiple independent documents, that can now be consolidated into a shared cloud document?

Many schools are now embracing 'paperless communication strategies', the time saved from producing and distributing paper letters, and reply slips can also be felt when manually collecting paper replies. A happy by-product of this trend is also the environmental impact of reducing paper waste and, with it, the reduced budget spend on paper and printing costs.



Are you encouraged by teachers to use technology to assist your education at school?



- Yes
- No
- Not sure
- Don't want to answer

On the whole, teachers have a positive attitude towards technology

60% of respondents are encouraged by teachers to use technology to assist their education at school.

There's a generally positive attitude towards technology integration, showing that the majority of teachers recognise the value of digital tools in enhancing learning. This positive perspective highlights the growing trend of incorporating various digital tools and improving student outcomes, while also suggesting that teachers, with the right guidance and training, are becoming increasingly comfortable and proficient with said tools.



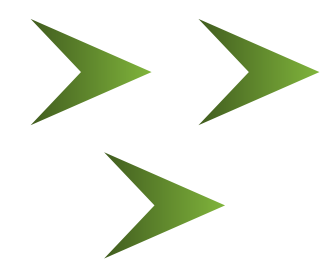
What are the potential barriers?

That over a quarter of respondents aren't encouraged to use digital tools would indicate that potential barriers or inconsistencies in technology promotion exist across schools in the UK. These barriers might include a lack of resources, insufficient training for teachers or varying attitudes towards technology use in different educational institutes.

We're also seeing cases of specific curriculum areas discouraging the use of technology due to the stringent national standards and assessment guides.

To dig a little deeper: how the national curriculum references 'writing skills' is divided into two parts: the formation of letters and handwriting skills, and writing composition, creativity, and grammar.

Arguably, there is lots of technology available for the latter, but some schools are still reluctant to use these tools for traditional writing as students will still require a pen and paper for their exams. The tide is certainly turning, however, with [AQA's pilot studies of digital exams](#) revealing that 'digital assessments allowed for interactive and accurate assessment of specific knowledge and skills'. Meanwhile, students who took part in the study reported that they found digital exams, and typing, 'more relevant than paper-based assessment'. It's worth noting that 2024 will see the first-ever set of GCSE results from 'online exams'.



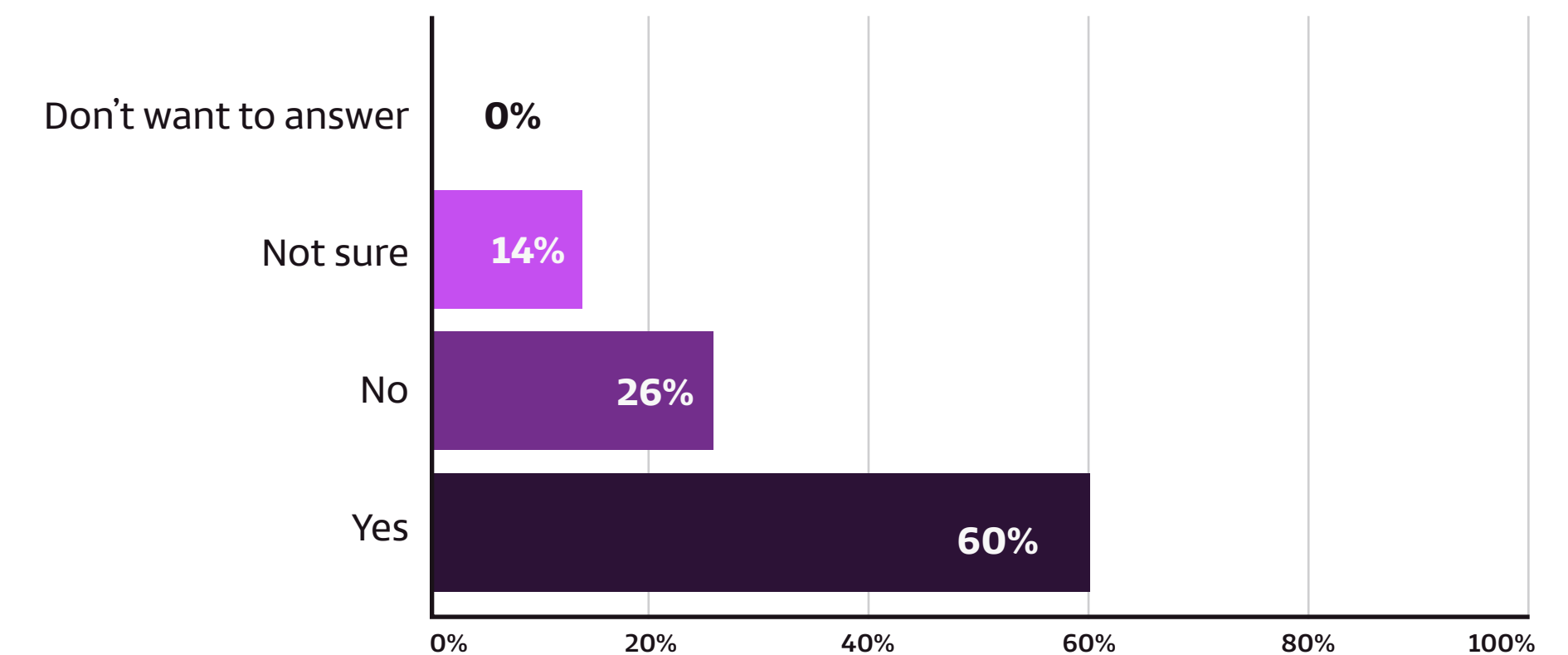
1 out of 4 respondents are not encouraged to use technology

Lack of clear communication?

That 13% of respondents who said they are unsure if they are encouraged to use technology, points to a lack of communication or guidance from teachers regarding technology use. It's essential for teachers to demonstrate the benefits and methods of using technology in education to ensure students are well-informed and motivated to utilise these tools.



Are you encouraged by teachers to use technology to assist your education at school?



Chapter Two

The Future of Technology

Students' view on AI, LLMs and asynchronous learning

While the acceleration of AI and Language Learning Models (LLMs) has been the headline for many school technology discussions in recent times, it's encouraging to learn that students still prefer the interactions of a human teacher.

The usage of LLMs such as Google Gemini, Microsoft Copilot and ChatGPT for homework is perhaps unsurprising; less optimistic is the idea that there's a lack of retention of information when using these tools. Pointing to a trend that they're either not properly trained in its usage, or there's a wider fundamental concern about their access to such software. The DfE has its own [guidelines on the use of AI in the classroom](#), which puts the onus on the education system to help students identify appropriate resources and prevent over-reliance.

The overarching view is that technology is here to stay and these tools will become an ever-increasing presence in the traditional classroom, with this generation of students at the forefront. While synchronous learning might afford students the flexibility to learn both in school and at home, crucially, asynchronous learning powered by technology gives the option to work at your own pace and to gain direct feedback from a pre-programmed system.

This looks to be the vision many students have of the classroom of the future, with the traditional pen making way for exclusively computer-based writing practices.

45% **ChatGPT Takeover:**
Over 45% of UK Students Now Use the AI Chatbot for Schoolwork and Homework

66% **AI Revolution in UK Schools**
Nearly Two-thirds of Students Actively Engage with AI for Learning

40% **Hybrid Learning Here to Stay?**
Nearly 4 in 10 of UK Students Believe It's the Future of Education



What, if anything, do you think the future looks like in terms of using technology at school?

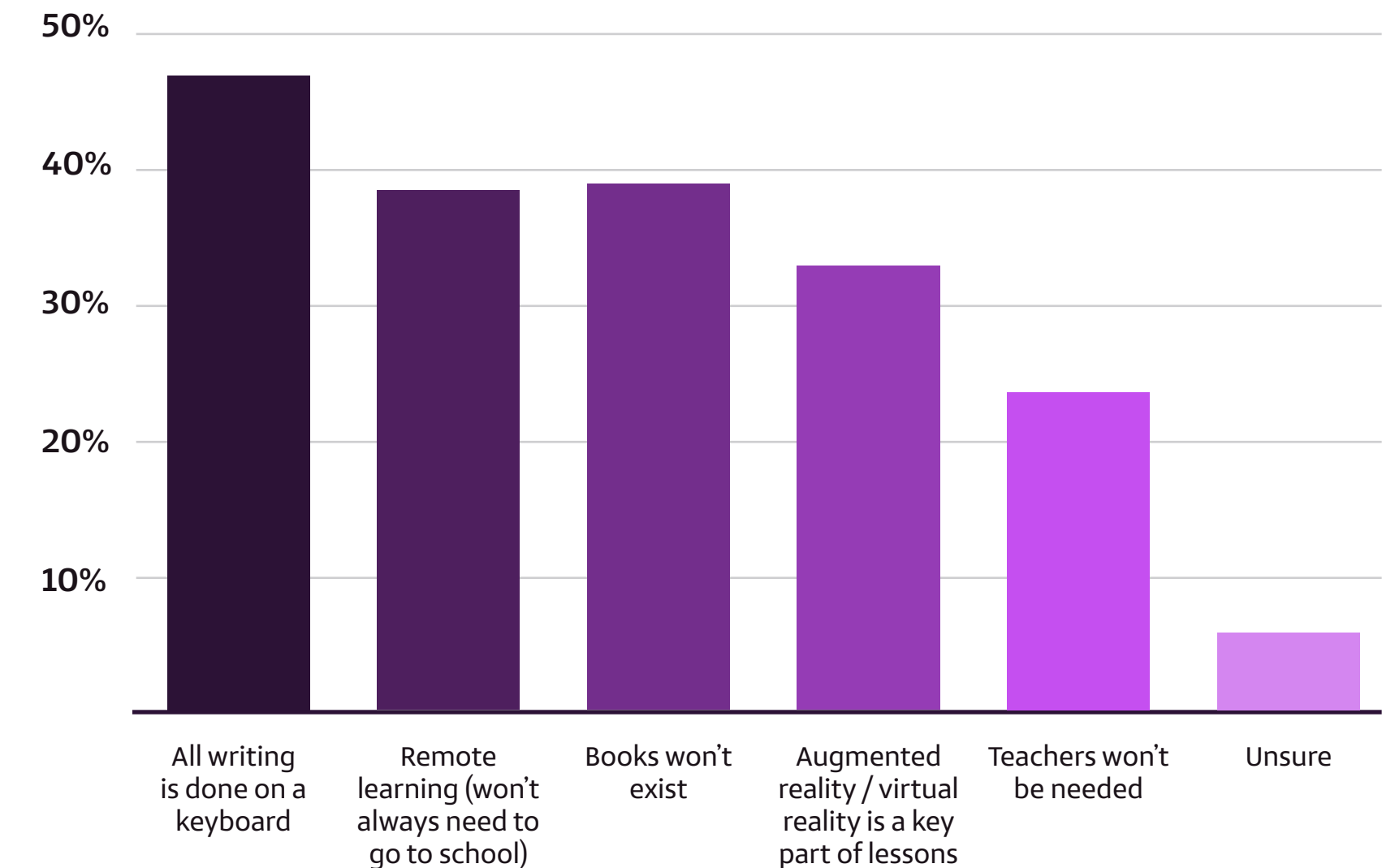
The end of the pen?

Nearly half of all students think that future schools will primarily involve keyboards instead of traditional writing. With the advancement and universal nature of technology in the lives of students, this is an understandable prediction; a shift that reflects the increasing role of digital devices in education, where laptops and tablets may replace notebooks and pens.

Virtual reality classrooms

1 out of 3 of UK students expect virtual reality (VR) to be a key part of future education.

VR has the ability to provide immersive learning experiences, making complex subjects more accessible and engaging through interactive simulations. For students in higher education in particular, virtual reality is a valuable tool for helping develop the core skills associated with their chosen post-graduate fields. While STEM industries adapt to the ever-evolving technological landscape, educators are able to prepare future workforces through VR-based learning.



AI Revolution in UK Schools

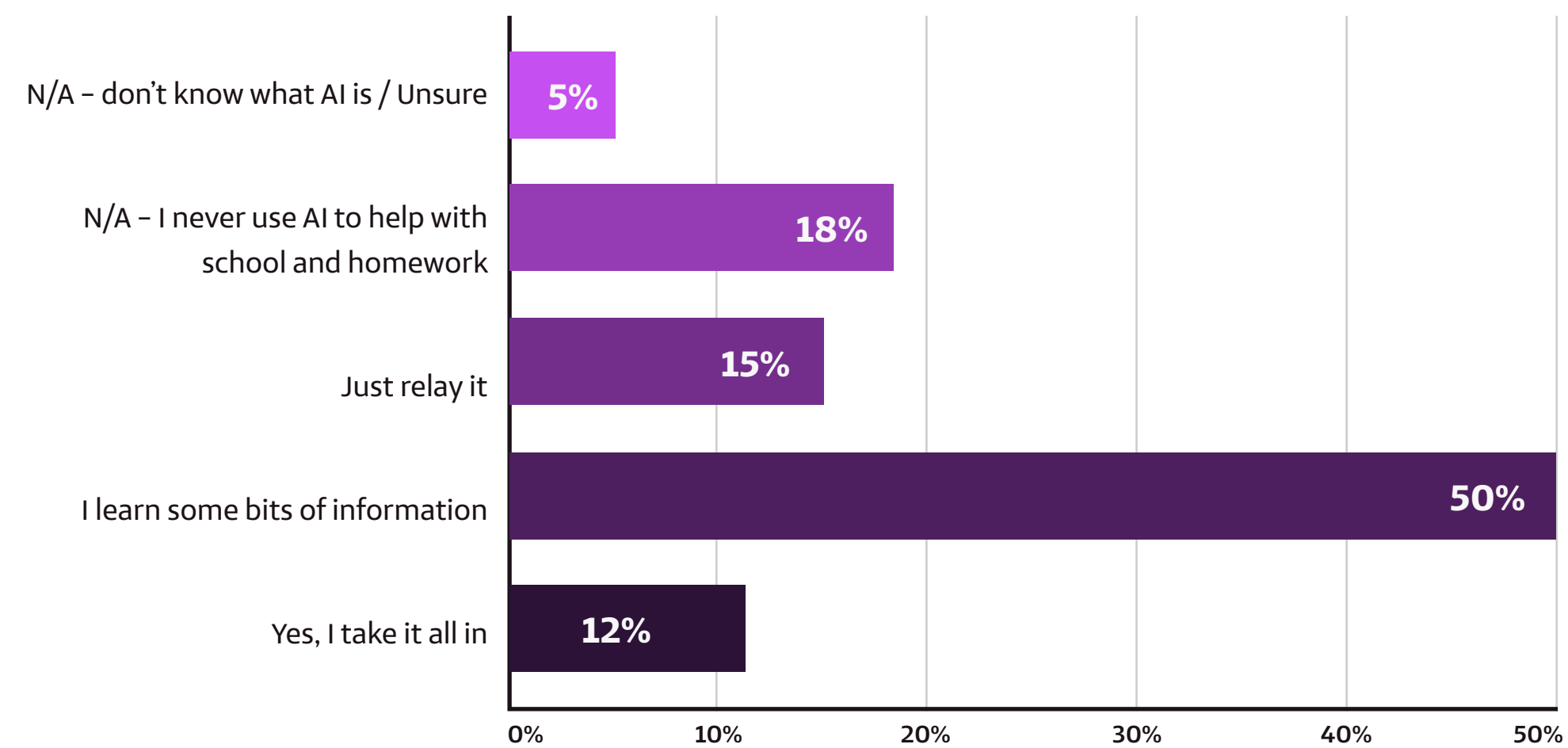
Nearly two-thirds of students actively engage with artificial intelligence (AI) for learning.

AI can personalise education, offering tailored resources and support based on individual student needs and performance.

These insights point to a future where technology plays a key role in education. Preparing for this shift involves investing in digital infrastructure, training teachers and developing curricula that leverage these technologies to enhance learning outcomes.



When using AI (Artificial Intelligence) to help with school and homework, do you feel you take in the information and learn or just relay it?



Students are active users of AI

2 in 3 students actively use AI in some capacity for their schoolwork

For a relatively new technology, this is a dramatic shift in student learning habits. Students are not just passive consumers of AI-generated content but engage with the tool to varying degrees.



How much are students actually learning?

50% of students claim to learn only “some bits of information” while using AI-generated resources. While we might conclude that students need to engage more critically with the material provided by AI instead of fully accepting it without question, it’s likely the case that many students have not been adequately taught how to use AI tools effectively. Whether it’s crafting precise prompts, conducting their own critical research or evaluating the quality and accuracy of AI-generated content — proper training will help them maximise the educational benefits of AI while developing essential critical thinking skills. Equally, as discussed, if teachers are properly trained in setting homework and classroom tasks with the potential educational use of AI in mind, students are more likely to engage in higher-order thinking.

Barriers to adoption

For the **25% of students** who either do not use AI for school or are unsure about what AI is, we’re seeing potential gaps in the access to – or the awareness of – technological tools in education. This underscores the need for more widespread, equitable technology education and access, ensuring all students understand and can utilise these resources. Just as important, is a need for teachers themselves to understand AI and how it can be used in the classroom.

What can we learn?

Students are actively integrating AI into their learning habits, but it needs to be used as a tool to supplement their education rather than as a crutch. The data pointing to a lack of understanding or use of AI serves as a call to action for educational stakeholders to increase efforts in tech education and ensure equitable access to technological resources across all demographics.

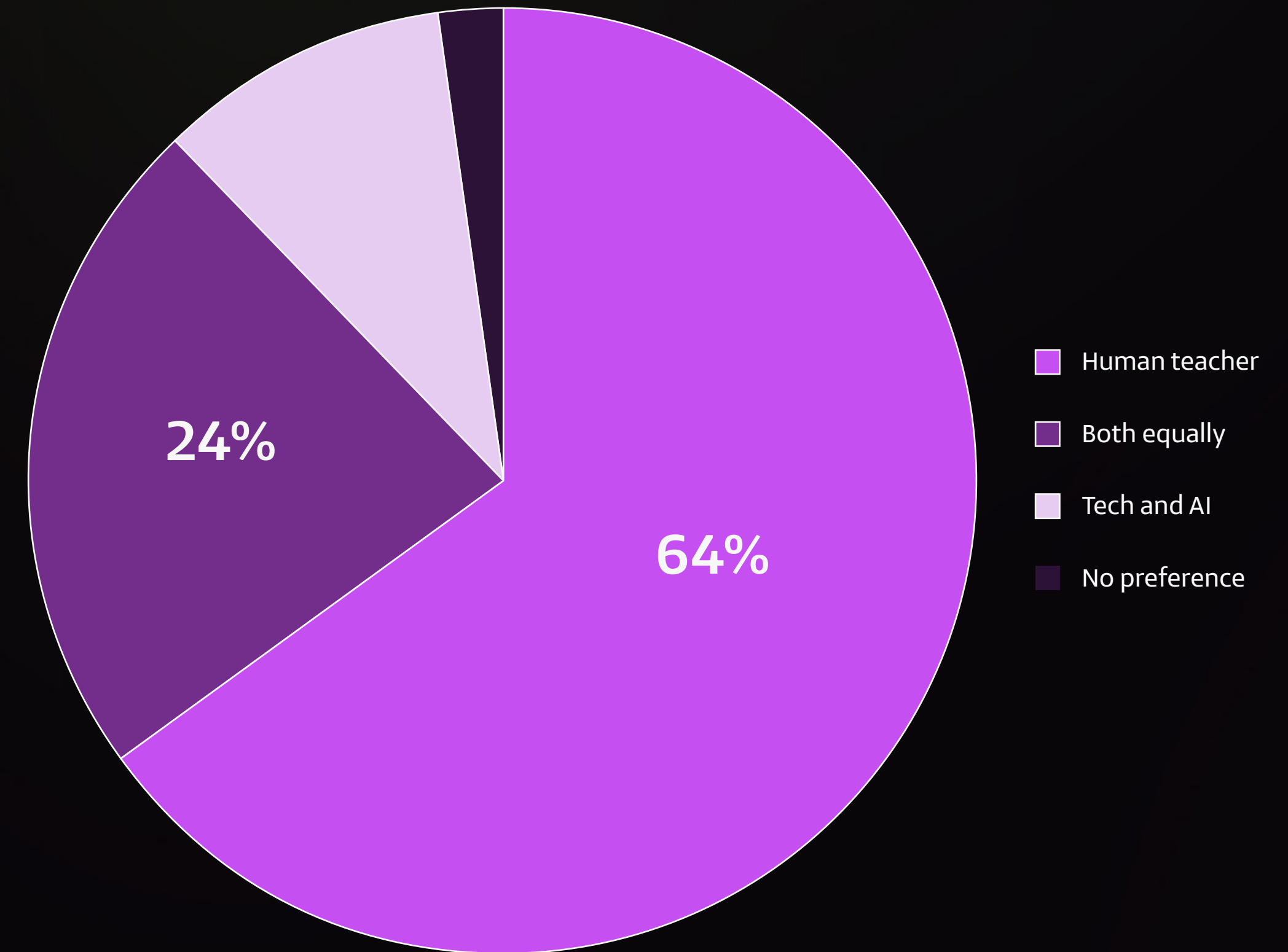


Would you prefer to be taught by tech and AI than by a human teacher?

Students still prefer human interaction

63% of students still prefer a human teacher

Despite the integration of technology in education, the role of teachers and human interaction remains fundamentally important in the learning process. While digital tools continue to advance, with the aim of improving educational outcomes for students, the benefits of personalised feedback, emotional support and simply the presence of a passionate, motivated teacher, will always be a crucial part of the classroom experience.



Balancing tech and human interaction

For the 24% of students that leaned towards a mixture of human teaching and tech/AI for their education, it highlights the important job of balancing tech-based learning with human interaction. Ensuring that technology complements rather than replaces traditional teaching methods. The numbers suggest that students are open and receptive to these kinds of hybrid learning models, and research elsewhere indicates that 'flexi-schooling' arrangements have been steadily on the increase since before the pandemic.



The role of AI

AI isn't set to replace teachers; instead, it underscores their importance. Focusing on teachers using technology effectively will enhance the educational experience, combining the best of both worlds for optimal student outcomes.



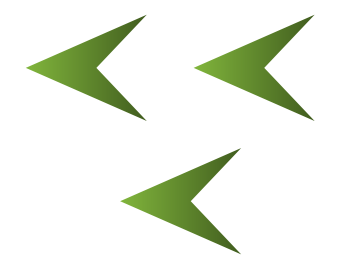
Preference for tech/AI

A very small segment (less than 10%) of the student population prefers to be taught exclusively by technology and AI. This group might represent early adopters who are more comfortable with or excited by the latest technological advancements in education. It could also point to those students feeling insufficiently engaged by their teachers in traditional classroom settings.



Gender differences

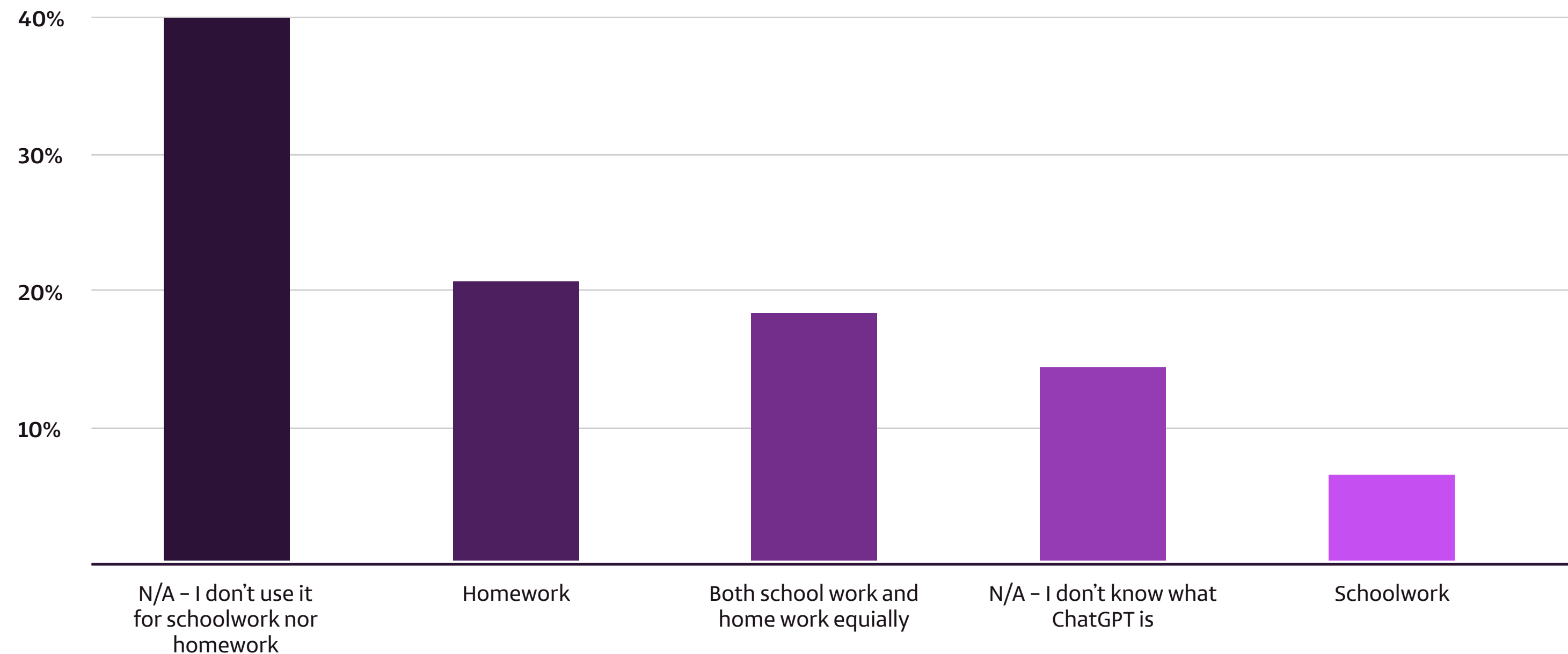
*Female students are approximately **15% more likely** than male students to prefer human teachers over technology and AI for their education.*



This significant difference highlights the varying preferences across genders, which could be an important consideration in designing and implementing educational strategies that cater effectively to both male and female students. Through initiatives such as [Tech She Can](#), we already know there exist barriers for female students in the STEM fields; so it's important that technology is able to encourage and benefit both genders equally.



Do you use ChatGPT for mostly schoolwork or homework?



Significant non-usage

2 out of 5 respondents don't use ChatGPT for schoolwork or homework.

Understanding the potential barriers to adoption is an important step for the success of emerging technology in schools. Whether it's a lack of access, understanding or a mindset (of both teachers and students) which sees greater value in alternative LLMs, it's necessary to identify why a significant percentage of students aren't adopting ChatGPT and how it might be improved as an educational tool.

Balanced usage

1 out of 3 of UK students expect virtual reality (VR) to be a key part of future education.

Among those who use ChatGPT, usage is fairly evenly split between homework (20%), schoolwork (7%), and both equally (18%). While this balanced usage shows that students find value in using ChatGPT across different types of assignments, it's important to consider DfE and Ofqual guidance on AI usage in schools and ensure that this technology is used in permitted educational settings and not, for example, in controlled assessments that might contribute to GCSE or vocational qualifications.



Lack of awareness

15% of respondents don't know what ChatGPT is, suggesting a significant need for education and outreach. Increasing students' understanding of how LLMs work and their impact on the educational environment around them could improve adoption and effective ethical use.

Barriers to adoption

Barriers to adoption also include the need for teachers to understand what ChatGPT is and how it can be used in the classroom. Providing professional development and resources for teachers can help integrate this tool effectively into their teaching practices.

As with any new initiative, a little bit of knowledge can be dangerous, as we have seen some schools faced with GDPR violations and cyber threats, spending more time trying to figure out what AI is than using it to save time.

Conversely, schools with dedicated training and solid AI policies have enjoyed the efficiency and transformative potential of Generative AI – with the peace of mind that the school data, security and ethical considerations are well taken care of.

Companies like Microsoft and Google have released their own Generative AI models (Copilot and Gemini) which are protected with Education Data Protection governance. However, research shows that where staff are using Generative AI, they are most likely to be using Chat-GPT, which does not promise the same levels of data protection.

What can we learn?

Efforts should focus on increasing awareness and understanding of ChatGPT's educational potential, addressing barriers to adoption, and promoting balanced usage for both homework and schoolwork. By doing so, educators and policymakers can ensure that all students can benefit.

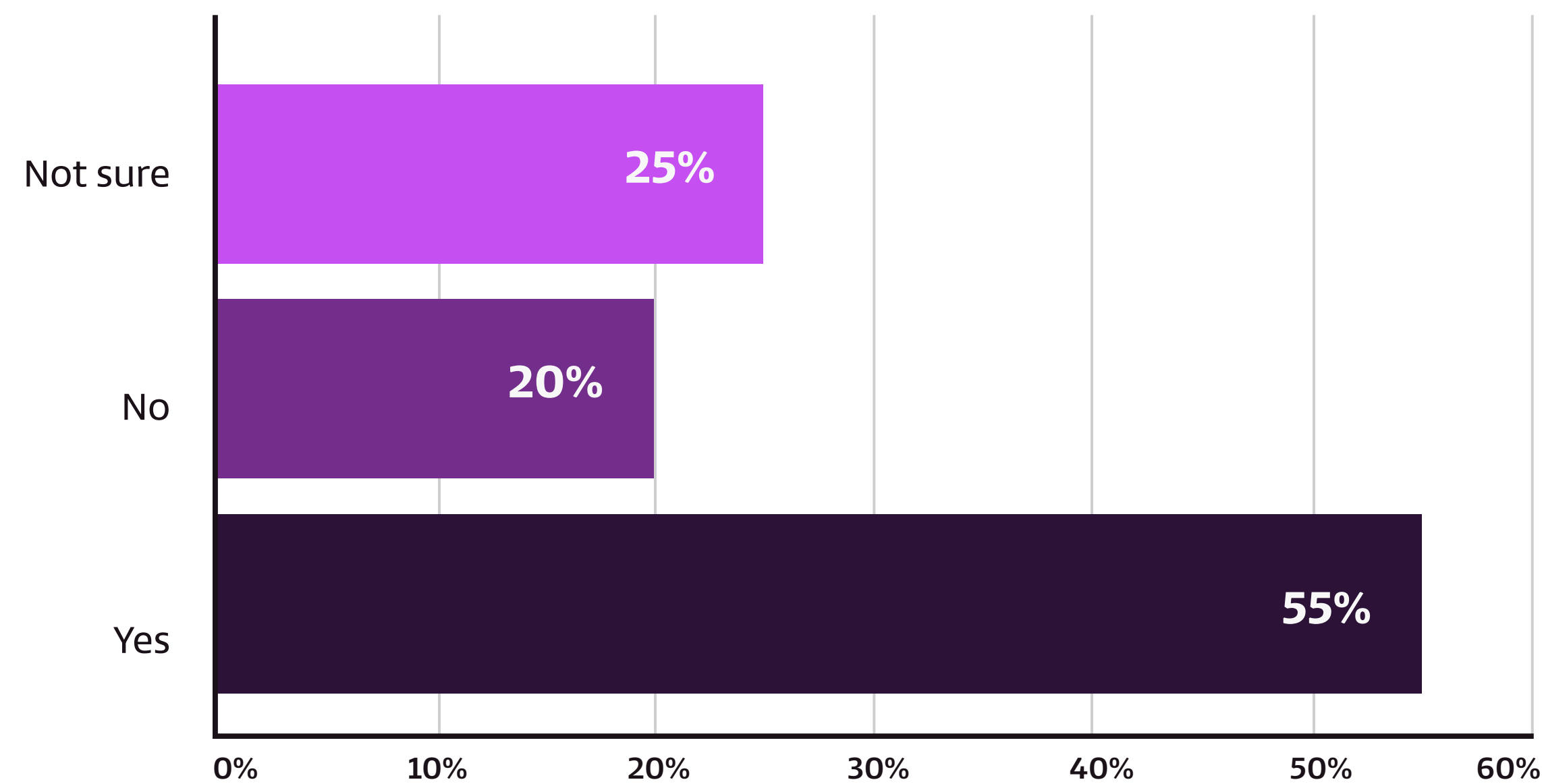
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Do you think you could learn from home with the technology available from your school?



A majority believe they can learn from home

Over half of the respondents think they could learn from home with the technology available from their school. This indicates a positive perception of hybrid learning capabilities and suggests that many students feel adequately equipped to handle their studies outside the traditional classroom.

This might also indicate that over half of pupils feel they succeeded in home learning during the pandemic. Academic reports and teacher research, however, might tell a different story. Even three years later, data suggests that teachers are still playing 'COVID catch-up' to fill learning gaps for those pupils who did not engage with remote learning.

The statistics also open up an interesting debate on whether a 1:1 device policy could help students improve their attainment. Many schools across the country adopted this policy throughout the pandemic, but should it be a more widespread option, particularly for those students who do not have access to adequate technology at home?

The bottom line is: that students need to have the necessary tools and support to engage in both traditional and asynchronous learning to help create a more flexible and inclusive educational environment.



Significant uncertainty

30% of students are unsure if they could learn from home, highlighting a need for clearer communication and support regarding hybrid learning options. This uncertainty may stem from a lack of familiarity with the available technology or concerns about the effectiveness of learning from home.



The value of asynchronous learning

While remote learning may be less applicable since the end of the pandemic, the concept of asynchronous learning remains a valid learning model – one that allows students to progress in their studies away from the classroom or without constant input from teachers. Schools must be prepared with the necessary technology and support to facilitate this learning model as it becomes more prevalent.



Chapter Three

Closing the Digital Divide

How to create equitable learning environments

The COVID-19 pandemic shone a light on the digital divide in the UK, highlighting that students from disadvantaged socio-economic backgrounds were less likely to have access to adequate devices and internet to continue their studies in the remote learning educational environment.

While the issue of technology access continues to be of critical importance long after the lockdown, there are other more nuanced factors to consider on the path to a fully equitable education system.

From the report, we can see that access, encouragement, and adoption of technology in the UK varies significantly by region, school and age group, highlighting the importance of a widespread tech levelling up agenda.



Teacher encouragement and technology use

We can see that teacher encouragement of technology use is inconsistent across schools with 77% in Leeds compared to 47% in Glasgow. While the Scottish government's excellent initiative to provide an iPad for every child in Glasgow in 2019 shows there are proactive measures in place, the inconsistency underscores the need for nationwide professional development to ensure teachers are equipped to integrate technology effectively.

Age-related differences in technology adoption

Age significantly impacts technology adoption. Schoolwork usage peaks at age 14 (10%) and drops to 4% by age 16. Meanwhile, homework usage increases with age, from 12% at age 11 to 28% at age 16. As older students are relying more heavily on technology for educational purposes, we must ensure that this more dependent demographic has access to the digital tools they need.

Geographical disparities in access

Regional disparities in access to technology are evident, too. In the East of England, 46% of students don't use ChatGPT for schoolwork or homework, while in Greater London, this figure is only 29%.

Schoolwork usage for ChatGPT is highest in the East Midlands (10%) and lowest in the South West (2%), while homework usage also varies, from 33% in Greater London to 13% in Scotland. Again, these statistics highlight the unequal distribution of technology resources and support across the UK.

It's also important to note that the Scottish data collected and, therefore, any inference into how technology is used, will vary from that of England, as they are not bound by a national curriculum.



Is it time we embraced pedagogically-led technology integration?

To help bridge the digital divide in education, it's crucial to prioritise integrating technology in a way that improves the learning experience as a whole.

This doesn't mean simply providing devices and internet access, it's being able to identify exactly *how* these tools are being used to support a student's academic growth—and, just as important, how educators are trained in technology as a way to achieve equitable learning outcomes.

A pedagogically-led approach to technology means that every student benefits from the developmental capacity of digital tools, no matter their age, background or gender. And, as ever, teaching and learning should be the driving force of any technology integration strategy; rather than technology directing the education model.





Conclusion

The integration of technology in education has revolutionised the learning experience for both educators and students of all ages. This report has highlighted the significant strides made in incorporating advanced digital tools into classrooms, reflecting a promising trend towards more dynamic and flexible learning environments.

While both students and teachers have shown remarkable adaptability in absorbing technology into the curriculum, the data reveals ongoing challenges that are crucial to address to ensure that all students benefit equally from its ubiquitous presence.

Can digital tools improve education outcomes?

The short answer is: yes. Technology certainly can improve educational outcomes when, crucially, it is used in the right way. Just as a teacher can improve class performance with the benefit of effective teacher training, lesson plans, and long-term schemes of work, so too can digital tools make an impact with the right strategy in place.

Delivering 200 smart tablets to a primary school, all connected to the fastest fibre optic broadband on the market is by no means a magic formula that will guarantee an improvement in SATS results. Spending money on hardware and upgrades is *only* as valuable as the investment in strategy, long-term vision and training. Indeed, technology for the sake of it, with no clear goals in mind, or any ideas about what outcomes you want to improve, could actually be detrimental to the overall aims of the school and, in turn, the performance of its students.

Preparing for life beyond education

There is also a clear expectation from students for their education to prepare them for life after school, alongside an understanding that digital tools will be an essential component of their post-education journey. Indeed, if we compare the use of technology in schools to its ubiquitous presence in most jobs, it's clear that access to resources and time in the curriculum needs to be increased. A rethink, then, is needed to ensure that learning tasks and homework factor into the potential use of modern technologies such as LLMs and deliver maximum benefit by encouraging higher-order thinking skills.

Narrowing the gap with technology

Where digital tools excel, is helping schools *narrow the gap*. Accessibility tools within digital technology are ever-growing, and through [Ofqual's accessibility guidance materials](#), pupils can now access the assessment support they need to achieve their potential.

Should a child with an aptitude for numbers, for instance, be judged by their ability to read a complex worded question on a maths exam paper? Through the support of online screen readers, the child has the support of digital tools to achieve their potential.

Similarly, in the age where textbooks and paper revision packs have become near-obsolete, children whose parents cannot afford technology in the household, compared to those who have a mobile tablet device per head in their home, stand at a disadvantage in their revision and research efforts. Using schemes like the Digital Poverty Alliance Tech4families initiative supports the closing of the digital poverty divide, and therefore can improve outcomes for targeted groups.

Specific, planned and targeted support should be the cornerstone of your school's digital strategy, one that is outcomes-driven and anchored by training for educators to ensure the digital tools can make the most significant impact possible. This, as a result, will only benefit students throughout their school life and with future career prospects, equipping them with the skills and knowledge needed for success.



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