



Digital Principles

Academy Transformation Trust

Supporting deliberate and effective use of digital tools and technologies.



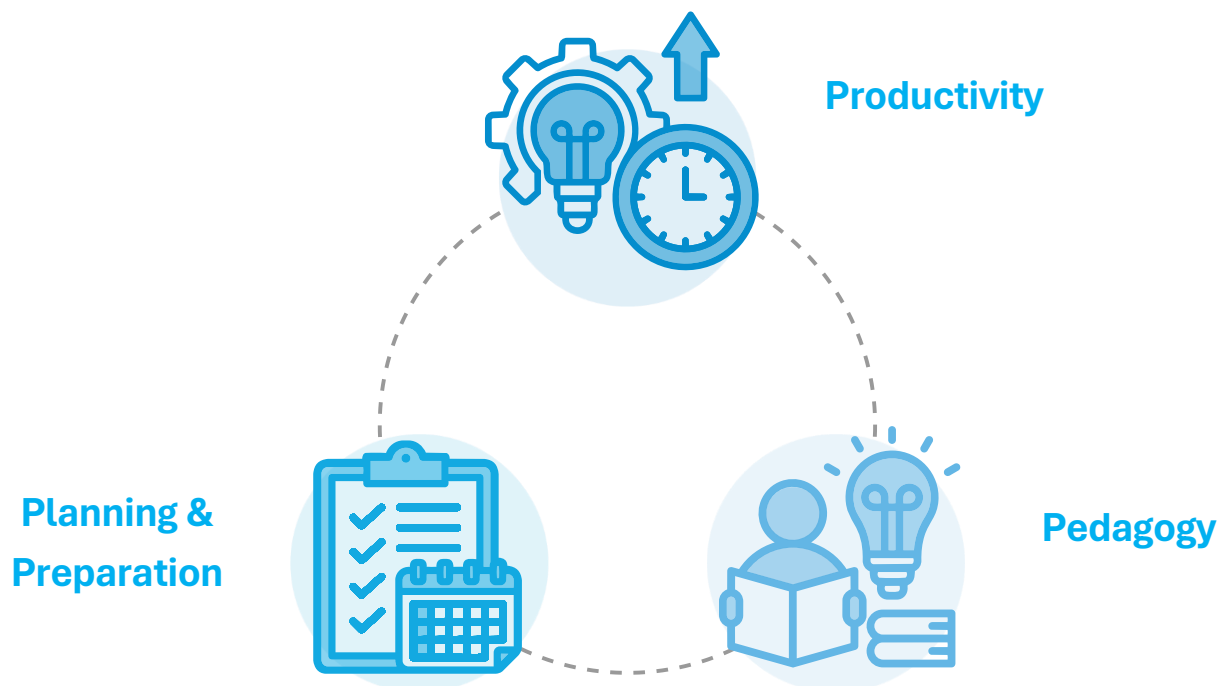


Our Digital Principles

At ATT, we commit to engaging with digital tools and emerging technologies, including AI, with adaptability, curiosity, and purpose. All colleagues are empowered to embrace innovation that enhances efficiency, effectiveness, and impact across our work.

Aligned with our values, Capable, Competent, and Confident, we will build digital fluency through high-quality professional development and role-specific application. Technology will be used thoughtfully to support excellence, empower individuals, and enable diverse pathways to success.

We are committed to continuous learning, ethical practice, and purposeful innovation, ensuring every colleague is equipped to thrive in a rapidly evolving digital landscape, and every learner benefits from forward-thinking, high-impact approaches.



We recognise that productivity, planning and preparation, and pedagogy serve different ends. Our digital approach treats each as a distinct and deliberate use of technology.

Productivity

We use digital tools to streamline routine tasks and reduce administrative workload so that staff can devote more time and cognitive capacity to high value work, focusing on the human elements of our roles in education that have the greatest impact on outcomes.

Planning & Preparation

We use digital tools to enhance, not replace, educator expertise by supporting high-quality planning, insight generation, and responsive preparation. By reducing time spent on routine resource creation and enabling timely feedback, we strengthen teachers' and TAs' readiness for adaptive teaching and deepen their intellectual engagement with subject content.

Pedagogy

We prioritise students' literacy, numeracy, oracy, subject knowledge, interpersonal skills and critical thinking, technologies are applied only when it adds real value. We use learner-facing digital tools sparingly and deliberately, ensuring they strengthen rather than shortcut deep learning, preserving essential human competencies and promoting independent, secure learning over time.



Productivity

We use digital tools to streamline routine tasks and reduce administrative workload so that staff can devote more time and cognitive capacity to high value work, focusing on the human elements of our roles in education that have the greatest impact on outcomes.

What We Do

Use AI and digital tools to support, not replace, professional thinking.

Digital tools and AI are used to reduce administrative burden, streamline routine processes, and improve efficiency, enabling staff to focus time and cognitive capacity on high-value professional work.

AI tools, including AI, to perform administrative tasks and produce resources.

A range of appropriate tools are used to automate routine administrative activity, draft materials, summarise information, and process data quickly, reducing time spent on repetitive tasks.

Ensure thorough checking and accuracy of resources.

It is vital to maintain professional oversight to ensure all outputs are accurate and appropriate. All AI-generated or digitally produced materials are carefully reviewed to ensure they meet quality standards, are contextually appropriate, and align organisational expectations.

Actively seek opportunities to streamline working practices.

Through effective use of digital systems and ongoing review of processes, we reduce duplication, simplify workflows, and enable staff to work more efficiently.

Continually evaluate the appropriateness and impact of AI use.

It is essential to make informed decisions about when and how to use AI, considering whether using AI adds value in terms of efficiency or quality, and confidently choose alternative approaches where these tools do not enhance outcomes.

Monitor impact on workload and productivity.

Evaluating the effectiveness of technology use and adapting practices to ensure tools are genuinely saving time and improving outcomes, where this is not the case tools are de-implemented.

Continually strengthen our use and understanding of digital tools.

Approaching digital tools with curiosity and a growth mindset, allows the building of confidence, competence, and efficiency in using technology.

Use digital tools to simplify data analysis and insight generation.

AI and data tools support the efficient processing and presentation of complex information, freeing staff to focus their expertise on interpretation and informed responses to emerging insights and trends.

Use agreed platforms and consistent processes to improve efficiency.

By reducing variation in tools and systems, we minimise duplication, simplify training needs, and enable staff to work more productively across teams.

Promote collaboration through digital tools.

Shared platforms and digital workspaces enable efficient collaboration, reduce email volume, and ensure staff can access and contribute to information quickly.

Ensure safe and responsible use of technology.

Staff follow [safe use guidance](#), ensuring technology supports productivity without introducing safeguarding, ethical, or professional risks.

Uphold GDPR and data protection in all digital practices.

Staff use AI and digital platforms in line with GDPR and our Data Protection Policy, ensuring that increased productivity does not compromise confidentiality or data security.

Possible Misconceptions	
<i>'AI can do all administrative tasks for us'</i>	AI can support many tasks, but professional judgement and human input are still essential
<i>'Productivity means doing more work in less time'</i>	The aim is to reduce unnecessary workload so staff can focus on high-value, impactful work
<i>'AI-generated content is accurate and ready to use'</i>	All outputs must be carefully checked to ensure quality, accuracy, and suitability.
<i>'The strategy is only about AI and new technologies'</i>	It includes effective use of all digital tools, including established systems already in place.
<i>'Using digital tools is always quicker'</i>	Technology should only be used where it genuinely saves time or improves outcomes
<i>'More tools mean better productivity'</i>	Using too many tools can increase workload; consistency and simplicity are key to efficiency
<i>'Digital tools and technologies are only relevant to some staff'</i>	Improving productivity through digital tools is part of everyone's role, not just certain teams or individuals



Planning & Preparation

We use digital tools to enhance, not replace, educator expertise by supporting high-quality planning, insight generation, and responsive preparation. By reducing time spent on routine resource creation and enabling timely feedback, we strengthen teachers' and TAs' readiness for adaptive teaching and deepen their intellectual engagement with subject content.

What We Do

Use AI and digital tools to support, not replace, professional thinking.

Digital tools are used to enhance expert judgement by supporting planning, exploration of ideas, and preparation. Educators retain responsibility for decisions about curriculum, pedagogy, and student learning, using AI where it adds value rather than substitutes professional expertise.

Maintain clear professional oversight of all AI supported planning.

All AI generated or digitally supported outputs are carefully reviewed, refined, and adapted to ensure accuracy, appropriateness, and alignment with curriculum intent and student needs. Professional judgement remains central at every stage of preparation.

Use digital tools to deepen engagement with curriculum and subject content.

Digital tools support educators to interrogate curriculum sequences, clarify key concepts, anticipate misconceptions, and explore subject specific explanations, enabling more intellectually rigorous planning and preparation.

Use AI and digital tools to support responsive preparation and adaptive practice.

AI can be used to refine and adapt materials, so they are accessible to all learners, for example by adjusting format, levels of support, or representations. This supports inclusive planning and enables teachers to respond flexibly to learners' needs through adaptive teaching.

Use digital tools to generate timely insights that inform preparation.

Data and AI enabled tools are used to synthesise assessment information, identify patterns, and surface insights that inform lesson preparation, targeted support, and responsive adjustments to teaching.

Use digital tools to reduce time spent on routine resource creation.

Where appropriate, digital tools are used to draft or format resources, enabling educators to redirect time and cognitive capacity towards high value planning decisions and intellectual preparation.

Be transparent and reflective about how digital tools are used in planning.

Staff are open about how AI and digital tools support their preparation, sharing effective practice and reflecting critically on impact, limitations, and appropriate use.

Commit to developing confidence and capability in using digital tools for planning and preparation.

Staff actively engage with training and ongoing support, approaching digital tools with curiosity and a growth mindset. This commitment enables colleagues to become confident, skilled users of agreed tools, ensuring technology enhances preparation and professional thinking.

Uphold GDPR and data protection in all digital practices.

Staff use AI and digital platforms in line with GDPR and our Data Protection Policy, ensuring that increased productivity does not compromise confidentiality or data security.

Ensure safe and responsible use of technology.

Staff follow Safe Use Guidance, ensuring technology supports productivity without introducing safeguarding, ethical, or professional risks.

Possible Misconceptions

<i>'AI can replace teacher thinking in planning'</i>	AI is a support tool, not a substitute for professional judgement. Current AI tools mimic patterns in language and content but do not understand learning, pedagogy, or how to verify that a strategy truly works. Teachers retain responsibility for all curriculum, pedagogical, and learning decisions.
<i>'AI knows what to teach '</i>	Digital tools do not possess superior subject knowledge and do not receive meaningful feedback on actual learning outcomes; they cannot interpret misunderstandings, motivations, or classroom dynamics. Human expertise is essential to interpret, evaluate, and apply any AI-generated suggestions.
<i>'Digitally produced or “off-the-shelf” materials are high quality'</i>	Materials generated or sourced digitally must be reviewed and adapted to ensure accuracy, appropriateness, and alignment with curriculum intent and student needs.
<i>'Educators automatically know how to evaluate and use AI effectively'</i>	Effective use requires training, reflection, and professional judgement; leaders cannot assume staff instinctively know what to use or when to rely on AI.
<i>'Digital tools only refer to AI'</i>	Digital tools include established systems, software, and platforms as well as emergent technologies; planning and preparation benefit from the full range of digital resources.
<i>'Teachers need advanced technical skills to use AI effectively'</i>	Effective use focuses on professional judgement, reflection, and decision-making; basic familiarity with agreed tools, combined with curiosity and a growth mindset, is sufficient to enhance planning and preparation without requiring advanced technical expertise.
<i>'AI is objective and unbiased'</i>	It's a common assumption that AI-generated suggestions or materials are neutral. In reality, AI reflects the data it was trained on and can reproduce or amplify biases. Educators must critically evaluate outputs to ensure fairness, inclusivity, and alignment with curriculum and learner needs.



Pedagogy

We prioritise students' literacy, numeracy, oracy, subject knowledge, interpersonal skills and critical thinking, technologies are applied only when it adds real value. We use learner-facing digital tools sparingly and deliberately, ensuring they strengthen rather than shortcut deep learning, preserving essential human competencies and promoting independent, secure learning over time.

What We Do

Prioritise strong pedagogy over technology.

Teaching focuses first on high quality explanations, modelling, practice, and feedback. Digital tools are used only where they clearly enhance learning rather than replacing or diluting effective pedagogical practice.

Apply learner facing digital tools only where they add real value.

Technology is introduced intentionally, where it strengthens understanding, practice, or feedback. Tools are not used for novelty or convenience, but to serve clearly identified learning purposes.

Maintain expert led instruction as the foundation of learning.

Students are not set digital tasks or independent practice unless the content has been explicitly taught and modelled by a subject expert. Technology supports learning that has already been carefully taught.

Use digital tools to support independent practice and close gaps.

Digital platforms may be used to provide additional practice, retrieval, and consolidation. These tools reinforce prior teaching and help address individual gaps without replacing instruction whilst maintaining human oversight of student screen use.

Roll out new learner facing digital tools in a planned, evidence informed way.

Where new digital tools are deemed to add value they are introduced gradually and purposefully, based on evidence of impact and alignment with curriculum and pedagogy utilising the Student-Facing Digital Tool Consideration Checklist.

Ensure digital practice strengthens, not shortcuts, learning.

Learner facing tools are selected and configured to promote effortful thinking, retrieval, and application, rather than answers first approaches that undermine learning or independence.

Use technology to support inclusion and access, particularly for SEND students.

Assistive technologies and digital adaptations are used thoughtfully to remove barriers to learning and enable access to the curriculum, while maintaining high expectations and meaningful cognitive engagement.

Educate students in the safe and responsible use of digital media.

Students are taught about online safety, attention, wellbeing, and digital habits, including the impact of smartphones, social media, and screen use on learning, sleep, and concentration.

Maintain awareness of the use and impact of gamified features in learning tools.

Where digital tools include gamified elements, we remain attentive to how these features influence student engagement, motivation, and learning behaviours. Their use is kept under review to ensure they support sustained effort and learning over time, without becoming a primary driver of participation.

Use digital tools sparingly to preserve essential human competencies.

Face to face interaction, discussion, writing, problem solving, and reasoning are prioritised. Technology is deliberately limited where it risks weakening or replacing core literacy, numeracy, oracy, and interpersonal skills.

Regularly review the impact of learner facing technology on learning.

The use of digital tools is kept under review to ensure they continue to support deep learning, independence, and equity, and are withdrawn or adapted if they do not demonstrate clear educational value.

Ensure safe, ethical, and responsible use of technology.

All learner facing technology is used in line with safeguarding and data protection policies, ensuring students' privacy, wellbeing, and security are protected at all times by utilising the Student-Facing Digital Tool Consideration Checklist.

Set clear expectations for homework and independent digital use.

Homework is purposeful, manageable, and aligned with curriculum intent. Expectations are explicit about platforms, routines, and timing to support focus, habits, and learning rather than distraction.

Explicitly teach critical digital literacy and evaluation of information.

Students are taught to critically engage with AI-generated and digital content, developing the skills to assess the reliability, purpose, authorship, and currency of information.

Possible Misconceptions	
<i>'Students need to master specific digital tools for the future'</i>	While familiarity with technology is important, many of today's digital tools and platforms are unlikely to remain relevant over the course of students' working lives. Education should therefore prioritise transferable knowledge, critical thinking, adaptability, and learning habits over proficiency in particular tools.
<i>'Online platforms teach students'</i>	Online platforms are a resource, not a replacement for expert teaching. Learning depends on high-quality instruction, modelling, practice, and feedback, with the potential for digital tools to support not deliver teaching
<i>'Students are inherently more capable with technology than staff'</i>	While students may be familiar with consumer technology, they do not automatically understand how to use digital tools effectively for learning. Staff expertise is essential to select, structure, and guide purposeful use.
<i>'Increased digital engagement automatically leads to better learning'</i>	High levels of activity or engagement on digital platforms do not indicate understanding. Learning quality depends on thinking, practice, and application.
<i>'Gamified features reliably motivate all learners'</i>	Points, rewards, and streaks may increase short-term participation for some students but do not consistently support sustained effort, independence, or deep learning over time.

<i>'Digital practice supports independence'</i>	Some digital tools promote dependency, completionism and superficial learning. Independent learning develops when students secure the self-efficacy to engage in effortful thinking and retrieval.
<i>'Using more technology makes learning more inclusive'</i>	Inclusion depends on thoughtful design and pedagogical intent. Digital tools support access only when they are used deliberately to remove barriers while maintaining high expectations.

Assistive Technology

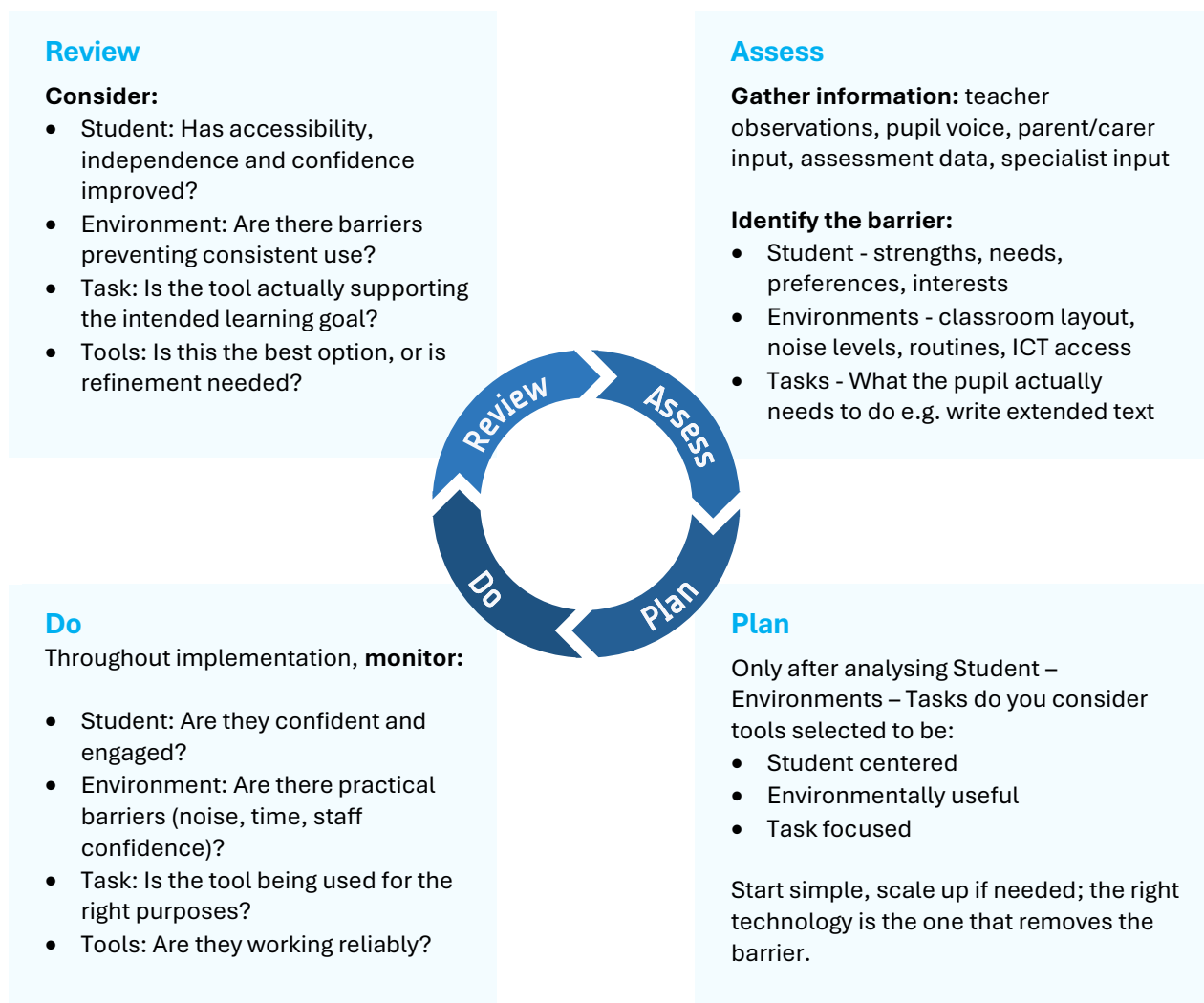
Principles and Approach

Assistive technology plays a vital role in ensuring all students can access learning, participate fully, and develop independence. At ATT, assistive technology is understood as any tool, strategy, or system that removes barriers to learning, from simple classroom supports to advanced digital solutions.

The table below provides practical examples across this continuum to support classroom decision-making and ensure a consistent approach.

Assistive Technology Level	Brief Description	Examples
Low-Tech	These are simple, non-electronic items or adaptations.	Pencil or pen grips, now and next boards, sloped writing boards, visual timetables, graphic organisers, wobble cushions.
Mid-Tech	These are more complex than no-tech items. They often use electronics, batteries, or simple mechanical parts.	Audio recorders, talking calculators, digital or talking timers, reading pens, alternative keyboards and mice.
High-Tech	These are the most complex electronic or mechanical devices, or software.	Speech-to-text (dictation software), text-to-speech software, word prediction software, typing support apps, screen readers, communication apps, AAC devices.

Assistive technology may form part of ordinarily available provision or additional SEN Support and may be specified in statutory EHCP Section F provision. Decisions, implementation, and impact of assistive technology should be clearly recorded within learning plans and reviewed through the Assess-Plan-Do-Review (ADPR) cycle. The SETT Framework (Zabala, 1995) is a collaborative decision-making tool that supports informed use of assistive technology by focusing on the Student, Environments, Tasks and Tools (SETT). This approach ensures that provision remains needs-led, rather than technology-led, and focuses on removing barriers to learning and enabling access to the curriculum.



Training and Support

Staff using assistive technology must receive appropriate training to ensure it is implemented consistently, confidently, and effectively within everyday teaching practice. Without this, even well-chosen technology can fail to remove barriers to learning.

Pupils also require explicit teaching and ongoing support to develop the skills and independence needed to use assistive technology successfully, rather than assuming they will intuitively know how to use it. In addition, parents and carers should be provided with guidance and support so they can reinforce the use of assistive technology at home, particularly for homework and independent learning, where appropriate.

A shared understanding across staff, pupils, and families helps ensure that assistive technology is used regularly, effectively, and as intended, maximising its impact on access and outcomes.



Safe and Responsible Use

Safe and responsible use of digital tools and technologies is essential to protect both students and staff in an evolving digital world. Clear guidance on AI use, thoughtful consideration of tools in teaching, and strong professional judgement ensure risks are understood and managed. By prioritising human oversight alongside systems like filtering and monitoring, we create safer environments that promote trust, wellbeing, and responsible innovation.

Our Staff Safe Usage Guidance outlines how colleagues can use AI safely, legally and responsibly. It covers protecting pupil and staff data, using only ATT-approved platforms, rules for AI use in meetings, and respecting intellectual property. It reinforces the need to check AI outputs for accuracy, confirms staff accountability for all work, and sets clear expectations for ethical, respectful use aligned with ATT values.

Safe Use	Responsible Use
Preventing harm and ensuring security	Ethical, fair, and socially beneficial application

Student-Facing Digital Tool Consideration Checklist

This considerations checklist covers the key checks staff will need to make before introducing a new digital AI tool with students.

Proposal Details

You will need to consider...

- what the tool will be used for, and how it will be accessed.
- the subject/lesson/home learning context as well as the year groups where relevant and what devices will be used.
- the account arrangements required and whether any student work will be shared externally.
- the proposed start date and duration including whether this is a pilot and any planned review/end date.

Educational Rationale & Pedagogy

You will need to consider...

- setting out the learning objective and activity the tool will support, and why it adds value compared with a non-AI alternative.
- explaining how teacher oversight will be maintained, including checking outputs for accuracy, appropriateness and bias and how students will be taught the tool's limitations such as errors/hallucinations, bias and over-reliance.
- defining clearly what pupils are and are not allowed to use the tool for in the given context.

Safeguarding & Online Safety

You will need to consider...

- how students will be supervised when using the tool including any supervision methods for any use outside of lesson time such as home learning.
- whether the tool's age rating/terms are appropriate for the year group(s), and how students will be instructed not to enter personal data or identifying information.
- how concerns will be handled and reported, in line with safeguarding procedures.
- whether the tool can operate within existing filtering and monitoring arrangements without creating blind spots.

Data Protection & Privacy (GDPR)

You will need to consider...

- designing the activity so that no personal data is entered into the tool.

- whether the tool has published an appropriate privacy statement or policy on its website.
- if accounts are required, ensuring no work or personal email addresses will be used, and that student identifiers will be anonymised.
- confirming that no unapproved recording or transcription features are used (only pre-approved academy tools may be used for this purpose).

Technical & Operational Considerations

You will need to consider...

- whether the tool is compatible with academy systems e.g., sign-in, device management.
- any domains/apps that need allowlisting, and confirmation no access controls will be bypassed.
- how monitoring/logs (where available) support safeguarding expectations.
- cybersecurity risks (unsafe links/downloads, data leakage, account compromise) and who will support setup and troubleshooting.

Inclusion, SEND & Accessibility

You will need to consider...

- how the tool supports inclusion and accessibility without reducing ambition or masking learning needs.
- any reasonable adjustments and additional safeguards for pupils who may be more vulnerable online or who need closer supervision.
- whether there is an alternative route so pupils are not disadvantaged if the tool is not used.

Communication with Parents/Carers

You will need to consider...

- where appropriate, informing parents/carers what pupils will be asked to do online, which tool is being used, and why.
- if the tool will be used at home, setting clear boundaries (supervision expectations, safe prompts, and no personal data).

Implementation Plan & Review

You will need to consider...

- starting with a pilot approach, with clear success criteria and a review period.
- briefing pupils (and any supporting staff) on safe and responsible use before the tool is introduced.
- having an incident plan to stop use and switch to an alternative if safeguarding, safety, or technical concerns arise.



Human Oversight of Student Screen Use

This guidance refers to the role of all staff whilst supervising students using screens and digital technology in academies.

Human oversight remains the most important safeguard, particularly as pupils engage with increasingly dynamic and unpredictable online environments, including AI tools.

The Role of Staff in Lessons

Staff play a critical role in ensuring that digital technologies are used safely, purposefully and in line with safeguarding expectations.

Active supervision during lessons:

- Supports pupils to make safe and appropriate choices online.
- Enables early identification of risk, misunderstanding or misuse.
- Reinforces expectations around safe, respectful and responsible use.
- Ensures technology enhances learning without compromising safety.

Monitoring within the classroom is not solely a technical function — it also includes staff actively observing screens, circulating around the room and engaging with learning behaviours in real time.

What This Means in Practice

When using digital technology, including AI tools, staff should:

Maintain active supervision at all times:

- Avoid reliance on filtering and monitoring alone.
- Regularly move around the classroom.
- Visually check screens rather than remaining static at the front.

Position themselves strategically:

- Ensure clear lines of sight to student devices
- Minimise opportunities for off-task or unsafe use.

Apply additional safeguards where hardware such as iPads do not require an individual student log in: Follow the Using iPad guidance and signing out system linked at the bottom of the page to ensure users can be quickly identified in relation to filtering, monitoring and general usage concerns.

Set clear expectations before use: Brief pupils on what is appropriate, what is not, and how to report concerns.

Monitor behaviour as well as content: Be alert to changes in behaviour, withdrawal, secrecy, or distress while using devices.

Reinforce digital literacy and critical thinking: Support pupils to question content, recognise misinformation and understand the limitations of AI outputs.

Ensure appropriate use of AI tools:

- Only use approved platforms and ensure pupils understand safe, ethical and responsible use.
- Complete the AI Tool Consideration Checklist prior to the introduction of any new AI tools and submit to the academy Digital technology Lead for approval.

Log and report safeguarding concerns: Follow Trust procedures where online activity raises safeguarding issues, including recording all concerns on CPOMS.

Key Message

Technology enhances learning, but it does not replace safeguarding practice. Strong systems, clear expectations and informed staff working together ensure that digital and AI-enabled learning environments remain safe, supportive and effective for all pupils.

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