

OAKTREE PRIMARY SCHOOL

An Athena Education School

EDTECH INTEGRATION POLICY

Technology in Teaching, Learning and Assessment

Policy Title	EdTech Integration in Teaching, Learning and Assessment Policy
Institution	Oaktree Primary School
Operator	Athena Education
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School Leader Signature	

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1. Policy Statement

Oaktree Primary School, as part of Athena Education, believes that technology, when used purposefully and well, can enrich teaching, deepen learning and make assessment more responsive and meaningful. Our aim is not to use technology for its own sake, but to integrate it thoughtfully wherever it adds genuine value to children's learning, while always keeping high-quality teaching and pupil wellbeing at the centre.

This policy sets out how educational technology ("EdTech") is selected, used and evaluated in teaching, learning and assessment at the School, and the principles that guide its safe, inclusive and effective use. It reflects the expectations of the Knowledge and Human Development Authority (KHDA) and supports the wider ambitions of Dubai and the UAE for innovation and digital learning, including the UAE National Strategy for Artificial Intelligence 2031.

Our guiding principle

Pedagogy first, technology second. Technology is used at Oaktree Primary School only where it improves learning, teaching or assessment and supports pupils' wellbeing — never as an end in itself.

2. Purpose and Aims

Through this policy, the School aims to:

- Enhance the quality of teaching and learning through the purposeful use of technology;
- Use technology to make assessment more efficient, accurate, timely and informative;
- Ensure technology is used safely, ethically and in an age-appropriate way;
- Develop pupils as confident, responsible and safe digital citizens;
- Ensure equitable access so that no pupil is disadvantaged;
- Protect the data and privacy of pupils and staff;
- Build staff confidence and competence through professional development;
- Maintain a healthy balance between digital and non-digital learning.

3. Scope

This policy applies to all teaching, learning and assessment that involves technology at Oaktree Primary School. It covers all members of staff and all pupils, and all school-provided or school-approved devices, platforms, applications, software, online services and artificial-intelligence tools, whether used in school or to support remote or blended learning. It should be read alongside the School's Acceptable Use and Online Safety arrangements.

4. Principles of Effective EdTech Integration

The School's use of technology is guided by the following principles:

- Pedagogy first — technology serves clear learning objectives, not the other way around;
- Purposeful and proportionate — used where it adds value, and balanced with hands-on, practical, play-based and social learning appropriate to primary-aged children;

- Inclusive — technology supports all learners, including those with additional needs, through assistive and adaptive tools;
- Safe and ethical — online safety, data protection and age-appropriateness are always considered;
- Evidence-informed — decisions are based on the impact on learning, not novelty;
- Teacher-led — the teacher remains central; technology supports, and does not replace, skilled teaching;
- Sustainable — tools are manageable, well-supported and good value.

5. Roles and Responsibilities

Role	Responsibility
Strategic Governance Advisory Board (SGAB)	Supports the School's digital vision; reviews and approves this policy; oversees investment in technology and infrastructure.
Principal	Leads the implementation of this policy and the School's digital strategy; ensures appropriate resourcing, safety and impact.
EdTech / Digital Learning Lead	Coordinates EdTech strategy; evaluates and approves tools; supports and trains staff; maintains the Approved Tools Register.
Teachers	Plan purposeful technology use; use only approved tools; model safe and responsible use; assess the impact on learning.
IT / Technical Support	Maintains reliable, secure infrastructure and devices; manages access, filtering and technical support.
Designated Safeguarding Lead	Oversees online-safety and safeguarding aspects of technology use.
Data Protection Lead	Ensures tools and practices meet data-protection and privacy requirements.
Pupils	Use technology responsibly and safely, in line with the Acceptable Use expectations.
Parents / Carers	Support safe and balanced use of technology at home and work in partnership with the School.

6. EdTech in Teaching and Learning

Technology is integrated into teaching and learning to enhance engagement, understanding, creativity, collaboration and independence. Teachers plan its use so that it deepens learning rather than simply replacing existing approaches, drawing where helpful on recognised frameworks for purposeful integration. Technology is used in age-appropriate ways and is balanced with practical, hands-on and social learning, with careful attention to screen time for young children.

Used well, technology can support differentiation and personalised learning, provide access to rich resources, enable pupils to create and communicate, develop computational thinking, and make consistent, accessible remote or blended learning possible when required. In every case, the teacher remains central to the learning experience.

7. EdTech in Assessment

Technology can make assessment more responsive, efficient and informative. The School uses it to support both formative and summative assessment in the following ways:

- Formative assessment — real-time quizzes, polls, feedback tools and adaptive platforms help teachers check understanding and adjust teaching;
- Feedback — technology enables timely, specific and constructive feedback to pupils;
- Data and progress — analytics are used professionally and proportionately to identify needs, track progress and inform planning, without over-testing pupils;
- Efficiency — appropriate tools can reduce workload and free teacher time for teaching and feedback;
- Accessibility — assistive options make assessment fairer and more inclusive.

The validity, fairness and integrity of assessment are always protected. Technology supports but never replaces professional judgement, and teachers remain alert to the authenticity of pupils' work, particularly where artificial-intelligence tools are available.

8. Digital Citizenship, Online Safety and Wellbeing

Pupils are taught to be safe, respectful and responsible online as part of the curriculum, developing the knowledge and habits of good digital citizens. The School's technology is protected by appropriate filtering and monitoring, and this policy is applied alongside the Acceptable Use, Online Safety and Safeguarding and Child Protection policies. The School promotes a healthy balance of screen and non-screen activity, encourages good habits such as regular breaks and good posture, and supports pupils' overall wellbeing. Staff model safe and respectful use of technology at all times.

9. Equity, Access and Inclusion

The School is committed to equitable access to technology so that no pupil is disadvantaged. It considers access to devices and connectivity, including for any remote or blended learning, and provides assistive technologies and accessibility features to support pupils with special educational needs and disabilities. Technology is chosen and used in ways that widen participation and help every child to learn.

10. Data Protection, Privacy and Tool Approval

All technology tools are assessed before use to ensure they are appropriate, safe and compliant. Tools are evaluated for pedagogical value, age-appropriateness, accessibility, safeguarding and data privacy, using the EdTech Tool Approval Checklist (Appendix A). The School complies with its Data Protection Policy and applicable UAE data-protection legislation, including Federal Decree-Law No. 45 of 2021 concerning the Protection of Personal Data.

Only approved tools are used with pupils, and these are recorded in the Approved EdTech Tools Register (Appendix B). The School collects the minimum personal data necessary, obtains appropriate consent where required, uses reputable providers, reviews terms of use, and manages pupil accounts safely.

11. Artificial Intelligence and Emerging Technologies

The School recognises that artificial intelligence (AI) and other emerging technologies offer real opportunities for teaching, learning and assessment, as well as risks that must be managed. Any use is purposeful, ethical, age-appropriate and subject to teacher oversight. For young pupils, AI tools are used primarily by teachers — for example to help plan lessons, create resources or generate feedback — and any pupil use is carefully supervised and suitable for their age.

Before adoption, AI and emerging tools are assessed for data privacy, safety, accuracy and potential bias. Academic integrity is protected: pupils' work remains their own, and teachers remain aware of authenticity. The School's approach reflects responsible-AI principles and the UAE's ambitions for the safe and beneficial use of AI, and staff are given guidance on appropriate use.

12. Professional Development and Support

Effective integration depends on confident, skilled staff. The School provides ongoing professional development to build staff digital competence and confidence, including the effective use of assessment data and the responsible use of AI. Staff are supported to share good practice, to access coaching and to draw on Athena Education resources and expertise.

13. Infrastructure and Resources

The School maintains reliable, safe and well-supported technology infrastructure, including devices, networks and technical support, to enable effective teaching, learning and assessment. The procurement of technology is aligned with the School's educational priorities and with its procurement and sustainability commitments, and systems are maintained, kept secure and backed up appropriately.

14. Monitoring, Evaluation and Review

The School evaluates the impact of technology on the quality of teaching and learning, not simply how much it is used. The EdTech Lead monitors implementation, gathers feedback from staff and pupils, and reviews tools regularly for effectiveness, safety and value. This policy is reviewed at least annually, or sooner in response to technological developments, KHDA requirements, the standards of Athena Education, or learning from practice.

15. Related Policies and Documents

This policy should be read in conjunction with the following School policies and documents:

- Teaching, Learning and Assessment Policy
- Acceptable Use / ICT and Online Safety (E-Safety) Policy
- Safeguarding and Child Protection Policy
- Data Protection and Privacy Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Development and CPD Policy
- Website Policy
- Procurement and Sustainability Policies

Appendix A: EdTech Tool Approval Checklist

Complete this checklist before adopting any new technology tool for teaching, learning or assessment. A tool should normally meet all criteria before it is approved and added to the Tools Register (Appendix B).

✓	Approval Criterion
☐	The tool has a clear pedagogical purpose linked to learning objectives.
☐	It is age-appropriate for the intended pupils.
☐	It aligns with the curriculum and complements existing teaching.
☐	It is accessible and inclusive, with support for diverse learners.
☐	It meets data-protection and privacy requirements (UAE law and school policy).
☐	It is safe from a safeguarding perspective (content, contact and conduct).
☐	Any pupil data collected is minimal, necessary and appropriately consented.
☐	The provider is reputable and the terms of use have been reviewed.
☐	Where AI is involved, it has been checked for safety, accuracy and bias.
☐	It offers good value for money and is sustainable to maintain.
☐	It has been trialled or evaluated before wider adoption.
☐	Staff training and support are available.
☐	A review date has been set and an owner assigned.

Appendix B: Approved EdTech Tools Register

Use this register to record the technology tools approved for use at the School. Keep it current and review each tool by its review date. This register supports the approval process in Appendix A.

Tool / Platform	Purpose & Use	Year Group(s)	Data & Approval Status	Review Date