

# bett

● A Hyve Event

## Plugged in or switched off?

What teachers think  
of EdTech in schools



# Foreword

When we look at the data from this survey, one message comes through with striking clarity: schools have invested substantially in educational technology, but many teachers aren't getting the support they need to use it effectively.

The numbers tell a clear story. While 89% of schools increased their technology adoption during the pandemic, less than half have fully integrated these tools into their teaching. More concerning still, 41% of teachers say they lack confidence in using the full range of features their school's technology offers.

Why? The answer isn't a lack of willingness – 87% of teachers express confidence about bringing technology into their teaching. Rather, it's a matter of time and training. Half of UK teachers receive just 1-5 hours of EdTech training annually, and a fifth receive none at all. When training does happen, only half rate it as good or excellent.

This gap between investment and implementation carries real costs. Schools are spending money on tools that sit partly unused. Teachers are missing opportunities to work more efficiently. Most importantly, students aren't benefiting from the full educational value of their school's technology.

But there's good news too. When teachers do master their EdTech tools, the impact is clear: 75% report better student engagement, 69% see increased productivity, and 67% note improved learning outcomes. The challenge isn't the technology itself – it's giving teachers the time and support to learn it properly.

That's why we're calling on schools to dedicate one INSET Day per term specifically to technology training. This commitment would help ensure teachers can fully use the tools already available to them, maximizing return on existing investments before considering new ones.

To support this goal, Bett 2025 will once again feature Tech User Labs throughout the show. These free 45-minute hands-on sessions will help teachers master their current tools and explore new ones. Whether you're looking to improve your use of interactive whiteboards, make better use of cloud collaboration tools, or find new ways to support SEND students with technology, our expert-

led labs will offer practical solutions you can implement immediately.

The Labs aren't about selling new products – they're about helping you get more value from what you already have. Working in small groups with experienced educators, you'll learn practical techniques to address specific challenges in your teaching, from technical hurdles to pedagogical questions.

Looking at the survey results, it's clear that EdTech has become essential to modern teaching -- 84% of teachers say it has met or exceeded their expectations. But it's equally clear that we need to do better at supporting teachers to use these tools effectively. The combination of dedicated INSET days and practical training opportunities like our Tech User Labs will help bridge this gap.

After 40 years of Bett shows, we've seen educational technology move from the margins to the mainstream. Now it's time to focus on making sure every teacher has the skills and confidence to use it effectively.

I hope you'll join us at one of our Tech User Labs this January to take the next step in your EdTech journey.



**Duncan Verry**  
Portfolio Director, Bett

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# Introduction

It's 40 years since the first Bett Show and in that time technology has had an enormous impact on the way teachers teach and children learn. Not every innovation has lived up to its initial promise and not every invention has been universally welcomed.

On the other hand, every technological leap – from wireless to television to the first calculators and computers – has always been greeted with a mixture of scepticism and enthusiasm and there is no reason to suspect this mix of attitudes will be much different 40 years from now. Even the most technologically averse teacher, however, cannot ignore the changes EdTech has induced. How they and their schools use those tools is key.

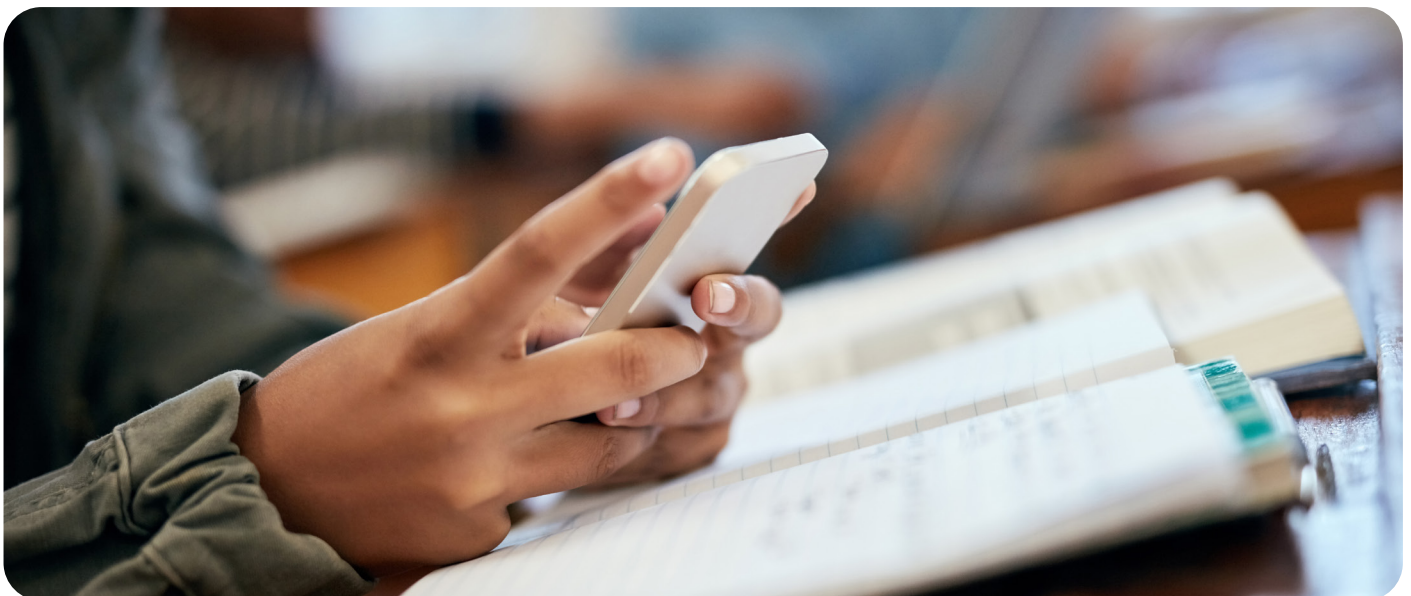
To gauge teacher views and the use of technology currently in schools, we asked over 600 professionals in the UK for their input. What technology did they think has had the biggest impact and on what – teacher productivity, student engagement or learning outcomes? What EdTech did they think had been oversold, what are the main obstacles to more effective use of technology and what piece of kit could they envisage not doing without?

The answers to these and other questions are in the following pages, as are the views of practitioners in schools and specialists in the field on how to best integrate EdTech in their teaching and how to maximise its potential.

The analysis is based on an online survey of 613 primary and secondary teachers between 18 October and 8 November 2024. They were drawn from local authority, academy and independent schools in all parts of the UK.

What technology did they think has had the biggest impact and on what – teacher productivity, student engagement or learning outcomes?

What EdTech did they think had been oversold, what are the main obstacles to more effective use of technology and what piece of kit could they envisage not doing without?

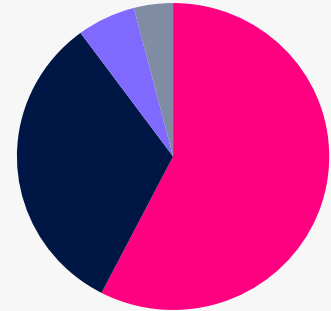


# Technology adoption

Unsurprisingly, the covid pandemic sparked major changes in the way schools and teachers use technology. An overwhelming majority of teachers in our survey – **89%** – said the experience of remote learning had moderately or significantly increased technology adoption in their schools, with very few (**6%**) reporting no change.

How did the experience with remote learning during the pandemic influence your school's approach to EdTech?

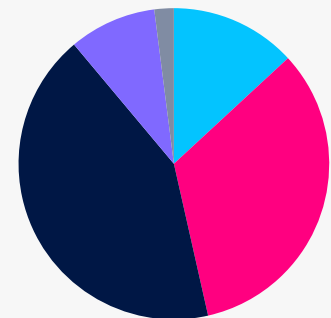
- **57%** Significantly increased EdTech adoption
- **32%** Somewhat increased EdTech adoption
- **6%** No significant change
- **4%** Don't know



That said, less than half of schools (**46%**) have fully (**13%**) or mostly (**33%**) integrated technology into their teaching and learning activities, according to respondents. Two-fifths (**42%**) say EdTech is only somewhat integrated and one in ten (**11%**) say integration is minimal or hasn't happened at all.

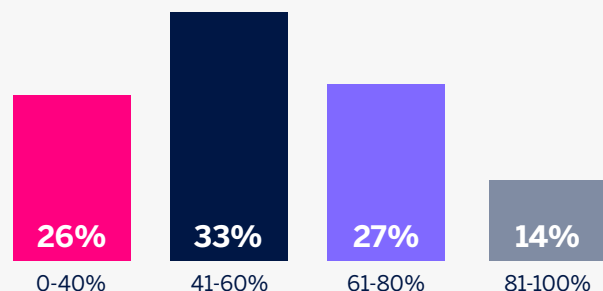
How would you rate the overall integration of EdTech into your school's daily teaching and learning activities?

- **13%** Significantly increased EdTech adoption
- **33%** Somewhat increased EdTech adoption
- **42%** No significant change
- **9%** Don't know
- **2%** Don't know



When it comes to individual teachers adopting technology, only a quarter (**26%**) use less than **40%** of the tools available in their schools. A third (**33%**) use between **41-60%**, **27%** use **61-80%**, while **14%** use **81-100%** of what's available.

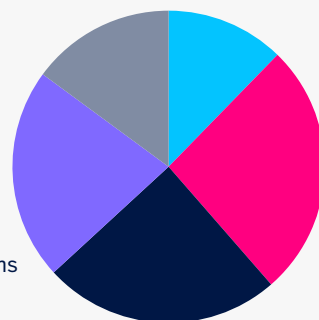
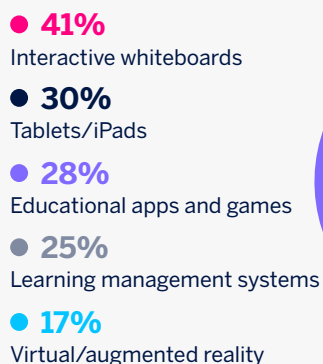
What percentage of the EdTech tools available in your school do you regularly use in your teaching?



# Learning from **past mistakes**

When asked which EdTech in their opinion had been oversold in the past, **41%** of teachers said interactive whiteboards, **30%** tablets, **28%** educational apps and games, **25%** learning management systems and **17%** virtual or augmented reality. Video conferencing tools (**14%**), online health and wellbeing solutions (**12%**), robotics kits, AI tutoring and cloud productivity tools (**all at 11%**) were also nominated.

In your opinion, which of the following EdTech categories has been the most oversold to schools in the past 20 years?



The main consequence of oversold kit has been financial – **76%** say questionable technology spending has had a moderate or significant effect on school budgets. The impact on teaching and teacher workload has been less pronounced, with **31%** and **45%** of teachers respectively saying it has had a moderate or significant effect.

What impact, if any, do you think oversold EdTech has had on:

School budgets



Teaching effectiveness

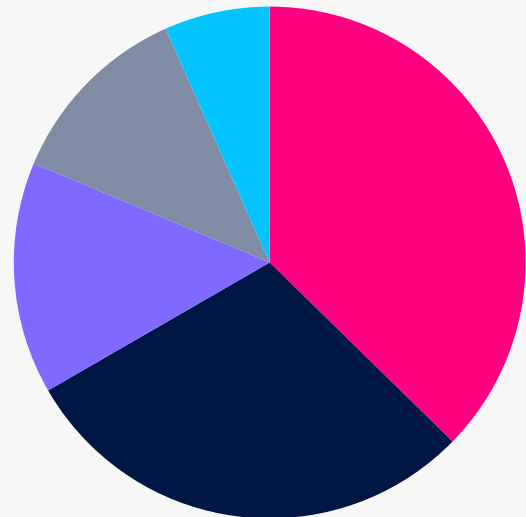


Teaching workload



# The EdTech making a difference

Asked which single piece of technology they'd least want to lose, (they could choose one only):



On the other hand, teachers say several EdTech tools are having a positive impact. Google Workspace and similar cloud-based productivity tools are proving particularly valuable, with **41%** of teachers rating them among their most useful resources.

And despite the earlier misgivings, 'traditional' EdTech equipment still matters too – interactive whiteboards (**31%**) and tablets (**30%**) rank highly for effectiveness, while educational apps and games, video conferencing tools and online safeguarding solutions are seen as important by **27%**, **26%** and **22%** of teachers respectively.

● **28%**  
of teachers  
picked interactive  
whiteboards

● **22%**  
chose cloud-based  
collaboration &  
productivity tools

● **11%**  
selected tablets

● **9%**  
identified learning  
management  
systems

● **5%**  
specified  
educational apps  
and games



# What's working well

Whatever their opinions of specific tools, teachers clearly feel that overall EdTech has made a positive impact on teaching and learning.

When asked to rate the impact of the most effective EdTech:

Student engagement

**75%**

moderate or significant improvement

**26%**

slight or no improvement

Teacher productivity

**69%**

moderate or significant improvement

**31%**

slight or no improvement

Learning outcomes

**67%**

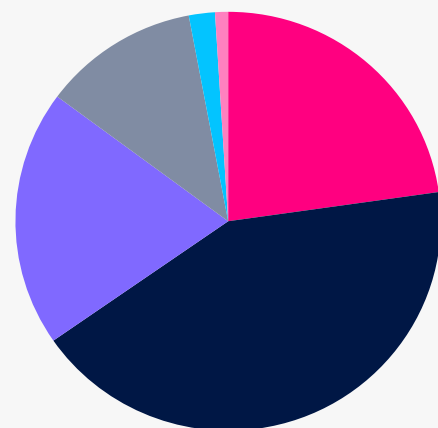
moderate or significant improvement

**55%**

slight or no improvement

In your opinion, how well does EdTech in your school support inclusive learning for students with special educational needs and disabilities (SEND)?

This is also true of special needs education. Two-thirds of schools (66%) say their technology helps students with special educational needs (23% very well, 43% somewhat well), though there's room to do better. 12% report their technology doesn't support SEND pupils effectively, highlighting an area requiring immediate attention.



**23%**

Very well

**43%**

Somewhat well

**20%**

Neutral

**12%**

Not very well

**2%**

Not at all

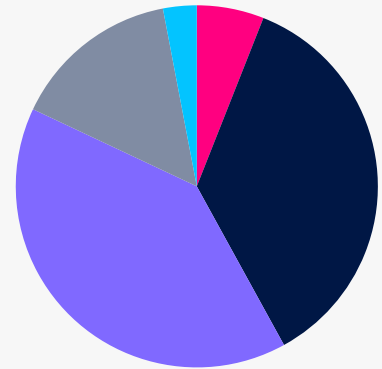
**1%**

Don't know



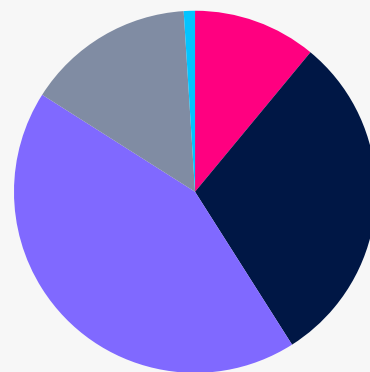
### How confident are you in your school's ability to protect student data privacy when using EdTech tools?

Teachers overall feel that their students' data is relatively secure. Three-quarters (76%) say they are moderately or very confident in their school's ability to protect data privacy when EdTech tools are used. However, only 6% say they are extremely confident and almost a fifth (18%) say that they only have slight or no confidence at all.



### Compared to your initial expectations, how has EdTech performed in your teaching experience?

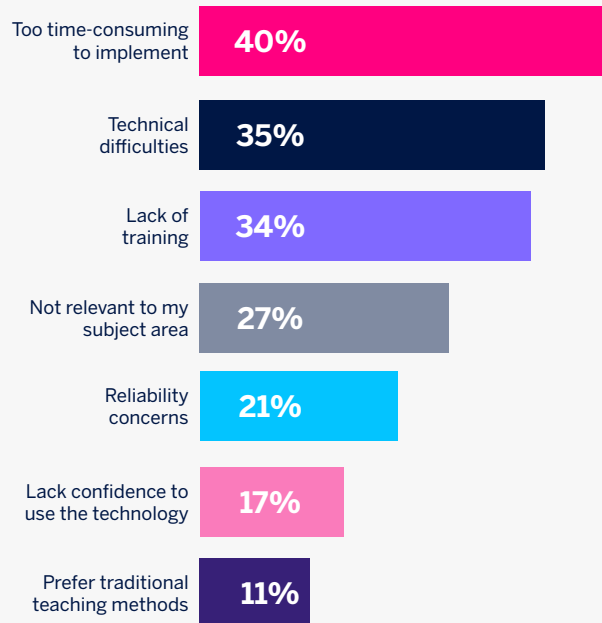
Nevertheless, 84% say technology has met (43%) or exceeded (41%) their expectations. And confidence levels are high, with 87% indicating they are moderately (24%), very (35%) or extremely (28%) confident about integrating technology into their teaching.





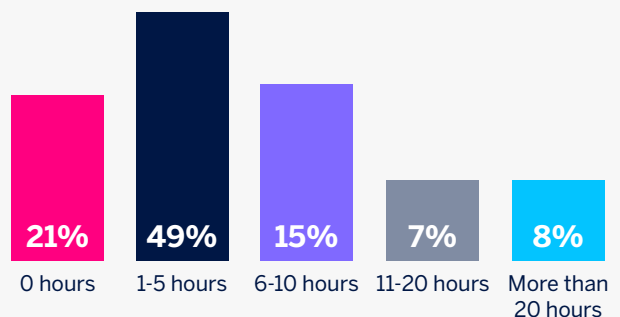
# What is limiting potential?

When asked why some technology goes unused, teachers point to several, mainly practical issues:



Teachers are less certain, however, when it comes to exploiting EdTech to the full. When asked how confident they were using the full range of features in the tools provided by their school, two-fifths (41%) said they were slightly or not at all confident. A third (33%) were moderately confident and a quarter (26%) very or extremely confident.

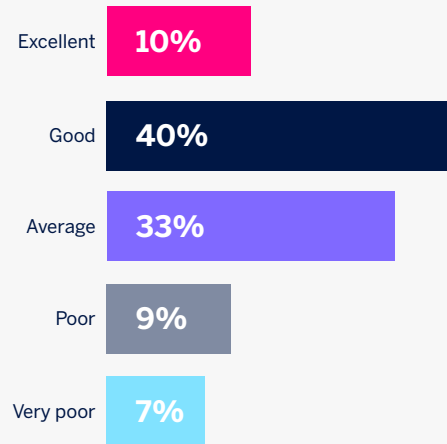
On average, how many hours of EdTech training do you receive each year?



Training, or the lack of it, appears to be a particular problem. Respondents say that on average half (49%) receive only 1-5 hours of EdTech training a year, a fifth (22%) between 6-20 hours annually, and a fifth (21%) receive none at all.

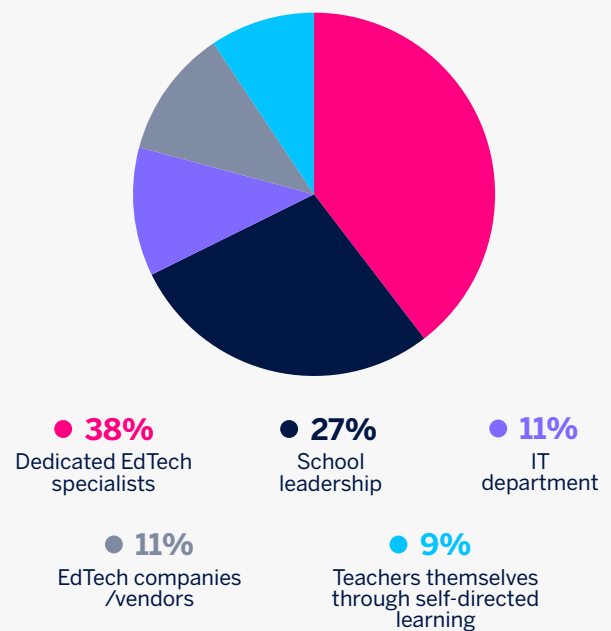
### How would you rate the quality of the EdTech training you receive?

Asked to rate the quality of the training they receive, only half rate their training as good (40%) or excellent (10%), a third (33%) rate it as merely average and 16% rate as poor (9%) or very poor (7%).



### Who do you think should be primarily responsible for providing EdTech training in your school?

When respondents were asked who they thought should be responsible for providing EdTech training in their school, two-fifths prefer dedicated specialists (38%), a quarter (27%) believe it should be school leadership, and one in ten (11%) opted for the IT department. Only 11% think technology vendors should lead training, suggesting a preference for in-house expertise over external providers.

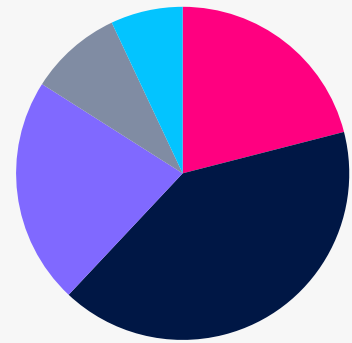


# The future

Schools are a 'mixed bag' when it comes to making strategic decisions about investment in technology:

Does your school have a clear IT and/or EdTech strategy?

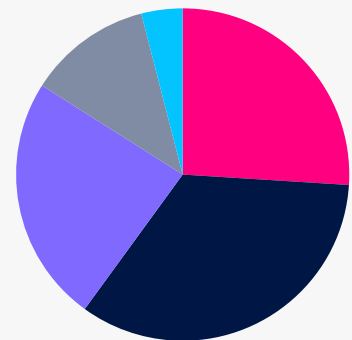
- **21%**  
Yes, very clear
- **41%**  
Somewhat clear
- **22%**  
Not very clear
- **9%**  
No clear strategy
- **7%**  
I'm not aware of any strategy



When asked how well they understood their school's approach to implementing EdTech, **26%** said 'very well', and **34%** 'somewhat well', but **16%** admitted to 'not very well or not at all'.

How well do you understand your school's approach to implementing EdTech?

- **26%**  
Very well
- **34%**  
Somewhat well
- **24%**  
Neutral
- **12%**  
Not very well
- **4%**  
Not at all



Teachers are pretty clear, however, about what they think are the most pressing EdTech challenges facing UK schools today. They highlighted three main problems:

Not enough money for technology infrastructure (72%)

Too little training (63%)

Some students missing out on tech access (29%)

Teachers are also concerned about balancing traditional teaching methods with technology use (23%), the rapid obsolescence of tools and hardware (22%), managing student screen time, keeping pace with technological change, and integrating technology with the curriculum (all at 21%), and to a lesser extent the difficulty in choosing effective EdTech solutions (17%) and data privacy concerns (9%).

### In your opinion, what are the 3 most pressing EdTech challenges facing UK schools today?

Insufficient funding for technology infrastructure

72%

Lack of teacher training to use EdTech effectively

63%

Ensuring equitable access to technology for all students

29%

Balancing traditional teaching methods with technology use

23%

Rapid obsolescence of EdTech tools and hardware

22%

Managing student screen time and digital wellbeing

21%

Integrating technology with the existing curriculum

21%

Keeping up with the pace of technological change

21%

Difficulty in choosing effective EdTech solutions

17%

Data privacy concerns with EdTech tools

9%



# Conclusions

Forty years after the first Bett Show, and with the benefit of hindsight, it's clear teachers think some EdTech overpromised and undelivered. But it's equally clear that today's teachers recognise EdTech's positive classroom impact – particularly on student outcomes and engagement and teacher productivity.

Moreover, few can envisage doing without the technological tools they have come to rely on. The main barrier to broader adoption isn't scepticism but pragmatic challenges – primarily inadequate training opportunities.

This is why Bett believes it is time for schools to equip their colleagues with the skills necessary to fully understand the EdTech at hand and to allocate one INSET Day per term to help them harness the full potential of their existing technology.





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