

EdTech Evidence Board Evaluation Criteria

A set of evidence-based criteria to evaluate the efficacy of
EdTech products for teaching and learning

DRAFT
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Introduction

Funded by the Department for Education and delivered by the Chartered College of Teaching, the EdTech Evidence Board (EEB) aims to take an evidence-based approach to evaluating the effectiveness and impact of EdTech products.

Between April 2025 and March 2026 this approach is being piloted with a small number of EdTech organisations. As part of this pilot, participating organisations will submit portfolios of evidence which will be reviewed by a trained panel of reviewers against a defined set of criteria. It is these criteria that are presented in this document.

Alongside this pilot, the Chartered College of Teaching will also be developing a range of resources and guidance aimed at supporting educators *and* EdTech organisations to strengthen expertise around EdTech Evidence.

You can find out more about the project, and register for updates via our website: <https://chartered.college/edtech-evidence-board-project/>

Follow the link above or scan the QR code to find out more about the project



About the EdTech Evidence Board Evaluation Criteria

The EdTech Evidence Board Evaluation Criteria have been informed by research evidence and developed in consultation with subject matter experts, EdTech organisations, and educators representing schools and colleges from across the country.

There are 12 criteria in total, divided into two categories: The **prerequisite criteria** and the **core criteria**. It is these criteria (and their associated sub-criteria) that are currently being tested as part of the pilot; and which will ultimately define the standard that will be required for EdTech products to be recognised by the EdTech Evidence Board in a future evaluation model.

The prerequisite criteria

To be eligible to submit to the EdTech Evidence Board, submitting organisations must meet six prerequisite criteria:

- i. The product meets basic accessibility requirements for the UK
- ii. The product complies with UK data protection regulations
- iii. The product complies with UK safety expectations
- iv. Proactive steps are taken to manage and minimise cyber security risks
- v. Steps are taken to support integration and compatibility with devices and systems used in UK education settings
- vi. The product is suitable* for consideration by the EdTech Evidence Board.

**To be suitable for review by the EEB, products must be currently available to education settings in the UK.*

The core criteria

Portfolios of evidence will be evaluated against six 'core' criteria. Each criterion considers a different indicator that may help to demonstrate a product's efficacy for teaching and learning:

- 1. Approach to evidence:** Does research and evidence inform product evaluation and development?
- 2. Educational need:** Is there evidence to suggest there is a sound educational need for this product?
- 3. Pedagogical design:** Is the design of the product informed by evidence?
- 4. User experiences:** Is there evidence from users that suggests the product is able to be used effectively?
- 5. Pedagogical affordances:** Does research/evidence demonstrate that the product can enhance teaching and/or learning?
- 6. Impact:** Is there evidence to demonstrate positive effects on identified outcomes for teachers and/or learners?

Each criterion is exemplified by a series of sub-criteria which provide an indication of how that criterion may be met in practice; these sub-criteria are broadly hierarchical, intending to reflect progression within an evidence-gathering journey for a product. The criteria and their sub-criteria may be applied with a degree of flexibility, and have been designed to recognise that products may be at different stages in terms of their maturity and evidence-base.

Criterion 1: Research/evidence informs product evaluation and ongoing development

- » Evidence gathering is planned for as part of ongoing evaluation and development activity (1.1)
- » Evidence is gathered from multiple sources [for example, this may include research literature, findings from experimental and non-experimental research, and analysis of data sources] (1.2)
- » Evidence is gathered from, and in collaboration with, education settings [e.g. to evaluate product effectiveness, understand impact and inform ongoing development] (1.3)
- » Learning from research and evidence is incorporated into iterative product development (1.4)
- » Evidence is gathered to evaluate the impact of improvements once implemented (1.5)

Criterion 2: Research/evidence indicates there is a sound educational need for this product

- » A logic model or theory of change specifies intended impact(s) on teachers and/or learners (2.1)
- » The identified educational need for the product is aligned to published curriculum or wider educational goals (2.2)
- » Published theory, literature or research indicates the product has the potential to fulfil a plausible educational need (2.3)
- » Market research, user research or user testing indicates the product has the potential to fulfil a plausible educational need (2.4)
- » Research gathered about the product itself indicates that the product fulfils a plausible educational need (2.5)

Criterion 3: The design of the product is informed by evidence

- » A logic model or theory of change demonstrates how the product seeks to enhance teaching and/or learning to achieve its intended impacts (3.1)
- » The pedagogical design of the product, including content and learner activities where relevant, aligns with theory and evidence from education and the wider learning sciences (3.2)
- » The pedagogical design, including content and learner activities where relevant, utilises specific choices that are grounded in robust research and evidence [e.g. underpinning ideas have a well-agreed theoretical basis, are drawn from substantiated research or synthesised from findings that have been replicated across multiple studies] (3.3)

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- »» The product has been designed to support teachers to develop digital competencies or digital pedagogy skills (3.4a) **or** the product has been designed to support learners to develop digital literacy or digital citizenship skills (3.4b)
- »» The design of the product is informed by learning from research and evidence gathered about the product itself (3.5)

Criterion 4: Data from users indicates that the product is able to be utilised effectively in schools and/or colleges

- »» Analytics are used, where available, to help understand and improve user experiences (4.1)
- »» Analytics data and/or feedback from users helps to build a picture of the strengths and limitations of the product (4.2)
- »» Feedback from users indicates that the product supports pedagogical needs effectively (4.3)
- »» Evidence about user experiences is gathered from users in a range of contexts (4.4)
- »» Data and/or user feedback have been used to improve user experience (4.5)

Criterion 5: Research/evidence demonstrates that the product can enable or enhance teaching and/or learning

- »» Theory or wider research suggests the product may have potential to enhance teaching and/or learning in one or more specified ways (5.1)
- »» Evidence gathered shows that the product enables or enhances teaching and/or learning in one or more specified ways (5.2)
- »» Evidence gathered demonstrates how the product can be incorporated effectively into classroom practice (5.3)
- »» Research/evidence helps to build an understanding of the factors that may contribute to, or impede, effective implementation (5.4)
- »» Evidence gathered reflects a range of contexts and users [including where relevant, learners with Special Educational Needs or Disabilities or those who are recognised as being educationally disadvantaged/underserved] (5.5)

Criterion 6: Evidence for the product demonstrates positive effects on identified outcomes for learners and/or teachers

- »» Evidence demonstrates positive impacts on identified outcomes for teachers [for example, on teacher workload, teacher self-efficacy, teaching skill, digital competency] (6.1a) **or** Evidence demonstrates positive impacts on identified outcomes for learners or specified groups of learners [for example, on student attainment, cognition and learning, skills development, motivation and engagement, digital literacy, confidence or self-efficacy, mental health/wellbeing] (6.1b)
- »» Evidence has been sought to understand the extent to which teachers or learners may experience potential negative impacts [for example, on teacher workload; or on learner cognition and learning, motivation and engagement, mental health/wellbeing] (6.2)
- »» Evidence gathered over time demonstrates evidence that the product can achieve its intended long-term impacts (6.3)
- »» Evidence demonstrates positive impacts across a range of contexts (6.4)
- »» Evidence demonstrates positive impacts for pupils who face educational disadvantage, helping to narrow attainment gaps (6.5)