

**WRITTEN QUESTION TO THE MINISTER FOR EDUCATION AND LIFELONG LEARNING
BY DEPUTY D.J. WARR OF ST. HELIER SOUTH
QUESTION SUBMITTED ON MONDAY 17th MARCH 2025
ANSWER TO BE TABLED ON MONDAY 24th MARCH 2025**

Question

“In relation to the control and use of smartphones in Jersey schools and the high use of educational technology, will the Minister advise whether –

- (a) his department has undertaken any assessment into whether educational technology has an impact on Jersey schools fulfilling the inclusion charter’s promises for all children to access the curriculum, particularly vulnerable children;
- (b) any consideration has been given to ensuring recommended “tech detoxes” are included within the school day; and

if any of the above have been undertaken, will he provide the relevant documentation, and if not, why not?”

Answer

- a) The Digital Education Strategy (DES), published in late 2022, prioritises the development of a digital ecosystem that enhances inclusivity, equity, and positive educational outcomes in line with the Inclusion Charter.

JADE’s work aligns with the Inclusion Charter, ensuring that digital resources support, rather than hinder, access to the curriculum for all students. Assistive technologies, such as Voice-to-Text applications and video feedback tools, are already being used to enhance accessibility and engagement.

The Jersey Association for Digital Education (JADE), established to drive digital innovation in education, has identified key priorities, including:

- Expanding access to digital devices to support learning in and beyond the classroom.
- Developing a Jersey Learning Hub, a centralised platform providing child-centred learning resources.
- Promoting the Digital Capabilities Framework, ensuring students develop essential digital skills.
- Supporting teachers with training on innovative technologies, including assistive tools for inclusion.

JADE’s work aligns with the Inclusion Charter, ensuring that digital resources support, rather than hinder, access to the curriculum for all students. Assistive technologies, such as Voice-to-Text applications and video feedback tools, are already being used to enhance accessibility and engagement.

- b) Typically, Primary schools are not utilising technology prolifically enough to warrant the requirement for a technology detox in their schools. The advent of technology may determine an increase in devices in schools and, as this occurs, training to support learning and teaching will be embedded.

Each school will adapt their approach in line with the level of use of technology as appropriate.