

Digital School Development Plan 2020-2021

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Context

Effective and efficient use of digital technology has been shown to enhance progress across the key stages by improving teaching and learning (EEF, 2019). Whilst fluency with modern technology is sure to help close the 'digital divide' that our children may face, improve life prospects for each and every child and create profound personal development, which is central to our school ethos. Where utilised correctly, our foundation of digital devices has the potential to significantly enrich our curriculum, engage and accelerate progress for all pupils. In the 2021-22 academic year, we will implement streamlined expectations for all teaching staff, identify key areas for focus and deliver staff training in those areas, promote oracy and creative core outcomes through the use of the different platforms at our disposal.

2021-2022	Reading				Writing				Maths			
	Summer 2021*		Targets 2022		Summer 2021*		Targets 2022		Summer 2021*		Targets 2022	
F2	44	0	65		44	0	65		56	0	65	
Year 1	68	18	75	20	68	7	75	15	71	21	75	24
Year 2	57	15	69	24	42	4	62	21	62	23	69	27
Year 3	80	36	80	36	63	7	75	20	80	17	80	20
Year 4	44	4	81	22	52	0	74	12	78	17	77	19
Year 5	52	13	73	21	50	19	69	21	81	31	81	31
Year 6	85	21	80	20	53	3	76	18	78	14	78	28

* Summer 2021 data controls for those children who were unable to sit the assessments.

Priority 1: Further develop and refine the use of digital to enhance formative assessment in the classroom

- Deliver staff CPD on use of Apple TV in coordination with the 'Classroom' app and selected apps, websites.
- Conduct pupil voice throughout academic year with a focus on iPad usage.
- Regular informal training provided to all staff in order to establish a clear thread right through school.
- Lesson drop-ins to ensure best practice and identify any areas for future CPD.

Priority 2: Develop oracy and engage all learners in creative unit outcomes

- Work with Jigsaw in identifying opportunities for oracy based outcomes in our curriculum along with suitable platforms for production in school.
- Implement into regular classroom routines and promote throughout school with quality examples via 'Take Care' assemblies.
- Deliver staff CPD on iMovie, Green-screen and podcasting.

Priority 3: Further develop and refine the school's computing and coding curriculum

- Work with jigsaw to create a fully comprehensive coding scheme from EYFS-Y6.
- Further develop clear and explicit curriculum documentation to ensure easy access for all staff to prepared materials 'Everyone can code' etc.
- Enhance existing computing curriculum with quality examples tied in with curriculum outcomes with a clear progression through the key stages.

Priority	Action	Details
1	Deliver staff CPD on use of Apple TV in coordination with the 'Classroom' app and selected apps, websites	<ul style="list-style-type: none"> ● Staff meetings (autumn 2) <ul style="list-style-type: none"> ○ Set up iPads to reflect classroom environment ○ Demonstrate effective use of locking and navigation tools ○ Highlight opportunities for live feedback using photos + interactive pen tool ○ Demonstrate use of Mentimetre for whole class reading or oral discussion ○ Demonstrate use of Quizziz for whole class spaced retrieval ○ Demonstrate key features for use with SEND pupils (reader etc...Sue P)
	Conduct pupil voice throughout academic year with a focus on iPad usage	<ul style="list-style-type: none"> ● Speaking to pupils before and after implementation should give a clear indication of whether expectations are being met throughout school. <ul style="list-style-type: none"> ○ What do they think iPads are used for? ○ When do they most frequently use them? ○ How do they help them learn? ● Findings will shape future CPD needs.
	Regular informal training provided to all staff in order to establish a clear thread right through school	<ul style="list-style-type: none"> ● Digital lead to operate and open door policy ● Digital lead to host open classrooms where staff can see key initiatives in action ● Following staff CPD, digital lead to facilitate coaching sessions for those staff who may require additional support ● Staff voice to inform content of staff meeting in spring 1, following initial input in autumn 2.
	Lesson drop-ins to ensure best practice and identify any areas for future CPD	<ul style="list-style-type: none"> ● Leadership time used to observe staff utilising technology in class ● Findings to guide and shape ongoing, bespoke training
2	Work with Jigsaw in identifying opportunities for oracy based outcomes in our curriculum along with suitable platforms for production in school	<ul style="list-style-type: none"> ● Work through existing curriculum documents to find fitting opportunities for oracy based use of technology <ul style="list-style-type: none"> ○ Spread across, History, Geography and Science ○ Appropriate levels of challenge and progression identified for year groups ○ A variety of apps and presentation styles used to allow for a well-rounded digital education ○ Technology purchased and trialled in certain classes (green screen for example) ○ Take Care digital work celebrated in assembly and around school

	<p>Implement into regular classroom routines and promote throughout school with quality examples via 'Take Care' assemblies</p>	<ul style="list-style-type: none"> • Take Care examples displayed as part of assembly to encourage use and demonstrate good practice
	<p>Deliver staff CPD on iMovie, Green-screen and podcasting</p>	<ul style="list-style-type: none"> • Staff meeting 2 (spring 1) <ul style="list-style-type: none"> ○ Staff to be taken through the process of the three main digital outcome areas used in coordination with the curriculum ○ Curriculum document distributed with clear opportunities for digital outcomes there ○ Good practice and pupil examples shown to demonstrate ease ○ Opportunity to play and use before taking into the classroom
3	<p>Work with Jigsaw to create a fully comprehensive coding scheme from EYFS-Y6</p>	<ul style="list-style-type: none"> • Discussion with Jigsaw on best practice and progression in coding using all apps at our disposal • Scheme to be shared with staff at staff meeting 2 (spring 1)
	<p>Further develop clear and explicit curriculum documentation to ensure easy access for all staff to prepared materials 'Everyone can code' etc.</p>	<ul style="list-style-type: none"> • Curriculum will be fully resourced and organised with teacher booklets all available, complete with lesson plans and examples • Apps to be purchased and downloaded onto pupil devices
	<p>Enhance existing computing curriculum with quality examples tied in with curriculum outcomes with a clear progression through the key stages</p>	<ul style="list-style-type: none"> • Further refine computing (4-strand) curriculum <ul style="list-style-type: none"> ○ Create tangible end outcomes for each strand (broad to allow for curriculum connections in each year group) • Rigorous weekly monitoring from the Digital Lead will ensure the curriculum implementation is embedded successfully and any CPD issues are addressed swiftly.

Key Performance Indicators		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Learning walks and lesson drop ins tell me that iPad usage is implemented with effective use of class or class shared sets • Staff voice will inform training and feed into expectations delivered in staff meet • Staff meeting leaves staff with more confidence and a better understanding of how and when to use the iPads daily and more effective tools to utilise in lesson • Pupil voice will make it clear that children enjoy and are confident with the use of iPads but without most effective use. 	<ul style="list-style-type: none"> • Learning walks and lesson drop ins should show me that staff meeting time was used effectively and that staff are now utilising the same apps in similar ways throughout the key stages • Staff meeting will provide staff with skills and confidence to produce whole class digital outcomes in one of our focus areas. Clear opportunities for this identified for each year group • Pupil voice should show a shift in iPad usage across school to a more streamlined approach. Children should mention heightened use of iPads and Apple TV for live feedback during lessons. 	<ul style="list-style-type: none"> • New coding and computing curriculum documents will provide staff with clear guidance. Fully resourced roadmap will reduce teacher workload and make curriculum expectations easy to achieve. • Learning walks and lesson drop ins will show clearly refined teacher instruction and usage of iPads. Staff should all be seen utilising Apple TV for live feedback and to model good practice. • Pupil voice will identify any areas of school still requiring guidance and guide staff training for next school year. All practice should be fairly well embedded by this point.
<p>Key Dates:</p> <p>11.10.21 – learning walk and pupil voice 8.11.21 – staff voice sent out 15.11.21 – staff meeting</p>	<p>Key Dates:</p> <p>12.1.21 – staff meeting 21.3.21 – pupil voice</p>	<p>Key Dates:</p> <p>4.5.21 – staff meeting</p>