Digital Action Plan: 2022-2023

Leading Staff Member: Conor Scutts

Quality Assurance Lead: Vincent Hampton (Link governor for school improvement)

Key Priorities
2022-2023 provides the potential for a first complete academic year with digital as a point of emphasis for development. With this in mind, our sole aim is to thoroughly embed and upskill staff in already identified key areas. Our school context remains at the forefront of our thinking with staff starting points considered and the aim of setting our pupils up with the required fundamental skills for an increasingly digital future at the centre of everything. These key actions alongside our new computing scheme (Kapow) make for what should be an exciting year for digital at Edale. We will continue to develop whole class feedback strategies with the use of digital in co-ordination with the T&L priorities at Edale, enhance and formalise online methods of assessment for history, geography and science in the form of end-of-unit or retrieval-based quizzes, utilise our digital foundation at school through the creation of digital outcomes across the curriculum and create online portfolios of work for the wider curriculum through the use of Showbie. All of this can be achieved through the reinforcement of prior inputs, the continued presence of the digital lead in an informal coaching role, the creation of training and tutorial materials and digital monitoring.
Key Actions
1. Whole class digital feedback and monitoring

a. staff CPD revisited in staff meeting to refamiliarise staff with Apple TV potential
    b. open classroom held by digital lead to demonstrate good practice
    c. staff voice undertaken to ensure barriers are being proactively tackled
    d. regular informal training available from digital lead
    e. pupil voice conducted in order to fact-find and investigate successful implementation

2. Interactive end-of-unit or retrieval-based quizzing

a. staff CPD delivered (previously inputted) with expectations for recording established and key concepts of MCQ communicated
    b. monitoring of recorded quizzes continuously done to ensure quality
    c. MCQ essentials guidance produced for staff to use in planning and preparation

3. Digital outcomes

a. history, geography and science curriculum documents updated with digital outcomes attached
    b. pupil examples alongside tutorial videos recorded by the digital lead allow for staff low on confidence to revisit materials and follow successful models
    c. digital 'Take Care' assemblies used to promote and celebrate good practice across school
    d. potential for digital lead to visit other year groups and delivery one-off sessions as practical CPD for school staff

4. Wider curriculum online portfolio creation

a. curriculum folders created and organised following staff CPD through tutorial video made by digital lead
    b. introduction of vocabulary 'portfolio' promoted around school as children celebrate good practice in digital 'Take Care' assemblies
    c. monitoring used to ensure effective use

Milestones

Autumn 1	Autumn 2	Spring 1
First half term with full usage of Kapow curriculum in place. Showbie class setup and tutorial video on creating portfolios distributed to staff. MCQ guidance produced and distributed	Staff CPD delivered on whole-class feedback/monitoring and online quizzing delivered to reinforce key messages and establish expectations Updated curriculum documents ready for distribution alongside staff CPD sessions. Lesson drop-ins and staff voice will show increasing confidence in delivering the computing curriculum. Tutorial videos created and distributed for staff on creating digital outcomes	Monitoring of end-of-unit/retrieval quizzing begins Staff/pupil voices undertaken to establish successes/barriers to implementing whole class digital feedback. Lesson drop-ins will show an increased confidence and regularity of digital being used to enhance whole class feedback. Open classroom available for staff to see practical application
Spring 2	Summer 1	Summer 2
Digital 'Take Care' assemblies to begin (once a month?) celebrating digital outcomes across school. Assemblies will be used as monitoring opportunities to assess effective implementation of digital outcomes in the wider curriculum. Monitoring of Showbie online portfolios to ensure successful implementation. All year groups will show clear evidence of portfolios for music, digital and art.	Lesson drop-ins will show that digital is well established as a tool for whole class feedback. All year groups will be confident in using digital to deliver MCQs in science, history and geography. Staff voice feedback will inform summer CPD Bespoke CPD or individual staff coaching can be arranged here if intervention is required	Evaluate successes of implementation Classroom drop-ins will identify key areas for development next year Pupil voice to establish successes of online quizzing and the impact it has had Pupil voice and work scrutiny will show clear impact of the implemented computing curriculum e.g. confidence in coding terminology in UKS2 children.

What will we see at Edale as a result of this SDP?

Staff will have clear understanding of expectations around digital for the 2022/23 academic year	Classrooms will see more everyday application and effective use of whole class feedback strategies	Online portfolios for each child will create a growing catalogue of Take Care work	Children will celebrate digital work and share expertise/creativity through Take Care assemblies	Tracked assessment of the core subjects will improve with online quizzing supporting our knowledge rich curriculum