

# Digital Strategy at Parbold Douglas Church of England Academy 2022-2025

## Vision

To equip children with the vision, passion and skills needed to transform society; inspired by Jesus. All will ***let their light shine.*** (Matthew 5:16)

We want the children at Parbold Douglas Church of England Academy to realise and use technology to its full potential; both in their learning and to make a wider, sustained impact in the world around them.

## Implementation

At Parbold Douglas Church of England Academy we model and educate our pupils on how to use technology positively, responsibly and safely. The use of technology is integrated throughout our curriculum to deliver accessible and innovative learning experiences; **it is not an add on, but an integral part of our approach to high-quality teaching and learning.** Pupils are fluent with a range of tools and devices that enable them to express their understanding with confidence.

At Parbold Douglas Church of England Academy we are **informed by evidence and research.** We **prioritise pedagogy,** but recognise that the correct software and hardware is required. Technology that offers the most seamless integration and minimises time-consuming customisation is preferable.

Educational technology must not be used for the sake of it; **it must enhance the teaching and learning experiences** our children receive. Finding the right balance with technology is key to an effective education and a healthy lifestyle. The way we implement our Digital Strategy not only helps children realise the need for this balance, but also prepares them for their next stage of education and beyond. The school will take into consideration a **healthy balance of screen time** and only use devices to enhance the teaching and learning provision.

## Impact

| Through the implementation of our Digital Strategy, pupils will: |                             |                                  |  |                           |                       |
|--|-----------------------------|----------------------------------|--|---------------------------|-----------------------|
| develop their critical thinking                                  | become independent learners | discover new ways to collaborate | communicate effectively and innovatively | reflect on their learning | challenge themselves. |

We believe the way pupils showcase, share, celebrate and publish their work will best show the impact of our Digital Strategy. An improvement in outcomes measured through teacher analysis and assessment windows will also provide key metrics and judgements.

As our strategy progresses, all areas of the school will take part in case studies focussed on their use of technology to evaluate the impact of our Digital Strategy. We will also review pupils' knowledge, progress and skills through tools like Showbie and collaboration as our staff team. Digital Ambassadors (Year 6 Young Leaders) will support in the evaluation of the effectiveness of the implementation.

# Purpose

The purpose of this strategy is to clearly outline the school's goals and ambitions in harnessing digital technology to support teaching and learning. Whilst Parbold Douglas Church of England Academy **strongly believes in the power of high-quality face-to-face teaching and rich relationships**, there is scope to **utilise technology to support and enhance teaching and learning within and beyond the classroom**.

This document is a strategic framework in with ambitions, goals and objectives. Actions, which outline initiatives to meet each goal, will be reviewed termly by the Technology and Innovation Lead and SLT as part of the School Development Plan evaluation cycle.

The framework will enable staff members to positively engage in first-hand experiences of technologies and know how to utilise these to enhance the quality of teaching and learning. Such implementation and use of technology, supporting curriculum delivery will ensure:

- Learning is personalised and feedback is clear, timely and effective.
- Teacher's time is used effectively and with the greatest impact.
- Attainment and achievement are raised.
- Families will be better able to support their children's learning and development.
- The best use of resources available.

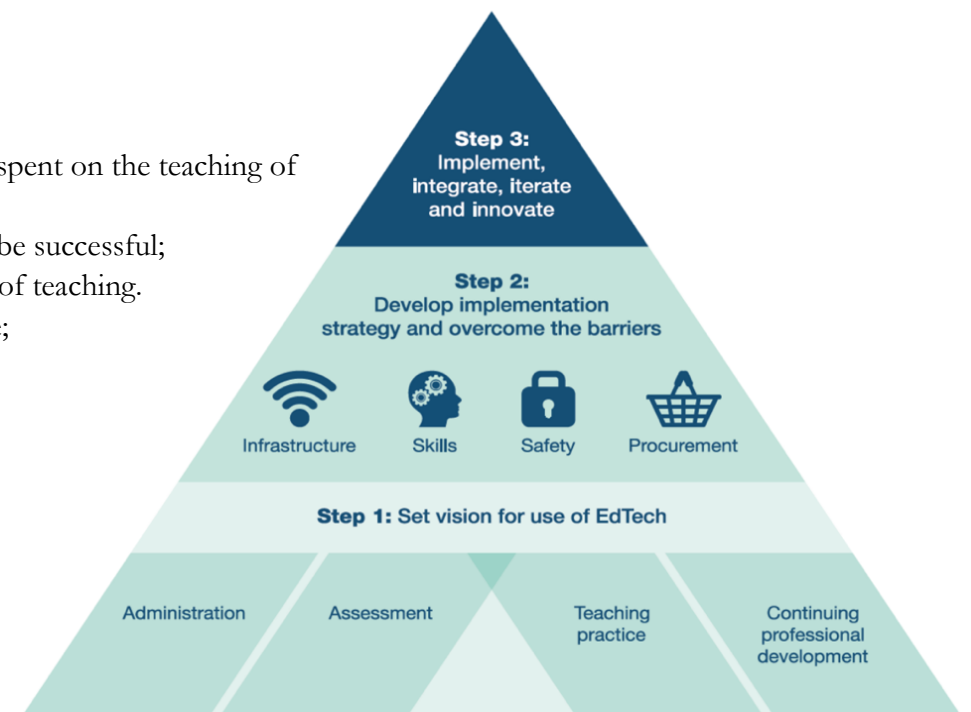
# Context

This Strategy is based on the following principles:

- be pedagogically-led, based on the needs of those who teach and those who learn;
- recognise that technology offers opportunities to reduce, support, or reallocate resources spent on the teaching of concepts and giving feedback, and thereby make teaching and learning more efficient;
- professional development for all will be frequent and relevant in order for the strategy to be successful;
- incentivise teachers to reflect on their teaching practice and to think about different ways of teaching.
- take account of the needs of SEND pupils and ensure an inclusive educational experience;
- ensure parental engagement is secured and the vision is clearly articulated to all

# Strategic Aims

1. Technology used to support education should demonstrate pedagogic benefit.
2. To ensure quality and equity of the learning experience.
3. To provide maximum effectiveness and efficiency of resource for pupils and teachers.
4. To enable and propagate innovation including harnessing the power of Augmented Reality and Artificial Intelligence.



## Outcomes (Pupils)

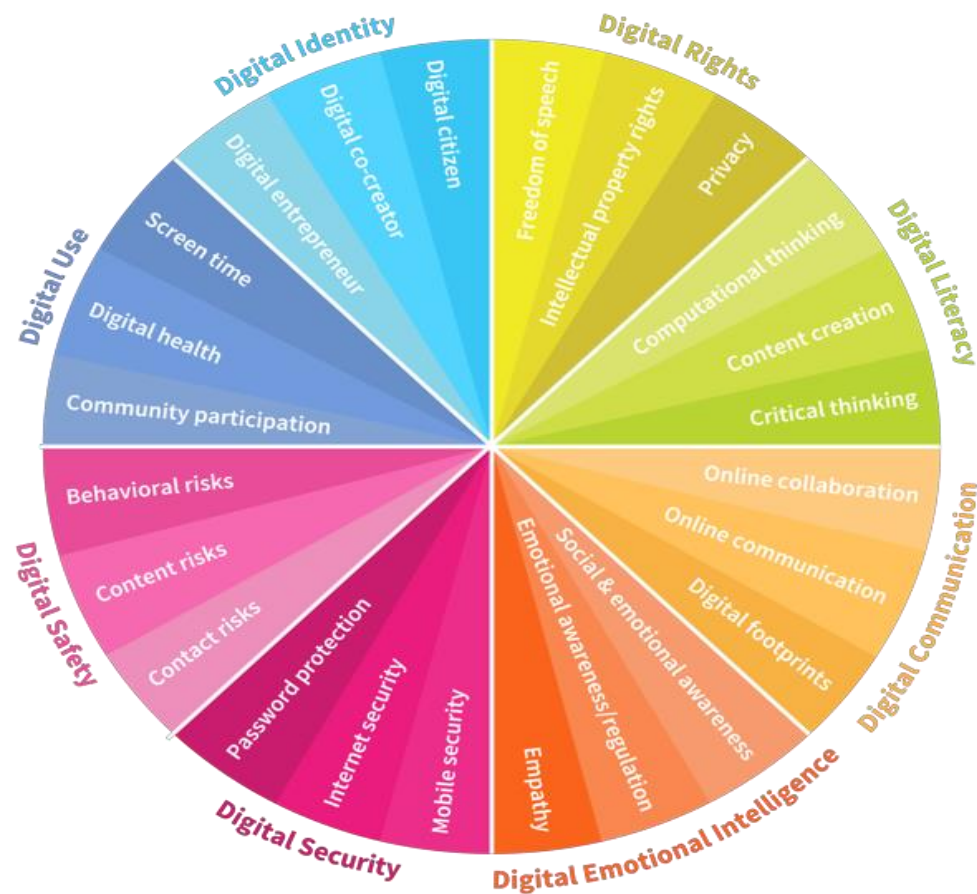
### The World Economic Forum findings:

Children are using digital technologies and media at increasingly younger ages and for longer periods of time. They spend an average of seven hours a day in front of screens – from televisions and computers, to mobile phones and various digital devices. What digital content they consume, who they meet online and how much time they spend onscreen – all these factors will greatly influence their development.

<https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children/>

### What does this mean for the pupils at Parbold Douglas Church of England Academy?

Whilst teaching the National Curriculum, we have a responsibility to also ensure that pupils are taught the skills and knowledge for the future; a future where technology will play a significant role. To prepare our children and young people for the social and economic impact of technology, we must support them to develop the social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of the digital world.



To do so, the following elements will be addressed:

|  |  |
|--|--|
| <p><b>Digital Identity</b></p> <p>The ability to create and manage your online identity and reputation. This includes an awareness of your online persona and management of the short-term and long-term impact of your online presence.</p> | <p><b>Digital Safety</b></p> <p>The ability to manage risks online (e.g. cyberbullying, grooming, radicalisation) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks</p> |
| <p><b>Digital Use</b></p> <p>The ability to use digital devices and media, including the mastery of control in order to achieve a healthy balance between life online and offline.</p>   | <p><b>Digital Emotional Intelligence</b></p> <p>The ability to be empathetic and build good relationships with others online.</p>  |
| <p><b>Digital Security</b></p> <p>The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.</p>   | <p><b>Digital Communication</b></p> <p>The ability to communicate and collaborate with others using digital technologies and media.</p>  |
| <p><b>Digital Literacy</b></p> <p>The ability to find, evaluate, utilise, share and create content as well as competency in computational thinking</p>   | <p><b>Digital Rights</b></p> <p>The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate</p>                 |

## Outcomes (Staff)

Through self-evaluation and engaging with professional learning opportunities, all staff will have increased confidence in the use of digital technology to enhance teaching and learning. They will recognise that professional learning in digital technology is integral to their professional development and that learning from, and with, children is pertinent to developing digital technology skills for all. Leadership opportunities will be developed to identify and share evolving practice, to increase the digital technology skills of all staff across the Academy.

### All practitioners will have opportunities to engage in professional learning to develop digital literacy skills in:

- Using digital products and services in a variety of contexts to achieve a purposeful outcome
- Searching, processing and managing information responsibly
- Cyber resilience and internet safety.

## 1:1 Devices iPad initiative

The introduction of pupil devices has already made a significant difference to the quality of teaching and learning at Parbold Douglas Church of England Academy over the past few years, with access to a shared iPad trolley combined with PCs in the school's 'Hub'. This alongside a school-created ambitious computing curriculum has given children the awareness to a vast array of technologies and skills.

From September 2021, a 1:1 device program will begin in Years 5 and 6. A shared device experience will be available for teachers to utilise from Reception to Year 4.

| Reception  | Year 1                   | Year 2                   | Year 3          | Year 4 | Year 5    | Year 6    |
|--|--------------------------|--------------------------|-----------------|--------|-----------|-----------|
| 6 'All the Time' devices                                 | 6 'All the Time' devices | 6 'All the Time' devices | 30 iPads shared |        | 1:1 iPads | 1:1 iPads |
| Opportunity to book whole class set as and when required |                          |                          |                 |        |           |           |

From September 2022 onwards, a 1:1 device program will begin in Years 3 to 6. A shared device experience will be available for teachers to utilise from Reception and KS1.

| Reception  | Year 1                   | Year 2                   | Year 3    | Year 4    | Year 5    | Year 6    |
|--|--------------------------|--------------------------|-----------|-----------|-----------|-----------|
| 8 'All the Time' devices                                 | 8 'All the Time' devices | 8 'All the Time' devices | 1:1 iPads | 1:1 iPads | 1:1 iPads | 1:1 iPads |
| Opportunity to book whole class set as and when required |                          |                          |           |           |           |           |

**iPads** were chosen for the following reasons:

- user friendliness for both teachers and pupils
- the availability of educational apps and 'out the box' apps
- reliability and battery life
- speed and performance
- easily managed through an MDM software like JAMF.
- value for money over the lifetime of the device

## Showbie: Facilitating and personalising the learning journey

Showbie is a learning platform which has been used at school for many years and has been used across school. The platform was the foundations of our Home Learning during COVID-19 and is seen as one of, if not the best learning platform for the primary school sector.

Showbie is used to:

- distribute content and provide purposeful feedback
- evidence and assess progress through formative and summative assessment (Socrative)
- enable independent learning
- enable safe and secure 1:1 interactions with the teacher
- continue learning at home

Showbie is the core application in our 1:1 classrooms, acting as a hub for communication and providing opportunities for pupil driven content creation and collaboration. The deeply embedded voice feedback enables rich, meaningful and time efficient feedback meaning teachers have more time to focus on teaching. Subject leaders sit in the ‘virtual’ classes enabling oversight of the curriculum.

Socrative, another Showbie product, provides teachers the opportunity to create effective, low-stakes quizzes, that can be marked and distribute ‘reports’ out to pupils.

## Exploring Applications

Any use of applications on iPad or any other form of technology is to be used to enhance the teaching and learning within the classroom. There is no replacement for a teacher, yet, some applications can further support pupils to ‘let their light shine’. The school uses a vast array of supportive applications throughout the curriculum:

- **Numbots:** supports KS1 pupils (and those requiring intervention in KS2) to solidify basic number facts through numerous mathematical representations. It is encouraged that children do this at home as well as in school.
- **Times Table Rockstars:** used to improve pupils knowledge, recall and retention of the times table facts. This is critical to KS2 maths knowledge and understanding and is well established; the school is recognised as a beacon of good practice. It is encouraged that children do this at school and home.
- **Learning by Questions:** used within the classroom to support maths, English and science understanding. It uses an expert bank of questions and a visual question level analysis to support the teacher and pupils in improving their knowledge.
- **Spelling Shed:** supports pupils spelling, through an incentivised, staged approach. There are also opportunities for whole-class participation.
- **Everyone Can Create Suite:** This series of books, produced by Apple, ensure that pupils can make the most use out of their devices, whilst also developing a creative flair within the areas of photo, music, drawing and coding.

## Infrastructure and Network

Technology without a strong infrastructure will not be as successful. All too often, schools will not invest in the 'behind the scenes' software and hardware which enables an effective implementation. At Parbold Douglas Church of England Academy we have ensured there is a strong foundation to ensure this Digital Strategy can succeed.

### Our key aims:

- Systems to be cloud hosted where possible (Arbor, Showbie, Microsoft 365)
- Secure systems that protect against threats (Microsoft Defender, Sophos, NCATools, CyberSecure)
- Devices managed by Server or JAMF MDM and Apple School Manager.

Acceptable Use Policies (AUPs) are now embedded and the most important outcome within this area is to ensure that users have easy access to their systems and their learning workflows, without inhibition by the technology.

To ensure all users have fast and reliable connections to our systems, the school has a high-speed internet connection, complete with fail-over solution. Having this connection allows the school to rely heavily on cloud-based software. The use of cloud-based systems is often more secure and enables more flexible working for all.

### At Parbold Douglas Church of England Academy we ensure:

- High-speed fibre optic connections connect all network switches.
- Secure and powerful Wi-Fi access points installed across all areas of the school, including outside for the use of iPads and Laptops.
- Users have access to a wireless printing and secure collection system.
- 1:1 and staff devices are managed centrally by the school using the Server, JAMF and Apple School Manager.
- Apps and programs are managed and installed centrally through the server and ASM/ JAMF.
- Internet access is filtered and monitored through Securly.
- OneDrive and Showbie provide cloud storage solutions for staff and pupils.
- There are effective and secure 'back-ups' of data in event of a cyber-attack.

| Goals   | The Context   | Our Vision-led Outcomes   |
|---|---|---|
| <p><b>Goal 1:</b><br/>Empower pupils to be skilled and knowledgeable in their use of technology, use it safely, effectively and have the tools at their disposal to be innovative, break down barriers in learning and enact positive change.<br/>[Pupil focused]<br/>(linked to Preparing Children for the Future)</p> | <p>Technology has been an enabler at PDA for many years. It has been used in pockets to enhance the education and experience of the pupils. All pupils have access to Showbie at home and 1:1 pupils have additional tools at their disposal, for example Office 365 credentials and Managed Apple IDs. There is equitable access to iPads in KS2 and every class has access to the 'Hub' outside of computing time to utilise for technology through the curriculum.</p> <p>Using technology safely continues to be a key feature of our computing and wider digital learning programme. Leadership, outside agencies and teachers reinforce internet safety messages and participate in Think' u'Know education (from CEOP - protects children online and offline) and Google's Be internet Scheme.</p> <p>SEND pupils have assistive technology to support them to access and succeed in learning. All can benefit. Opportunities could be made more explicit in delivery and lesson design.</p> <p>Through all being Kingdom Builders, pupils are encouraged to dream big and have a positive impact on the world around them. Some are seeing how technology can do this.</p>  | <ul style="list-style-type: none"> <li>▪ Pupils will develop the skills and abilities to experiment and create innovative digital solutions.</li> <li>▪ Pupils will apply their acquired skills and knowledge of how to use the internet safely and responsibly.</li> <li>▪ Staff will be equipped with the required level of knowledge, relevant to their age phase, to confidently support pupils to stay safe online.</li> <li>▪ Pupils will participate in learning, designed by teachers and themselves, that will develop skills and provide opportunities to work collaboratively using digital technology.</li> <li>▪ Pupils will recognise and demonstrate the benefits of digital technology in their learning.</li> <li>▪ All will be confident in how digital technologies can break down the barriers to learning.</li> <li>▪ The school will have a clear progressive framework for digital technologies, ensuring pupil knowledge is built over time and the framework evolves with the ever-changing technology landscape.</li> <li>▪ All stakeholders will display a positive mindset towards technology with the confidence and competence to embrace digital technology and the internet</li> <li>▪ All will acquire the skills, ability and agility to select and use appropriate digital technology for learning, life and work.</li> <li>▪ Have the skills and abilities to experiment and create digital technology solutions that will enact positive change.</li> </ul>  |
| <p><b>Goal 2:</b><br/>Increase effectiveness, efficiency and equality of technology. Continue to evolve approaches and practices, responding to the ever-changing technology available.<br/>[Staff focused]<br/><br/>(Linked to Striving for Academic Excellence).</p>  | <p>The school community is well on its way towards the long term-goals of this strategy, but it will take time to solidify, upskill and embed. Some staff have received formal training in using the iPad (Apple Teacher), Showbie, Office 365 and Barefoot Computing and these opportunities for professional development growth will continue.</p> <p>Staff plan lessons using digital formats and are proficient in accessing and sharing teaching resources from online sources (OneDrive). Collaboration using the cloud is now more common and is beginning to be utilised for collaboration between pupils.</p> <p>Digital technology now has a role in all areas of the curriculum (examples: Charanga and GarageBand in music; You Tube online demo's; TTRockstars, Scavanger (AR), Spelling Shed) and supports our wider- curriculum offering with Everyone Can Create activities. The school consistently engages with external companies including YouHue and Skriva.</p> <p>Many staff engage in online self-study as part of their CPD (TeachComputing,Apple Teacher and Showbie CE. There is scope to evolve as new technologies become available; in doing so teaching and learning can become more effective and workload can be reduced.</p>  | <ul style="list-style-type: none"> <li>▪ Staff and pupils will make effective use of tools provided, including Showbie, Office 365 for collaboration; educational apps such as TTRockstars to build on knowledge and assessment apps (Socrative, LBQ) to assess pupil knowledge.</li> <li>▪ All will be treated equitably; teachers will plan to utilise technologies that support all learners (including those with SEND) and pupils will be guided on the use of assistive and other technologies (e.g filters for colourblind, text-to-speech, Siri dictation).</li> <li>▪ Support, develop and embed approaches to assessment that make effective use of digital technology.</li> <li>▪ School will demonstrate an awareness that digital technology affects the quality of learning and teaching, pupils attitudes and behaviour, and the school community.</li> <li>▪ Participate in digital technology professional learning opportunities in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations and formal training</li> <li>▪ Staff will develop through engaging in modelled lessons and through specialist visitors who can demonstrate the value of digital learning and allow teachers to share examples of good practice</li> <li>▪ All will develop their skills, ability and agility to use digital technology in their teaching.</li> </ul>  |
| <p><b>Goal 3:</b><br/>Leaders sustain and enhance the provision, based on a firm foundation of skills, knowledge, and up-to-date equipment. Share this practice wider than our school community.</p>  | <p>Over recent years, the school has invested heavily in technology, and this will need to continue in order to make this strategy succeed. There is a wide array of digital resources at the disposal of staff and pupils. Over 180 staff and pupil iPads, including 1:1 enrolment in KS2 are used daily and supporting resources (charging trolleys, Apple Pencils, Apple TV's) ensure ease of access and use. A 'Hub' with 32 PCs and headphones is available for all.</p> <p>Investment in in software including: Showbie, Socrative, Explain Everything, TTRockstars means that the best use of iPads is being seen and this is now embedded in the curriculum – enabling sustained change.</p> <p>The school continues to adopt a digital communication flow with a superb website, a parent app for information, digital clubs and parents evening bookings, Showbie for home learning and communication and an active social media presence sharing our school with the wider community. @ParboldDouglas and @PDA_REC, Y1 etc. all actively used for sharing learning with parents and acting as record keeping.</p> <p>Staff capacity for technology knowledge and how to maintain and fix issues continues to improve. All staff have access to a self-service portal to report issues to the help desk. The Technology and Innovation Lead took part in Cyber Resilience/Internet safety training (CEOP) and gained accreditation.</p> | <ul style="list-style-type: none"> <li>▪ Have appropriate digital technology resources, including hardware, software and infrastructure that support learning environments and reflect plans for digital technology development.</li> <li>▪ Equipment and resources will be maintained and renewed in a close partnership with our reseller JTRS.</li> <li>▪ Ensure the Technology and Innovation Lead has a proactive, operational and evaluative role in supporting pupils' digital capability and teachers' use of digital technology, identifying continued room for improvement</li> <li>▪ Staff are supported in their use of digital technologies.</li> <li>▪ All collaboratively review the digital strategy by evaluating the potential of emerging technologies and best practice scenarios.</li> <li>▪ Work collaboratively and share good practice with associated cluster primary and secondary schools through acting as the lead school for CAS West Lancashire.</li> <li>▪ Encourage staff to take up and seek out digital technology professional development opportunities.</li> <li>▪ Parents and carers will be aware of the technologies we are using to support learning and teaching and will have a secure understanding of Cyber Resilience, Internet Safety and Digital Literacy.</li> <li>▪ Continue to offer and arrange guidance for our parents and carers to help them support their child with digital learning and in coping with the demands of the digital world.</li> <li>▪ Share pupil's learning and engage with families and the community.</li> </ul> |

**Goal 1: Empower pupils to be skilled and knowledgeable in their use of technology, use it safely, effectively and have the tools at their disposal to be innovative, break down barriers in learning and enact positive change. [Pupil Focused]**

**Key Priorities / Drivers of Change**

| Year A: 2022/23  | Year B: 2023/24  | Year C: 2024/25 |
|--|--|-----------------|
| <ul style="list-style-type: none"> <li>▪ Appoint a Technology and Innovation Lead to support the development of technology to support teaching &amp; learning across school and ensure goals support and feed into the schools School Development Plan.</li> <li>▪ Increase use of Showbie in Years 3,4,5</li> <li>▪ Create opportunities for staff in school to share problems and practice, and seek advice from peers. Inc TA Meetings.</li> <li>▪ Launch the use of Socrative for use across the curriculum</li> <li>▪ Create 10 min inputs at the beginning of each staff meeting.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Evidence the pedagogical benefit and review technology use within teaching and learning.</li> <li>▪ Teachers to deliver on smaller impact studies from their classrooms and present to Senior Leadership Team.</li> <li>▪ Develop role of Digital Ambassadors to provide support to classes. They could meet in a weekly lunchtime club and lead their own digital agenda (aligned to this).</li> <li>▪ Audit use of iPads within learning - how are they being used across the curriculum.</li> <li>▪ Begin to use Augmented Reality to enhance Teaching and Learning.</li> <li>▪ Engage with JTRS to see what support they can offer towards the implementation of this Strategy. This area should be focused on the impact on Teaching and Learning and enhancing what we have established currently.</li> </ul> |                 |

**Goal 2: Increase effectiveness, efficiency and equality of technology. Continue to evolve approaches and practices, responding to the ever-changing technology available. [Staff focused]**

**Key Priorities / Drivers of Change**

| Year A: 2022/23   | Year B: 2023/24   | Year C: 2024/25  |
|---|---|--|
| <ul style="list-style-type: none"> <li>▪ A needs analysis to be undertaken to identify staff and pupil competencies in relation to particular technologies and how to use them.</li> <li>▪ Staff confidence and expertise in delivering the Digital Literacy Curriculum will be further developed as and when needs are identified.</li> <li>▪ Ensure parity between classes through monitoring of technology usage and establish clear working guidelines to work within.</li> <li>▪ Staff to identify a digital target for Continuing Professional Development (CPD) in their Performance Management</li> </ul> | <ul style="list-style-type: none"> <li>▪ Further in-house training sessions for KS2 teachers on maximising use of 1-1 devices and enhancing established and longstanding routines (e.g whiteboard use in KS2).</li> <li>▪ Identify and amend existing policies to reflect how teaching, learning, assessment and feedback may differ between 1:1, shared device and technology-free teaching.</li> <li>▪ Ensure that teachers are aware and championing existing and developing technologies to address accessibility needs for SEND pupils inc. dictation software and other accessibility features (colour filters).</li> <li>▪ Undertake a pilot project in Years 3,4,5 and 6. The aims should look to reducing workload for teachers whilst improving teaching and learning. Ideas include: Voice Feedback, Presenting with Choice, Quick Apps for Formative Assessment, ...</li> <li>▪ Upskill teaching staff on the importance of Cyber Security with the greater emphasis on technology use.</li> <li>▪ Technology and Innovation lead, alongside the SLT to begin to assess how AI and AR could be used to improve teaching and learning and also impact positively on workload.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Further in-house training sessions for KS2 teachers, new to 1:1 devices.</li> </ul> |

**Goal 3: Leaders sustain and enhance the provision, based on a firm foundation of skills, knowledge, and up-to-date equipment. Share this practice wider than our school community. [School focus]**

**Key Priorities / Drivers of Change**

| Year A: 2022/23   | Year B: 2023/24  | Year C: 2024/25 |
|---|--|-----------------|
| <ul style="list-style-type: none"> <li>▪ Ensure that the organisations work is underpinned, as appropriate, by the most up-to-date and innovative methodologies and technologies. This will encompass all aspects including: administration, finance, teaching and learning, assessment and feedback.</li> <li>▪ Consider the school's infrastructure and continually review where changes may support practical or day-to-day operational activities.</li> <li>▪ Audit of Staff PCs will take place ensuring they are fit for use. Upgrade as necessary.</li> <li>▪ Continue to evaluate, and update software and hardware resources.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Investigate the replacement/ upgrade of the PCs in the 'Hub'.</li> <li>▪ Collaboration opportunities will be identified and projects with key leaders in EdTech, in particular Apple Distinguished Educators to be forged.</li> <li>▪ Audit of staff Laptops will take place ensuring they are fit for use. Upgrade as necessary.</li> <li>▪ Wi-Fi capability will be reviewed and investment in additional AP's will be considered where there is a greater concentration of devices.</li> <li>▪ Provide time and opportunities for the Technology and Innovation Lead to see how Artificial Intelligence and Augmented Reality are being used by schools.</li> <li>▪ Continue to offer and arrange guidance for our parents and carers to help them support their child with digital learning and in coping with the demands of the digital world.</li> </ul> |                 |

## Appendix: Key Questions for Consideration

### Pupils

- What will learning look like in the classroom?
- What strategies will you have in place to ensure all pupils have equal access to learning experiences?
- What role will pupils play in developing and evaluating the digital strategy and its impact on learning and teaching?
- How will your curriculum plan support children to develop the social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of the digital world?

### Staff

- How will you engage all staff to realise the benefits of using digital technology to enhance teaching and learning?
- How will school leaders support the embedding of the digital strategy?
- Can you identify key people (more than one) who could lead elements of your digital strategy? This may include key members of staff who will lead on using technology to enhance learning across the curriculum, enhance learning in a specific subject area or support technical aspects of digital technologies.
- How will technology be embedded across the curriculum and be used effectively as part of the assessment process?
- How will the digital strategy support collaboration, creation and innovation using digital technology?
- How will your digital strategy enhance learning and teaching in your establishment?
- What resources do you currently have to support your strategy?
- What are some basic resources teachers might need to get started?
- Have you identified the learning needs of staff to determine appropriate CPD opportunities?
- What opportunities will you provide for staff to share knowledge and good practice?
- How will you engage with the wider community to enhance ongoing professional learning?

### Parents and Carers

- How will you engage all parents to realise the benefits of using digital technology to enhance learning and teaching?
- What role will parents play in developing and evaluating the digital strategy and its impact on learning and teaching?
- How will digital technology improve access for parents and carers to information on children and young people's progress?
- How will your engagement with parents be more innovative, improving collaboration and communication?
- How will Parents and carers be supported in improving children and young people's digital literacy and understanding of e-safety?
- How will you ensure parents are aware of the social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of the digital world?

### Measuring Impact

- How will you measure the impact your digital strategy is having on learning and teaching?
- How will you know your digital strategy is raising attainment and achievement?
- How will you know your digital strategy is enhancing the leadership of staff?
- How will you know your digital strategy is supporting families to be better able to support their children's learning and development?

### Management of Technology

- What will your deployment model look like?
- How will you manage the technical aspects of your digital strategy?
- How will you ensure you manage devices and data securely?
- How will you ensure staff, learners and parents are fully aware of and comply with policies on data security?

### Financial Sustainability

- Where can you make savings by implementing your digital strategy?
- How will you manage the ongoing costs of devices e.g. software purchases?
- What will the ongoing costs be to sustain your digital strategy?