

Core Priority Digital Learning



Overall Strategic Aim: To utilise digital technology to maximise learning opportunities

SLT Lead: Hazel, Danny and Nichola

Rationale and Evidence:

- Building on and maintaining the progress made during lockdown
- All children are confident logging in and uploading learning to google classroom
- Teachers' expertise in digital learning have progressed
- Preparing the children for their futures
- Using digital technology to extend learning out of school hours
- Support staff having access to slides and lessons when working in small focus groups

Strategic Aim	Key Tasks Autumn	Impact so far?	Key Tasks Spring	Impact so far?	Key Tasks Summer	Overall Desired Impact
To maintain and continue to develop staff expertise	<ul style="list-style-type: none"> • Survey all staff regrading different aspects of computing knowledge and skills • Make contact with Jigsaw Consultant re training sessions for teaching staff • Plan in a training session per year group (3 years over the course of a day) led by the consultant • ND to investigate training to develop her own skills in the use of the iPads • ND to lead follow up PDM for all staff (Nov) • Identify and create a priority list for screens to be replaced across the school 		<ul style="list-style-type: none"> • Evaluate and plan in further work with Jigsaw consultant • PDM session to train staff in the use of the new screens 		<ul style="list-style-type: none"> • Re- survey all staff regrading different aspects of computing knowledge and skills 	<p>Digital technology confidence survey will show a higher confidence rating for different uses of technology.</p> <p>There will be an increased number of lessons across the curriculum involving technology.</p> <p>Number of digital programmes that staff are familiar with will have increased.</p> <p>Computing leader will have improved knowledge and skills and be able to support staff confidently.</p>
To embed the computing curriculum	<ul style="list-style-type: none"> • ND to work with Year leaders to map out computing curriculum making connections between computing 		<ul style="list-style-type: none"> • Compass planning teams to to include Computing lessons as stand-alone or 		<ul style="list-style-type: none"> • Compass planning teams to to include Computing lessons as stand-alone or 	<p>Computing curriculum is being delivered across the school</p>

<p>within the main Compass curriculum so that children develop their digital literacy alongside other subject knowledge</p>	<p>skills and how they can be delivered through other subjects</p> <ul style="list-style-type: none"> SM and ND to look at current monitoring proformas and build in questions/ statements about the use of computing Compass planning teams to include Computing lessons as stand alone or embedded within other subjects 		<p>embedded within other subjects</p>		<p>embedded within other subjects</p>	<p>Computing curriculum is embedded in foundation subject lessons</p> <p>Children will talk confidently about their computing skills and knowledge of apps etc.</p> <p>Digital technology will feature regularly on Twitter feed and Instagram</p>
<p>Using digital technology to close learning gaps in English and maths</p>	<ul style="list-style-type: none"> Trial an after school booster class using Google Classroom with a small group from one Year 6 class for 6 children and evaluate the impact (Chrome books). Teachers to timetable and plan IXL activities for targeted children Core subject leaders to research available apps and programmes to support their subject and share with ND Maths leaders to explore functionality of Maths Shed and look into purchasing Times Table Rockstars alongside TAs to have access to iPads to log into Google Classroom to support individuals or small groups by referring to input slides Intervention TAs and teachers to use teaching slides to run pre-teaching sessions 		<ul style="list-style-type: none"> Continue Year 6 group (if successful) – open up across the year group. Trial an after school booster class using Google Classroom with a group across Year 5 class children and evaluate the impact (Chrome books). Implement a clear programme of digital apps used to support learning in each year group 			<p>Identified key children will make accelerated progress – i.e. move from WTSARE to ARE</p> <p>Targeted children will achieve key skills set for them and no longer need the IXL programme and move to their year group curriculum</p> <p>Teachers will have a range of apps to support learning and expectations around use will be clear</p> <p>Times table knowledge will be stronger and well supported by software</p> <p>Over 75% of children in Year 4 will pass the multiplication test at the end of the year</p>
<p>To further develop the</p>	<ul style="list-style-type: none"> Ensure all parents have a contactable email address 		<ul style="list-style-type: none"> ND and KW to work together to create 			<p>Parents will receive up to date information regularly</p>

<p>use of digital technology as an information tool for parents</p>	<ul style="list-style-type: none"> • Ensure all parents have completed the social media form • Year leaders to check permission list and inform ND/office and e-send • Begin to use Instagram stories as a means of communication re events etc. • Establish a new website leader working alongside DH 		<p>videos of in-person parent workshops</p> <ul style="list-style-type: none"> • Re-establish the school Youtube channel • ND to investigate options and set up a school Facebook page to provide information to parents 			<p>Staff will have a clear understanding of photo permissions</p> <p>Parents will have a variety of places to go to to locate information about the school</p> <p>Website will be up to date and informative</p>
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