

DIGITAL ACTION PLAN 202021

Use in conjunction with each academies SWAY to support the Showcase Application, and AIP		
<p><u>What we achieved 201920</u></p> <p>Building on success- Showcase status achieved across both sites 10 MIEES at SJA 16 applications for MIEE status for 202021 at SJA</p>	<p><u>Next steps-</u></p> <ol style="list-style-type: none"> 1. Address Training needs / provide mentoring opportunities 2. Ensuring access to devices for all 3. Building on our remote curriculum provision 4. Expanding and exploring other applications to incorporate and improve current processes 5. Continuing the move towards paperless systems 	
<p><u>Our vision for development with staff/children</u></p> <p>To build the success of 201920 by developing the skills and confidence of staff and children, to build on the levels of engagement with our remote curriculum, to move towards a paperless system where possible</p>		
Links to Metric from Microsoft-	Aim -Advancing/leading	Implications for SIA/SJA
<p>The school demonstrates thought-leadership in building a school-wide vision as the starting place for a holistic digital transformation using Microsoft’s Education Transformation Framework</p> <ul style="list-style-type: none"> • Informed by research and potential models • Has specific, concrete goals for the outcomes of digital transformation • Clear and easily communicated vision shared by leaders and all stakeholders, • Uses technology as a strategic lever where digital access is not the end goal; learning is the goal and technology is a means used to achieve that goal <p><u>4 pillars from the ETF to incorporate-</u> Leadership and Policy Modern teaching and Learning Intelligent environments Technology blueprint</p>	<p>Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF</p>	<p>Develop academy vision statement to incorporate the 4 pillars with staff/children’s input</p> <p>https://www.microsoft.com/en-gb/education/school-leaders/k-12-microsoft-education-transformation-framework</p> <p>Publish vision for all stakeholders using digital platforms to communicate</p>

<p>School leader(s) foster a culture of learning and growth mindset as evidenced by their commitment to creating sustainable change in teaching and learning practices through continuous and job-embedded professional development strategies.</p> <ul style="list-style-type: none"> • Builds teacher effectiveness through intensive focus on meaningful and continuous professional learning • Establishes mentoring, coaching, and collaboration opportunities at the school • Empower teachers to make their own decisions and take risks to meet the needs of every student • Drive efforts to connect with other leaders and educators locally and globally to share best practices 	<p>Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation</p> <p>Coaching and mentorship and a continuous growth cycle is in place for all teachers and leaders</p> <p>Learning communities internally and externally are leveraged</p> <p>Tools and learning resources are part of teachers onboarding and continuous development plans</p> <p>Teachers are leaders who help shape the school's strategic plans</p>	<p>Address Training needs / provide mentoring opportunities</p> <ul style="list-style-type: none"> • Use skills audit with staff including office staff to identify further training needs. • Liaise with Trust to request e- forms required by all staff (from HR, finance, IT, safeguarding) • Plan twilights for skill sharing/innovation using IT applications as a result of lockdown. • Plan programme of peer mentoring to upskill and empower staff. Teacher/teacher/ teacher/TA, TA/TA, • Office staff/office staff etc • Ensure full engagement from all with LIVE training events and MEC • Use PDRs to identify staff to complete MCE
<p>School leader(s) drive personalized learning to meet the individual student's academic, emotional, and social needs and help every student realize their full potential. Inclusion and accessibility are integral to policies and practices.</p> <ul style="list-style-type: none"> • Professional development on personalized learning leveraging technology such as Office 365 for Education, Teams (Staff/Faculty/Student), OneNote, Skype, Flipgrid, and Minecraft • Students are encouraged to take greater responsibility for their learning • The school provides accessible technology that can meet the needs of all students 	<p>Inclusive environments with equitable access and accessibility for all students can be observed throughout the school</p> <p>Educators master strategies to support curriculum and assessment for the real world throughout the curriculum</p> <p>Personalized learning strategies are regularly used to empower students to own their learning</p>	<p>Ensuring access to devices for all Expanding and exploring other applications to incorporate and improve current processes</p> <ul style="list-style-type: none"> • Expanding and exploring other applications to incorporate and improve current processes • Use twilights and training sessions to introduce innovative use of further applications from Live training events Launchpad and MEC.

		<ul style="list-style-type: none"> • Develop digital resources to support children’s learning such as e-reading diaries etc to allow greater ownership with learning • Automate library systems to allow access to books • Invest in further devices to allow access to all if lockdown should reoccur • Implement PowerBi for assessment in line with Trust’s digital strategy
<p>The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with future-ready skills</p> <p>Computational Thinking Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition</p> <p>Creativity and Innovation Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</p> <p>Critical Thinking Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources</p> <p>Collaboration Sharing responsibility to make substantive decisions together about the content, process, or product of the work</p> <p>Communication Producing extended or multi-modal communication Descriptors</p>	<p>The school is actively developing all future-ready skills for its entire student population in an age appropriate manner</p> <p>There is evidence that most students are demonstrating future-ready skills in their work on a regular basis</p>	<p>Building on our remote curriculum provision</p> <ul style="list-style-type: none"> • Develop remote curriculum to plan the process and expectation should lockdown reoccur (see AIP for detail) • Use a digital approach to set Homework activities particularly across KS2.
<p>Data insights provide guidance for education improvements and visibility into the progress towards the digital transformation vision.</p> <ul style="list-style-type: none"> • Use data to inform decisions • Leaders use metrics to define and measure progress and course correct where needed • Monitoring and evaluation results are shared with stakeholders for transparency, buy-in, and participation 	<p>Data is shared with all stakeholders to ensure constant alignment on direction</p> <p>Data is not only used to monitor and evaluate progress towards vision and goals, it’s also used for predictions and identification of future opportunities</p>	<p>Continuing the move towards paperless systems</p> <ul style="list-style-type: none"> • Monitor and continue to encourage children’s digital engagement on return from lockdown- ensure high engagement to continue by setting planned digital

		<p>programme of activities to ensure remote curriculum continues to develop.</p> <ul style="list-style-type: none">• Monitor staff digital engagement on Teams use- ensure this does not decline after lockdown.• SLT to use data insights generated from Teams, PowerBi, Forms to develop and refine their action plans and drive improvements.• Use information to inform at stakeholders including AAC
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