Strood Academy

Digital Learning Policy

Academic year 2024/25

Date of issue	September 2024
Date to be revised	August 2025

Vision

'Technology alone is not enough. It's technology married with the liberal arts, married with the humanities, that yields the results that makes our hearts sing.'
Steve Jobs

'I'm a great believer that any tool that enhances communication has profound effects in terms of how people can learn from each other, and how they can achieve the kind of freedoms that they're interested in.'
Bill Gates

It is our intention, at Leigh Academies Trust, to create and shape a brand new inclusive and inspirational learning community, with a traditional approach to discipline and innovative digital curriculum. Our digital curriculum will be underpinned by the principles of the IB MYP programme and seamlessly embedded in all aspects of Academy life through use of our 1:1 device scheme, creating learners who are highly competent in their use of technology and digitally literate. At Strood Academy, technology will not replace traditional teaching methodologies but instead will augment, and elevate the way that new content and skills are delivered, providing a rich and diverse learning experience for our students. Technology will both bring the world into the classroom and transport students to any aspect of the globe they wish to explore; students of Strood Academy will leave us as global citizens already feeling they have travelled the world. It is the vision of both the Academy, and Leigh Academies Trust, to possess a Digital Levels score of 4 by 2025 with technology not being used for technology's sake but being implemented in lessons through a meticulously planned approach to ensure its use is highly pertinent, varied and creative. Technology use will enhance the learning and progress students make as they journey through the curriculum, supplementing their learning with development of their digital skills and digital literacy.

This blended learning approach will enable our students to flourish, becoming inquiring and digitally aware young adults who have the skill sets, knowledge and attributes to be highly successful in achieving their own personal goals, as caring members of our community and as leaders in tomorrow's world. LAT Blended Learning Booklet

Rationale

It is imperative we best prepare our students for a world in which technology will play an ever advancing role so a highly effective blended learning model within which teaching and learning are supplemented with technology is crucial. The implementation of digital technologies in order to enhance and fine tune students' digital literacy provides opportunities for teachers to deliver a more cohesive, blended learning approach. This is strategically implemented to further differentiate learning, creating more personalised experiences that enable students to become more digitally able and independent as well as raising their outcomes. Providing students with the facilities, resources and knowledge to learn via electronic and online media, as well as traditional face-to-face teaching, will ensure that we maximise the best of both aspects to ensure greater personalisation and enhancing students digital literacy and, therefore, employability.

Technology and IT Infrastructure

Strood Academy has the necessary infrastructure to wholly support a digital curriculum from the outset. In addition to the necessary wired and wireless networks, there are computer rooms with desktop facilities for students to access and all students have a 1:1 Chromebook as part of their compulsory equipment and are expected to use these in lessons and for independent study when appropriate. The Leigh Academies Trust is a Google organisation meaning staff and students have access to the Google Suite and use this as their primary source of software. Google Classroom is the approved platform from which we deliver online learning for specific subjects, homework tasks, intervention and where necessary remote lessons.

The Chromebook devices will become part of our students' essential 'equipment toolkit' for which they will be responsible to bring to the Academy every day. Our
📄 Strood Academy Chromebook Acceptable Use Agreement and
📄 LAT Chromebook loan agreement v3 outline the expectations of students in their use of their 1:1 device.

Digital Curriculum Intent

The intent of our digital curriculum is to develop students' digital literacy and enhance the learning experience within and outside of the classroom. Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and

other media on various digital platforms. It is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology. The Academy will implement an SAMR model approach to developing the planned digital curriculum, meticulously selecting the most appropriate digital tasks throughout the scheme that will enhance and transform the learning experience, and only utilising technology where it is actually needed. See section 6.2 to understand how the SAMR model is implemented in lessons.
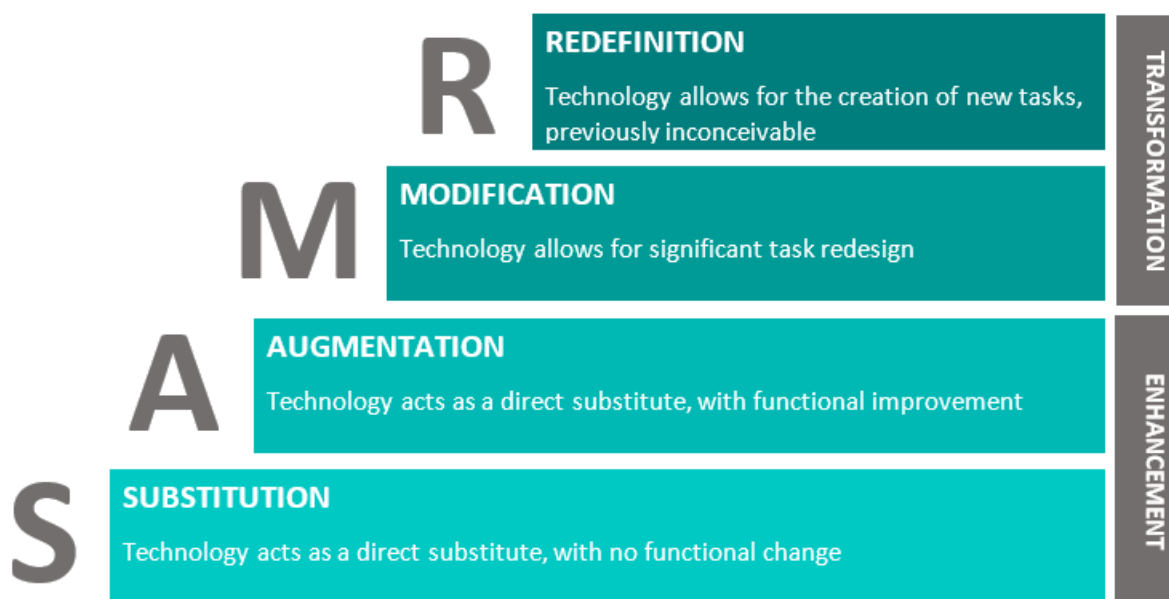
The intended Digital Curriculum will ensure:
- Provide opportunities to develop digital literacy, problem solving and critical and creative thinking.
- Students have access to the world beyond the Academy, maximising their exposure to local and global contexts to solidify understanding of concepts through apps like Google Earth.
- Every teaching class has a Google Classroom through which they can access resources and learning tasks both within and beyond lessons.
- Students have access to electronic textbooks with the ambition that all departments move to digital textbooks, as part of the LAT 2025 Vision.
- Where necessary and appropriate, teachers upload worksheets, tasks, Google Slides, extension tasks, linked videos/ YouTube clips, alternative instructions to the students Google Classroom. These can then be accessed by students at a later time and date when reviewing content.

- Opportunities for students to engage with a variety of multimedia learning platforms independently e.g. SENECA

T**he intended Digital Curriculum will not:**
- Replace exercise books - students will be expected to complete written work by hand, including assessments, unless a digital medium is needed to enhance the learning experience e.g. when collaborating with others on a Google Doc.
- Replace students opportunities or dedicated time to develop their handwriting skills, freewriting and 'self checking' skills for SPaG.
- Replace the teacher as the main point of instruction and support - teachers will not become mere facilitators but will balance the delivery of their curriculum with direct instruction and input, alongside coaching students through digital tasks.
- Be used for engagements sake - taking away the focus from the learning that must take place and increasing cognitive load

Digital Curriculum Implementation

At Strood Academy, technology will not replace traditional teaching methodologies but instead will augment, and elevate the way that new content and skills are delivered, providing a rich and diverse learning experience for our students. Technology will both bring the world into the classroom and transport students to any aspect of the globe they wish to explore; students of Strood Academy will leave us as global citizens already feeling they have travelled the world.

Teachers are expected to complete the google workspace skills bronze, silver and gold award. This will be found on the staff digital platform. All staff are expected to set up a digital google classroom. Teachers must upload work to the classwork tab. Work will be separated into topics and will be numbered, with the most recent addition at the top of the list. In class all teachers will use <u>Chromebook modes</u>. This ensures consistency of expectations in the classroom. If pupils use the chromebook to view slides or resources, chromebook mode 3 or 4 must be used.

ITEng-1-2023-Class
hull - English

Stream   **Classwork**   People   Marks

A Christmas Carol (Literature)

📖	7. ACC - GAP	Posted 28 Mar
📖	6. Fezziwig, the antithesis of Scrooge	Posted 5 Feb
📖	5. ACC Assessment	Posted 30 Jan
📋	ACC - Supernatural Assignment	Due 30 Jan, 23:59
📖	4. The theme of FAMILY	Posted 23 Jan
📖	3. The introduction of Marley (gothic feat…	Posted 16 Jan
📖	1. How is Scrooge presented in the exposi…	Posted 8 Jan
📖	Full text: ACC	Posted 8 Jan

Google Classroom - minimum expectations

Creating Topics and organising work in google classroom

All pupils must have access to a digital notebook. All pupils will have a digital notebook as well as a physical book. Some pupils will be a 'laptop learner' and work digitally. Some pupils may use a laptop for assessments, they will still need to be printed and put in the RoP's.

All teachers are expected to set up all pupils with a digital Exercise Book. This will be an open assignment (no deadlines), and pupils are not to hand this in. The teacher will "live mark" using the 'comments function.'

Digital Exercise Books: Teacher set up Digital notebook book template

Training and Digital Levels

All teaching staff receive necessary training to become proficient in using Google Workspace. All teachers should either complete the Google Level 1 certification or reach the gold standard for Google Workspace Skills. Enquiry walks and lesson observations will be used as opportunities to further coach teachers around their use of technology in line with the Establishing Excellence Rubric. The Academy staff come together through Wednesday CPD sessions to share best practice, utilise IRIS to record effective use of technology and access the LAR Community Coaching website to find relevant reading material . The LAT also

provides ongoing support and a toolkit of resources via their termly LAT Digital Update to further enhance all teachers' understanding of how to use technology in the classroom. Using feedback from the Academy's baseline Digital Levels Survey, the Academy's Digital Lead will continue to drive training opportunities to further upskill staff. The Digital Levels score of the Strood Academy from March 2024 was 3.82. It is our goal to achieve a minimum of 4.0 for the academic year 24.25

Digital Wellbeing

As part of our commitment to ensuring students at Strood Academy are model Digital Citizens, the Academy's PD and IT curriculum includes opportunities to systematically teach pupils about E-safety and online etiquette. Through our subscription with National Online Safety the Academy has access to a wealth of resources for students, staff and parents to ensure they are educated on all aspects of online safety as per the LAT's Online Safety Policy.

The Academy also recognises the need to ensure that staff and students have a balanced use of screen time and will actively promote opportunities for children to access traditional teaching and learning methodologies where use of technology would simply substitute, not augment, modify or redefine the task. Devices will not be used by students during social times and the Academy will continue to work with families about ways to effectively manage screen time beyond the Academy.

Quality Assurance

As part of our ongoing quality assurance framework the Academy will continuously monitor and review the effectiveness and impact of technology in the classroom and beyond. This will be done by:
- Ensuring 100% of teaching staff complete their Google workspace skills and/or Level 1 Certified Google Educator training when they join the Academy
- Effective deployment of the Digital Lead Practitioner with robust line management to ensure their role is impactful and driving standards in use of technology
- Enquiry walks and observations by middle and senior leaders against which coaching feedback will be provided to drive standards and identify model practitioners to support others.
- Work Quality Assurances that will triangulate the use of technology through Google Classroom with the work in books / coursework completed and progress made by students in assessments.
- Routine evaluations from students and staff voice about the use of platforms such as Sparks Maths, Book Creator, Read and Write and SENECA to support learning and embed consistency across subjects and curriculum

- Line management meetings that systematically review the types and quality of resources, platforms and digital toolkits used by departments at a subject specific level
- Academy wide sharing of best practice through leadership meetings, staff briefings and Academy CPD to develop consistency in the standard of technological approaches