



St George's CE Primary School

Digital Strategy 2025 - 2028



St George's
C of E School



St George's CE Primary School: 3-Year Digital Strategy

Technology for Learning and Formative Assessment

Introduction: Technology for 'Life in All Its Fullness'

At St George's CE Primary School, our vision, rooted in John 10:10I have come that they may have life in all its fullness" — shapes every decision we make. Our digital strategy is no exception.

We believe that technology, when used purposefully and inclusively, can be a powerful tool to help all children flourish. It can remove barriers, broaden horizons, spark curiosity, and create opportunities for every child to experience "life in all its fullness" — both now and in the future.

This 3-year strategy outlines how we will embed technology into the fabric of teaching and learning, in ways that:

Strengthen relationships and communication across our school community

Enhance formative assessment and feedback, so all learners know how to improve

Support children to become independent, creative, and responsible users of technology

Enable inclusion, ensuring every child — including those with SEND — can access and succeed in the curriculum

Equip staff with the tools, confidence, and support to deliver high-quality, digitally enhanced teaching

By aligning with the principles of Rosenshine and our core Christian vision, this strategy ensures that technology is not an add-on, but a key part of creating a vibrant, nurturing, forward-thinking school where children grow in confidence, character, and capability.

Alignment with the School Development Plan (SDP)

This Digital Strategy underpins the 2025–2028 School Development Plan:

SDP Priority	Digital Strategy Contribution
Curriculum & Subject Leadership	Supports subject leaders to integrate digital tools for retrieval, modelling, and feedback.
Teaching & Learning	Embeds technology aligned with Rosenshine's Principles to enhance practice and formative assessment.
Behaviour & Attitudes	Uses ClassDojo and digital celebration systems to promote consistency and motivation.
Inclusion & Support for Disadvantaged & SEND	Provides adaptive technology and accessibility tools to ensure full participation.
EYFS	Embeds digital tools to support early computation, mark-making, and home engagement.

1. Chromebooks and Google Classroom

<u>Year</u>	<u>Infrastructure & Access</u>	<u>Pedagogy & Assessment</u>	<u>Professional Development</u>
<u>1</u>	Class sets of 30 Chromebooks in KS2 on mobile trolleys. Set up G Suite for Education with single sign-on.	Teachers pilot Google Classroom for homework and retrieval tasks. Use Google Forms exit tickets for immediate feedback.	After-school workshops on creating Classes, setting assignments and marking with the Comment Bank.
<u>2</u>	Implement use of chromebooks by allocating numbers to KS1 Children.	Live formative quizzes (Forms, Kahoot) at least twice per unit. Peer feedback with commenting and version history in Docs.	Coaching pairs share exemplar Classrooms. Digital Leaders (Y5) trained to support peers.
<u>3</u>	Review usage data. Replace or refresh devices. Explore touchscreen Chromebooks for art and music creation.	Self-marking assessments feed into Power BI/MIS dashboard for pupil progress meetings.	Staff lead TeachMeets showcasing impact on progress in writing, maths and science.

Safeguarding & Data: All Chromebooks locked to school domain, Google Admin dashboards monitored weekly. Web-filtering and device tracking enabled.

2. Teacher iPads, AirServer & Promethean Boards

Interactive modelling – AirServer mirrors the iPad screen on the Promethean board so teachers annotate in real time while circulating.

Visualisers on the go – iPad camera projects pupil work instantly for whole-class feedback.

App workflows – Explain Everything, Book Creator and Whiteboard.chat used to capture worked examples then uploaded straight to Google Classroom.

Adaptive teaching – Quick polls in Promethean ActivInspire check understanding; results guide next steps.

Accessibility – Built-in iPad features (VoiceOver, Dictation) ensure SEND pupils participate fully.

3. Embedding Technology in EYFS

<u>Focus</u>	<u>Technology</u>	<u>Rationale</u>	<u>Example Practice</u>
<u>Capturing Learning</u>	iPad photos and short clips uploaded to Seesaw or Google Drive folder	Learning journeys share progress with parents and inform next steps	Child uses loose parts to make a repeating pattern, teacher snaps photo, tags "Maths — pattern"
<u>Storytelling</u>	Book Creator on iPad, Talking Photo apps	Develop language, sequencing and oracy	Small group retells "The Three Little Pigs" sequencing pictures they took themselves
<u>Early Computation</u>	Bee-Bots, ScratchJr on iPads	Hands-on problem-solving, spatial reasoning	Bee-Bot route mapping linked to positional language
<u>Fine-motor & Mark-making</u>	Stylus pens on Promethean panel drawing apps	Strengthens grip and letter formation	"Write the Room": children trace letters displayed on board

Use of the large floor tablet will be embedded into daily planning in EYFS.

4. High-Quality Teaching Aligned to Rosenshine's Principles

<u>Rosenshine Principle</u>	<u>Technology Application</u>	<u>Formative Assessment Impact</u>
<u>Daily review</u>	Quick review slides on Promethean board followed by Chromebook quiz	Data highlights misconceptions within five minutes
<u>Present new material in small steps</u>	Dual-screen casting: teacher model on board while exemplar remains on iPad for reference	Pupils reference model independently
<u>Ask lots of questions</u>	Randomise pupil selection with Classroomscreen or Wheel of Names	Ensures inclusive participation
<u>Provide models</u>	Screen-recorded worked examples stored in Google Classroom	Pupils revisit during independent practice
<u>Guide pupil practice</u>	Shared Docs with live teacher comments	Immediate prompts prevent errors becoming embedded
<u>Check understanding</u>	Promethean instant polls, Forms branching quizzes	Adaptive next slides provided based on results
<u>Obtain high success rate</u>	Traffic-light self-assessment on board leads to targeted group support	Teacher reallocates support in real time
<u>Scaffold and fade</u>	Hyper-Docs with gradually reduced hints	Builds independence
<u>Independent practice</u>	Chromebook tasks submitted via Classroom	Auto-marking frees teacher to confer
<u>Weekly & monthly review</u>	Retrieval quizzes scheduled automatically in Classroom	Spaced practice boosts retention

5. SEND and Inclusion

Technology is a powerful enabler for inclusion. At St George's, we will ensure all pupils with additional needs have access to tools that support engagement, communication, and independence.

Key Commitments:

Accessibility tools: text-to-speech, screen readers, dictation, magnifiers enabled on all devices

Inclusive platforms: Google Docs for voice typing and collaborative work

Visual supports: iPad apps for schedules and communication aids

Flexible access: multimodal ways to submit work (typed, spoken, video, drawn)

SENDCo support: recommended app bank and support for EHCP-linked provision

6. iPads and Behaviour Policy: Positive Reinforcement and Tracking

ClassDojo Integration:

Used to award Rainbow Hearts digitally

Track behaviour patterns and share with parents

Class and individual reports support early intervention

Tracking & Consistency:

Live logging of behaviours by staff using iPads

Recognition at assemblies with Dojo summaries

Digital certificates for consistent positive conduct

7. Safeguarding and E-Safety

Key Measures:

Web filtering, domain-locked devices, secure log-ins

Disabled external sharing and chat for pupil accounts

Annual safeguarding and online safety training for staff

Pupil Education:

E-safety taught through computing and PSHE

EYFS & KS1: digital safety through stories and modelling

KS2: deeper topics like cyberbullying and online privacy

Oversight: DSL, SLT and Computing Lead to monitor tech use and e-safety logs

8. Professional Learning & Support

Digital Champions in each phase

Staff coaching and peer modelling

Google Certification targets for all staff

Parent workshops on Classroom and device use

9. Flipped, Blended and Home Learning

To support continuity between school and home, we will continue to develop **blended learning** models. Google Classroom will serve as the central hub for flipped learning, allowing children to access videos, tasks and worked examples before lessons. This maximises face-to-face teaching time for practice and feedback.

EdShed will be used as our core platform for home learning in English and spelling. Weekly assignments set through EdShed will align with class content, and progress will be monitored via teacher dashboards. Pupils will also access retrieval quizzes, phonics games and vocabulary challenges, all embedded within their learning journey.

In addition, we will continue to integrate **LBQ (Learning by Questions)** as a tool for guided practice and live feedback, both in class and for remote assignments. **Purple Mash** will be used across subjects to extend learning beyond the classroom with creative projects, coding, and curriculum-linked resources accessible from home.



What Success Will Look Like by 2028

By the end of this strategy, leaders expect to see:

- Improved pupil outcomes in writing, maths and foundation subjects where digital formative assessment is embedded
- Greater consistency in adaptive teaching, particularly for SEND and disadvantaged pupils
- Increased pupil independence, confidence and ownership of learning
- Reduced teacher workload through effective use of auto-marking, shared resources and digital feedback
- Strong pupil understanding of online safety and responsible digital citizenship
- Staff confidence in using technology to enhance learning, evidenced through certification, lesson visits and pupil voice

10. Implementation Timeline

<u>Year</u>	<u>Key Milestones</u>	<u>Evaluation Points</u>
<u>1 (2025-26)</u>	Deploy AirServer, initial Chromebook cart, staff baseline survey. Governors to adopt digital strategy and appoint a digital strategy governor to monitor.	Termly pupil voice and work scrutiny focus on feedback quality.
<u>2 (2026-27)</u>	Scale devices, introduce Digital Leaders, Google Cert Lvl 1.	Mid-year drop-ins measure Rosenshine tech alignment.
<u>3 (2027-28)</u>	Refresh hardware, Level 2 certification, publish impact report.	External peer review of digital strategy and attainment data.

11. Monitoring & Review

Quantitative: assignment data, usage logs, quiz outcomes

Qualitative: lesson visits, work scrutiny, pupil/teacher voice

Reporting: Governors' Standards Committee termly update; annual strategy review

12. Cybersecurity and Data Protection

We comply with **DfE Cyber Security Standards (2024)** through:

- Multi-factor authentication and encrypted backups.
- Phishing awareness training for staff.
- Regular security audits by the Data Protection Officer.
- Devices locked to the school domain and monitored via Admin Console.