

## The digitally confident school....

Digital governance	Strategic, digital leadership	The digital curriculum	The CIEAG digital offer	Teacher and TA access	Pupil digital entitlement
<ul style="list-style-type: none"> <li>* Governors are active in driving the digital agenda and understand their role in reviewing policy and outcomes.</li> <li>* Robust financial systems ensure value for money and sustainability is always secured when sourcing new technologies.</li> <li>* Investment in digital is systematically requested and reviewed.</li> <li>* Effective policies, procedures and review process underpin the digital curriculum, digital strategy, GDPR and online safety.</li> </ul>	<ul style="list-style-type: none"> <li>* The digital curriculum intent is clear and is implemented effectively supporting good pupil progress.</li> <li>* Robust financial systems ensure value for money and sustainability is always secured when sourcing new technologies.</li> <li>* Investment in digital is systematically reviewed and shared across the school community with a laser focus on improved pupil outcomes.</li> <li>* Digital applications always ensure workload is reduced and wellbeing is ensured.</li> </ul>	<ul style="list-style-type: none"> <li>* The digital curriculum intent includes pathways for all pupils at KS4 including G.C.S.E. computer science.</li> <li>* Digital skills for life ensure all pupils develop the necessary skills for further study, work and life.</li> <li>* Digital literacy ensures all pupils are equipped with the necessary skills for behaving responsibly online including safety, citizenship, wellbeing and reputation.</li> <li>* Digital specialisms have been developed throughout the curriculum supporting good pupil progress both in lessons and informal learning.</li> </ul>	<ul style="list-style-type: none"> <li>* The offer includes clear information and guidance on current digital pathways at KS4 and beyond for pupils and parents.</li> <li>* Sustainable and meaningful links with digital employers are evident in supporting the curriculum.</li> <li>* Digital employers engage directly with the curriculum linking subject content to the world of work.</li> <li>* Digital skills for life support college applications, financial literacy and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>* Teachers and TAs have easy access to digital resources in the classroom.</li> <li>* CPD, training, sharing and support sessions in digital applications are highly valued by staff.</li> <li>* All staff engage with action-research projects in the effective application of digital technologies with pedagogy leading to improved pupil outcomes.</li> <li>* Digital applications clearly support staff wellbeing and reduce workload.</li> </ul>	<ul style="list-style-type: none"> <li>* A digital entitlement ensures all pupils have access to digital services including specialist applications for pupils with SEND.</li> <li>* The school goes above and beyond to ensure equality of access and take up by girls at G.C.S.E.</li> <li>* All pupils develop their digital literacy and IT skills preparing them for work and life.</li> <li>* Pupils can bring their own devices into school to access learning via the network.</li> <li>* Pupils have good access to cloud services in school and at home.</li> </ul>

## The digitally developing school....

Digital governance	Strategic, digital leadership	The digital curriculum	The CIEAG digital offer	Teacher and TA access	Pupil digital entitlement
<ul style="list-style-type: none"> <li>* Governors understand their role in driving the digital agenda.</li> <li>* Financial systems ensure value for money and sustainability is sometimes secured when sourcing new technologies.</li> <li>* Investment in digital is sometimes reviewed.</li> <li>* Policies, procedures and review process inform the digital curriculum, digital strategy, GDPR and online safety.</li> </ul>	<ul style="list-style-type: none"> <li>* The digital curriculum intent is implemented and supports pupil progress.</li> <li>* Financial systems ensure value for money and sustainability is sometimes secured when sourcing new technologies.</li> <li>* Investment in digital is sometimes reviewed and shared with a focus on improved pupil outcomes.</li> <li>* Digital applications sometimes ensure workload is reduced and wellbeing is ensured.</li> </ul>	<ul style="list-style-type: none"> <li>* The digital curriculum intent includes pathways for some pupils at KS4 including G.C.S.E. computer science.</li> <li>* Digital skills for life ensure pupils develop some skills for further study and work.</li> <li>* Digital literacy ensures pupils are equipped with some skills for behaving responsibly and safely online.</li> <li>* Digital specialisms have been developed in some areas of the curriculum including informal learning supporting pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>* The offer includes some information and guidance on digital pathways at KS4 and beyond for pupils and parents.</li> <li>* Some links with digital employers are evident in supporting the curriculum.</li> <li>* Some digital employers engage with the curriculum linking to the world of work.</li> <li>* Some digital skills for life are linked to college applications, financial literacy and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>* Teachers and TAs have some access to digital resources in the classroom.</li> <li>* CPD, training, sharing and support sessions in digital applications are sometimes valued by staff.</li> <li>* Some staff engage with action-research projects in the application of digital technologies leading to improved pupil outcomes.</li> <li>* Some digital applications support staff wellbeing and reduce workload.</li> </ul>	<ul style="list-style-type: none"> <li>* A digital entitlement ensures some pupils have access to digital services including specialist applications for pupils with SEND.</li> <li>* The school supports equality of access and take up by girls at G.C.S.E.</li> <li>* Some pupils develop their digital literacy skills preparing them for work and life.</li> <li>* Pupils can bring their own devices into school and receive limited access learning via the network.</li> <li>* Pupils have some access to cloud services in school and at home.</li> </ul>

## The digitally emerging school....

Digital governance	Strategic, digital leadership	The digital curriculum	The CIEAG digital offer	Teacher and TA access	Pupil digital entitlement
<ul style="list-style-type: none"> <li>* Governors are not secure in how to drive the digital agenda.</li> <li>* Financial systems ensure value for money when sourcing new technologies.</li> <li>* Investment in digital is rarely reviewed.</li> <li>* Policies, procedures and review process inform GDPR and online safety. There is an emerging digital strategy with some reference to digital in the curriculum intent.</li> </ul>	<ul style="list-style-type: none"> <li>* There are some references to digital in the curriculum intent.</li> <li>* Financial systems ensure value for money when sourcing new technologies.</li> <li>* Investment in digital is rarely reviewed will little focus on improved pupil outcomes.</li> <li>* Digital applications do not guarantee workload is reduced and wellbeing is ensured.</li> </ul>	<ul style="list-style-type: none"> <li>* The digital curriculum intent refers to limited pathways for pupils at KS4.</li> <li>* Digital skills for life ensure pupils develop limited skills for further study and work.</li> <li>* Digital literacy ensures pupils have limited skills for staying safe online.</li> <li>* Digital specialisms have been developed in a few areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>* The offer includes limited information and guidance on digital pathways at KS4 and beyond.</li> <li>* Few links with digital employers evident in supporting the curriculum.</li> <li>* A limited number of digital employers engage with the curriculum.</li> <li>* Few digital skills for life are linked to college applications, financial literacy and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>* Teachers and TAs have limited access to digital resources in the classroom.</li> <li>* CPD, training, sharing and support sessions in digital applications are not evident.</li> <li>* Few staff engage with action-research projects in the application of digital technologies.</li> <li>* Digital applications do not support staff wellbeing and reduce workload.</li> </ul>	<ul style="list-style-type: none"> <li>* No digital entitlement is evident resulting in few pupils having access to digital services including specialist applications for pupils with SEND.</li> <li>* The school does little to support equality of access and take up by girls at G.C.S.E.</li> <li>* Few pupils develop their digital literacy skills preparing them for work and life.</li> <li>* Pupils cannot bring their own devices into school with no access to services.</li> <li>* Pupils have limited access to cloud services in school and at home.</li> </ul>