North Lanarkshire Council
Report

Education and Families Committee

☒approval ☐noting   **Ref** JO'N/JW   **Date** 12/11/19

Update on Digital NL Classroom – Learning for the future

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Executive Summary

This report is an update on the introduction and pilot of a Digital NL Classroom. This paper was originally approved by Education and Families Committee on 21st May 2019. In this initial paper it was clearly stated that the digital future for North Lanarkshire schools and establishments is central to the vision of 'We Aspire – A Shared Ambition for North Lanarkshire' and the Plan for North Lanarkshire.

Approving the original paper it was agreed that a further paper would be brought back to committee to report on technical, operational, training and funding requirements prior to full roll out of the project.

Recommendations

It is recommended that the Education and Families Committee:

1. Note the content of this report.
2. Approve the actions to be taken to develop a pilot Digital NL Classroom within session 2019/20

The Plan for North Lanarkshire

Priority   Support all children and young people to realise their full potential

Ambition statement   (10) Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential

1. Background

1.1 North Lanarkshire's Education and Families Directorate recognises that in order to continue to raise attainment, ambition and opportunities for all, conditions must be created to unlock the potential of digital technology in all our schools and establishments, for the benefits of educators, learners, parents and carers and the wider community.

1.2 Digital learning is more than providing students with a device. It is a combined use of technology, use of digital content and creation of digital content and teaching. There is recognition that technology is a pedagogical tool to deliver learning that engages and motivates pupils and can be used to enhance cluster and consortium learning experiences. Therefore the Digital NL Classroom needs to enable pedagogies that support the learning of young people across a range of subjects.

1.3 The Digital NL Classroom has five principal objectives which will underpin future activities to expand digital learning in schools:

- develop the skills and confidence of educators – and build on the particular strengths of key practitioners
- improve access to digital technology for all learners – and maximise their efficacy in using it
- ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
- empower leaders of change to drive innovation and investment in digital technology for learning and teaching
- provide all students in the senior phase with equity of curriculum personalisation and choice

1.4 Teachers are essential to digital technology. We recognise that whilst enhancing the curriculum choice through a digital classroom we will continue to offer professional learning to staff whilst using the technology to deliver high quality learning experiences.

1.5 North Lanarkshire Education and Families has a strong track record of Digital innovation, with a number of schools recognised for this work nationally.

2. Report

2.1 The Digital NL Classroom is being created in response to new technological expectations of young people and will create new kinds of learning experiences for them. Learning across schools and establishments, without limits, will open up different experiences for learners.

2.2 It is also being introduced to maximise the opportunities and learning experiences of young people in the Senior Phase at Advanced Higher level.

2.3 A practitioner's guide will empower all school leaders in the development of digital solutions to learning and teaching which is attached as Appendix 1.

2.4   The Digital NL Classroom will create a broader range of curricular opportunities, which are more learner centred. This builds on the approach currently adopted in enabling Senior Phase Consortium arrangements in North Lanarkshire, where young people currently travel between schools to learn in subject areas not offered in their own schools. The Digital NL Classroom, if successful, has a significant potential to reduce the requirement to travel.

2.5   In delivering a digital classroom this will remove geographical barriers and enable remote conferencing and collaboration.

Technology Solution

2.6   Across education sectors, local authorities are considering technological solutions to support digital classroom activity and are examining the wider benefits of video conferencing in the classroom.

2.6.1   The most innovative learning environments today provide pupils, staff and collaborators with the facility to study from anywhere or connect from any device. A number of solutions will be considered, some of which already provide services to local authorities, colleges and universities in the creation and design of learning environments and virtual/digital classrooms. Integration with these potential products will offer the benefits of a standard platform used across educational establishments. This will support an improved learning experience as teachers and pupils take advantage of national collaborative opportunities.

2.6.2   The core product presents a range of flexible options on hardware and licence. Utilisation of existing hardware in school classrooms including cameras in existing laptops will provide young people with a good digital learning experience.

2.6.3   An assessment of each classroom scenario will ensure appropriate hardware and software configuration meets the needs of learning and teaching. Particular consideration of classroom size, number of remote session users and pedagogical approach will all be given due consideration. The design will focus on presenting a learning and teaching experience which gives remote users a genuine sense of fully participating in the classroom activity. Classroom screen size, camera functionality and audio capabilities assessments will ensure maximum benefit can be realised for effective learning and teaching. In addition, consideration will be given to remote user experience to make the best use of school infrastructure and design. This will support the use of bespoke learning spaces alongside existing facilities.

2.6.4   Options are available on the software licence to take account of the scale of the project at any given time. This includes the option of an enterprise level licence, supporting enterprise management and reporting. The software facilitates the scheduling of classroom sessions supporting existing school timetables. Through integration with Glow, the software will notify all users of classroom activity details. Through engagement with other educational establishments, the solution will support collaborative activities with colleges and universities.

The product also has the capability to record high definition lessons, offering the ability for learners to access classroom lessons at any time. Recorded sessions will offer the ability to review and evaluate session content. Outside of classroom activity, the product can support group work through scheduled events.

Furthermore, the products which will be considered provide new opportunities in teaching and learning to support absent students or those with mobility difficulties or impairments. The product requires to be is fully interoperable with other vendor products offering seamless communication with Skype, Cisco and others.

Development of a Digital Classroom

2.7   Following initial scoping of the project, the focus for the pilot will initially be in one of our secondary schools in order to deliver a digital curriculum experience across the existing local consortium arrangement.

2.7.1   In the initial phase the digital learning experience will focus on the delivery of Advanced Highers. The Digital NL Classroom will offer part of the total teaching experience for all learners, with the other part being met through face to face tutorials as appropriate.

2.7.2   A key part of the Digital NL Classroom is to empower our leaders to take forward change in their establishments and to lead system change. Part of this is to enable teachers to innovate and for such innovations to inform future systems.

2.7.3   In the pilot the Digital NL Classroom will remove the need for our young people to travel to the same extent between schools and as we develop this further will empower our young people to develop their skills through greater curricular choice.

2.7.4   As it develops the Digital NL Classroom will give equity of curricular choice to all our young people across North Lanarkshire which will help us to meet the workforce needs of the future without barriers.

2.7.5   Digital NL Classroom is a pedagogical approach, delivering a learning experience that engages and motivates young people. The pilot development will engage families to support their understanding of this pedagogy and its impact on the learners.

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3.   Equality and Diversity

3.1   Fairer Scotland Duty

Across North Lanarkshire we are committed to delivering excellence and equity in all our schools and establishments. We recognise that in developing skills for learning, life and work our young people should experience a curriculum rich in digital technologies and digital approaches to learning and teaching.

3.2   Equality Impact Assessment

The Digital NL Classroom is designed to increase opportunities for all young people to have an enhanced learning and teaching experience, increased curricular opportunities and access to the latest digital technologies.

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4. Implications

4.1 Financial Impact

The Service will work with colleagues in Corporate Finance and Business Solutions to identify the full revenue and capital costs linked to rollout Digital NL Classroom across schools and funding options.

4.2 HR/Policy/Legislative Impact

The service will work with HR colleagues to ensure that all appropriate provision is in place to implement this programme.

4.3 Environmental Impact

As digital classrooms are put in place the cost of transporting our young people between establishments for consortium arrangements would significantly reduce.

4.4 Risk Impact

The poverty related attainment gap needs to be addressed by ensuring affordable access to connectivity for all in order to deliver virtual access to key subjects, especially in our secondary schools.

Digital communications rely on sufficient infrastructure capable of supporting the ever increasing use of online resources. The education network is planned for upgrade on network bandwidth. The upgrade is expected to be completed prior to the launch of the digital classroom. Failure to deliver on the upgrade would be considered a risk to the success of the project.

5. Measures of success

5.1 Once implemented fully the effect of The Digital NL Classroom will afford all secondary school learners the opportunity to access an increased range of subjects without the need for them to travel between establishments during the school day.

5.2 Children and young people will have access to a broader more diverse curriculum which will enable them to access opportunities linked to labour market intelligence leading to an increase in the percentage entering and sustaining a positive post-school pathway.

6. Supporting documents

6.1 Enhancing Learning and Teaching through the use of digital technology

https://www.gov.scot/publications/enhancing-learning-teaching-through-use-digital-technology/

6.2 Digital Vision Statements

https://digilearn.scot/digitalvision/

6.3   Careers Education Standard

https://education.gov.scot/documents/dyw2-career-education-standard0915.pdf

6.4   Appendix 1 – Digital Solutions to Enhance Learning & Teaching – A Practitioner's Guide

Janie O'Neill

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Driving Equity and Excellence

Digital Solutions to Enhance Learning & Teaching

- A Practitioner's Guide
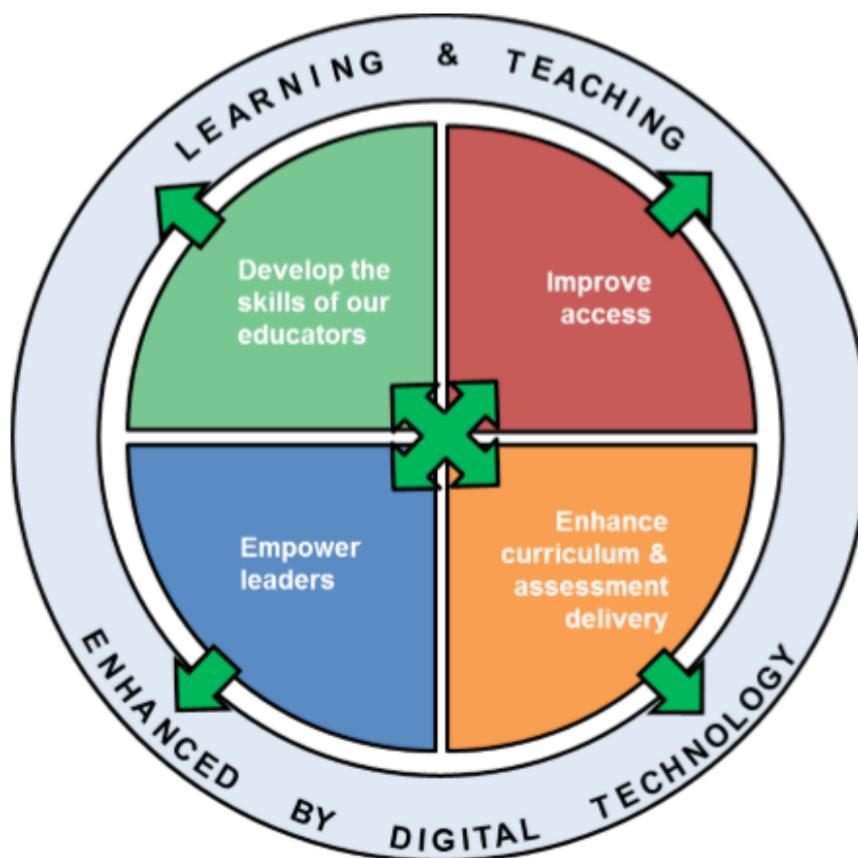
Rationale

Across North Lanarkshire we are committed to delivering excellence and equity in all our schools and early learning environments. We also recognise that in developing skills for learning, life and work our young people should experience a curriculum rich in digital technologies and digital approaches to learning and teaching.

"Digital technology can make a significant contribution. Where our educators are supported through professional development, resources and leadership, digital technology can enrich learning and teaching, help to raise levels of attainment and close the attainment gap. The skilful deployment of digital technology in our schools and early learning settings will also ensure our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in an increasingly digitised world. I want to unlock this potential – to the benefit of the individuals, Scottish economy and society as a whole."

John Swinney
Cabinet Secretary for Education and Skills
Enhancing Learning and Teaching through the Use of Digital Technology

Our Priorities

It is the aim of this practitioner's guide to support all leaders of learning in our schools and early years' establishments in developing digital solutions and approaches to all aspects of teaching and learning.

The four objectives we would want schools to focus their actions on are those in the Scottish Government document; Enhancing Teaching and Learning Through the use of Digital Technology-

Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching

Improve access to digital technology for all learners

Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery

Empower leaders of change to drive innovation and investment in digital technology for learning and teaching

In outlining digital solutions and approaches we will keep a focus on those four essential and interrelated objectives, whilst setting these out in the framework of the National Improvement Framework Key Drivers. Many of the approaches and solutions will cross between drivers, we have mentioned where at all relevant to support individual school improvements:
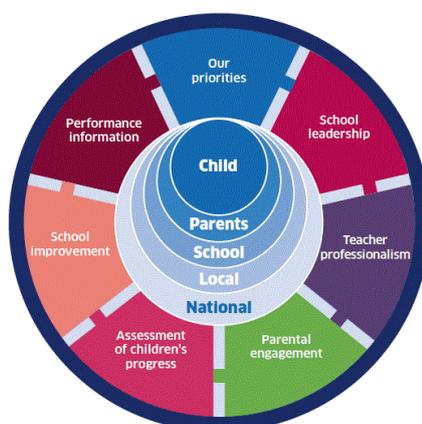
School Leadership

What does this mean:

A leader is any person who is empowered to make decisions that will effect sustainable change within the learning environment. If digital technology is to be used consistently within schools to enhance learning and teaching across the curriculum then it is important that leaders understand the impacts and benefits technologies can have to make informed decisions for the context of their school.

- Audit current position – there are materials within Education Scotland Technologies Hub and Scottish Government document; Enhancing Learning and Teaching Through the use of Digital Technologies which will support school's evaluation of their current practice. The appendix to this guide is a self-evaluation toolkit which it is hoped will support improvements and whole school planning.
- CLPL – it will be our teachers and faciliators of learning who will have the biggest impact on improving learning outcomes for young people, not the technology itself. It is therefore crucial that training opportunities and experiences are offered to staff. Developing staff confidence will increase the sustainability of digital skills and interventions. Leaders should look to collaborative working within exisiting formats (Family Groups, Clusters) to develop training and support.
- Budget –leaders of digital learning should be aware of budget whether through core budget or PEF and the costs of some developments. Not everything in digital solutions will have a cost implication and many of those suggested in this document have already been procured or are free to schools. Hardware (laptops, ipads, desktops) will have a procurement cost and these are avaliable on, https://blogs.glowscotland.org.uk/nl/itsc/ . Leaders again will through collaborative working ensure the purchase is correct for their setting and learners.
- Communication – Education Scotland and North Lanarkshire recognise that strong and effective communication is central to a well informed school community. There are many digital solutions which support effective communication, though leaders should be aware that many of these will not be used by the whole school community and therefore should develop a ranges of approaches to communicate effectively and in a sustainable way with as many of the community as possible.
- Devolved Leadership/ICT coordinator – As already mentioned a leader can be any person empowered to make decisions which will positvely impact on change. However Head Teachers/Heads of Establishents should look to have a digital coordinator within the learning environment. This should be someone who can also focus on the developments in teaching and learning. Schools should use collaborative working to facilitate opportunities for these coordinators to share best practice and approaches.

Suggested Solutions/Approaches:

- ❖ Twitter – school and class pages
- ❖ School App- AppsCentral.co 01738 646 760 is one way to do this, though there are costs
- ❖ Teams- Office 365 avaliable for all on Glow
- ❖ Website/Blog – central accessible area to share learning and information of whole school
- ❖ Tootoot – a toolkit to allow children to share behaviour concerns, trackable intervention. This has costs, https://tootoot.co.uk 01289 541991
- ❖ Collaboration through Glow and Office 365 Teams
- ❖ Glow training avaliable for all on Glow
- ❖ Click & Go and Groupcall
- ❖ CPD Manager

Teacher Professionalism

What does this mean:

The importance of a Curriculum rich in digital technologies and our learners being skilled in using these is very clear in an increasingly digitised world. For our young people the skills they will need in their life and work will have an increasing digital focus. It is therefore our responsibilty as professionals to ensure that we plan for and deliver a varied approach to digital technologies across the curriculum.

Policies – Scottish education is continually evloving and in all areas it is important to be aware of developments and policies. Within Education Scotland website there is a section offering support in embedding Digital Teachnologies

https://education.gov.scot/what-we-do/Embedding%20Digital%20Learning%20and%20Teaching

This gives links to national policies and best practice. Within North lanarkshire our own ICT area on Glow gives access to all our policies, procedures and support.

Curriculum planning – It is important that all professionals plan for the inclusion of purposeful digital solutions in all areas of learning and teaching. To ensure a focus on this it could be included in improvement planning, planning dialogues and tracking meetings. Staffs own planning should be supported with progression planners which go across and within the levels of CFE. Schools are supported in the developemnt of these by the new Es&Os and organisers within Curriculum for Excellence and the technologies benchmarks.
https://education.gov.scot/Documents/Technologies-es-os.pdf

Resources – It is the responsibilty of all educators to ensure that resources are engaging and offer learners opportunities for personalisation and choice within their own learning. All staff should research the best approaches and tools to use. There is no one definitive list of resources and the more a school can access and give children and young people access to the better for the learners and the learning. Leaders should research cross curriculuar solutions to give staff and young people access to a multitude of additional online educational content. We should also keep in mind digital resources which give our learners, any time, anywhere access to develop knowledge, understanding and skills.

Targeted personalised approach – A range of digital solutions and approaches can enable educators not only to plan for personalisation and choice but to target specific solutions to individual learners. A digital solution/approach will develop a young person's skills which they can use in the world of work. It can also engage them in a learning style to suit their needs, give them skills and strategies to support barriers to learning and offering challenge when needed.

Collaboration - . Often the best way to develop resources and approaches is through collaboration with colleagues. Within North Lanarkshire we have established cluster and family groups. These are an excellent way of working collaboratively. Developing links within the West Partnership and through working with organisations like SCEL enable educators to develop and create collaborations. However one of the easiest ways to collaborate is through Glow. Tools such as Yammer, Teams and Blogs allow practitioners to collaborate both nationally and locally to develop approaches and solutions. Glow also has its own suite of training tools allowing school to develop leadership in young people and sustainability in their staff. Glow also allows young people to use collaboration tools when working with peers in their class, school authority or wider afield. The ablity for learners to create and shape their own learning is central to digital development.

Teacher Professionalism

Suggested Solutions/Approaches:

❖ Primary – Sumdog
❖ Active Learn
❖ Scratch
❖ Clicker 7
❖ Study Ladder
❖ IDL
❖ Children's Newspaper
❖ SAM Group
❖ Education City
❖ French resource – https://coffeebreakacademyforschools.com

Parental Engagement

What does this mean:

'Parents and families are the most important and influential people in children and young people's lives, and are central to achieving our aims of raising attainment for all and closing the attainment gap. We will support all schools to further improve parental engagement and develop family learning programmes that support children's progress and achievement. This also means empowering parents and enabling them to be active participants and effective contributors to the life of the school and to school improvement'.

Delivering Excellence and Equality in Scottish Education[7]

Two of the four aims of North Lanarkshire Council's Parental Engagement Strategy which are in line with the authority's specific duties under the 2006 Act and subsequent amendments that link to our digital solutions are namely to:

- involve parents in their own child's education and that provided by a school to its pupils generally
- give advice and information to parents in respect of their own child

Engaging with Learning - Within North Lanarkshire Council's Parental Engagement Strategy, the council acknowledges that many parents want to support their children's learning and play a key role in Curriculum for Excellence. Working in partnership with schools and centres, parents can support their children to develop within the 4 capacities and the broad general education. It is also accepted by the authority that parental and family engagement is a key factor in helping all children achieve the highest standards, reducing inequity and closing the attainment gap. Digital solutions can make this type of involvement much easier for some. Leaders researching the anytime/anywhere solution to learning resources will open up what is happening in the classroom to the home as well. Many of these solutions will have unique logins and passwords for children to develop their individual learning. Glow again is the most accessible of these resources with all children having their own unique login and password. All children then have access to the full Office 365 suite and this can be downloaded free onto 15 devices, going a long way to closing equity gaps. As schools it is important to ensure that this information is readily available to parents.

Whilst recognising that digital solutions can remove barriers for many this approach can be a barrier. So leaders in education need to look at effective ways to engage parents and give them access to the resources we have. There are excellent examples all across North Lanarkshire of workshops, drop in sessions and clubs which are for young people and families.

North Lanarkshire's Parental Engagement strategy also recognises that effective communication with parents is vital for both the authority and its schools. Parents require information on school life and events, the curriculum and their own child. Many of these solutions are already in place in our schools and used effectively they can inform and report to parents. All schools should maintain a school Blog/website and the majority of these are hosted in Glow. These can give easy access to information in the school handbook as well as reporting the learning in the classrooms. Twitter is increasingly used by schools and classrooms to inform of school events, closures and the daily learning taking place. It is worthwhile to note that good practice would be to issue parents with a list of all school Twitter accounts.

Digital Solutions also give a wider approach to self-evaluation reaching those parents who are not able to be in the school. Glow forms, Twitter and Groupcall are just some of the ways we can engage parents and families in self-evaluation and school improvement.

Suggested Solutions/Approaches:

- ❖ Parents Evening Booking System – providing managed access to teachers' time on parents evening – proven improvements in parental engagement. All schools were given usernames and passwords.
- ❖ SEEMiS Messenger (Groupcall) – Personalised messaging service offering direct and two-way communication to parents. This can be text and or email messages. All schools have logins and so do HTs allowing access at home, very useful in times of emergency closure.
- ❖ North Lanarkshire Council Website and Gov. Delivery System – Schools will provide information to allow their page on the NLC website to be updated and maintained. Schools will use the associated Gov. Delivery System to ensure subscribers to the system are informed of school activities and news.
- ❖ Impact – online payments for parents. This can be used to pay for children's lunches and any trips/outings. On here parents can see what their child has ordered for lunch to track money spends. These logins should be issued to parents at the start of every term.
- ❖ Glow – The Office 365 tools and blogs allow ways to communicate learning and school information. There is CLPL built into Glow and good practice examples across the authority.
- ❖ Twitter – schools can set this up individually using school emails to manage. There are a variety of North Lanarkshire accounts for schools to follow to add to the information given to parents and community.
- ❖ Nursery Profiles – one suggestion is Sway which is part of Glow and free to all schools. This can be easily shared with parents.

Assessment of Children's Progress

What does this mean:

Assessment is at the very core of high quality teaching and learning. Assessment informs us as teachers, as leaders of learning children's next steps and their prior knowledge. Assessment informs if the child, the learner of what they know , what skills they have developed and what their next steps are. Assessment ensures that parents are informed of their child's journey the progress they are making and the next seps they need to take.

Curriculum for Excellence has assessment embeded at its core and as educators we should use the tools within the Building the Curriculum documents to support, enhance and inform our daily practice. https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Building%20the%20Curriculum

The knowledge and data that robust and consistent assessment gives us as educators also supports a school and every teacher in raising attainment and ensuring excellence and equity. Digital technologies have the significant potential to improve assessment processes.

Within schools we should look to digital approaches which not only enhance the children's engagement with assessment but also reduce the workload of staff whilst supplying robust information. Digital

solutions can provide learners with personal and easily accessed feedback which enrich the learning experience.

Leaders within education should through partnership working, social media and family groups continue to keep abreast of authority approaches to assessment and the digital solutions that are embedded within these. One of the most powerful toolkits we all have access to is Glow. Within the Office 365 tools we have the abilty to assess using Forms, collaboratively work within a class, a school or wider in the authority or across Scotland. A sway can visualise the learning journey of a class or child and an e-portfolio allows the child to assess their own learning and identify nex steps.

All assessment should have a clear purpose and enhance staff's professional judgements of learning within and across levels.

Suggested Solutions/Approaches:

- ❖ Glow- this provides a range of tools including; Sway, Collaborative working, Forms and e-portfolios which enhance assessment and inform next steps. Teams can also be used to inform learning and all tools can be used both within school and at home.
- ❖ SNSA - this national resource provides learning information at P1, P4, P7 and S3 informing and supporting the professional judgements of learners on track to achieve a level.
- ❖ Standardised Assessments CEM and GL Assessments provide a range of standardised assessments which will inform the tracking of learning. These are one option available to schools.
- ❖ Sumdog
- ❖ IDL Cloud
- ❖ Big Maths
- ❖ RM Maths
- ❖ Active Learn
- ❖ Kahoot

School Improvement

What does this mean:

'Excellent schools have robust internal approaches to self-evaluation and also value the objectivity which external partners can bring. Excellent schools understand that self-evaluation should be an ongoing process. They continually reflect and evaluate their work and use the evidence from these activities to plan future improvement.'

How Good is Our School 4

Digital strategies and approaches to learning and teaching are cross referenced within HGIOS 4 Quality Indicators and its challenge questions. It is therefore essential that leaders at all levels understand the benefits of digital technologies and develop its increased use. In order to develop a school's approach to the use of digital technologies, as leaders we must first start with self-evaluation.

The HGIOS 4 model of looking in, looking out and looking forward will best support any school in terms of its self evaluation. You do not need to create an evaluation of your own. There are tools within and supported by Education Scotland to help you with this.

The document **Enhancing Learning and Teaching through the use of Digital Teachnology** gives an overview of the expectations for Scotland, Local Authorities and Schools.
http://www.gov.scot/Resource/0050/00505855.pdf

There ia also a summary version of this which focuses on the aims of Scottish Government, listed at the start of this document and the overview of expectations http://www.gov.scot/Resource/0050/00507604.pdf

Digital Schools Scotland - https://www.digitalschoolsawards.co.uk/ this now includes Cyber Reslience and Internet Security award

This award programme is completley free and is support by digital industry leaders and Education Scotland. The programme has 3 steps: registration, self-evaluation and validation. It's self-evaluation has 5 criteria/sections:

- Leadership and Vision
- Digital Technology Intergration in the Curriculum
- SchoolDigital Technology Culture
- Continuing Professional Development
- Resources and Infrastructure.

There is more information on each of these criteria on the website. With self-evaluaton at its core this award scheme supports school improvement. There is no time limit on completing the award and self-evaluation enables leaders to track your school's progress. North Lanarkshire has several schools who have achieved the award and these are also listed on the website and can support your school's journey and share practice.

Suggested Solutions/Approaches:

- ❖ North Lanarkshire Refresh
- ❖ Education Scotland, including SCEL
- ❖ Audit of equipment
- ❖ Partnerships within across authority
- ❖ Actions within School Improvement Plan
- ❖ Digital policies

Performance Information

What does this mean:

As leaders and educators in Scottish Education one of our key drivers is to ensure that every child achieves the highest standards in literacy, numeracy and Health and Wellbeing. Through equity we ensure that every child has the same opportunity to succeed. Digital technology can make a substantial contribution to the improvement agenda by enriching our curriculum. It can also enrich, give ease of access to and collation of performance information/data on the learning and teaching in our schools.

Glow- Will as a set of tools within Office365 enable schools to share their data across the school with all staff having ownership and from this an understanding of the data. Collaborative working within our schools, across our authority and beyond gives more understanding of our own performance information

and future development to ensure equity. North Lanarkshire's suggested database is currently stored on Glow and allows sharing from this. Digital solutions give ease of access to data, though it is important leaders and educators own and understand the performance information.

A digital solution can whether on Glow or through another tool, give ease of access to performance information to parents. Leaders and educators should use innovative approaches to broaden reporting and sharing learning with parents. A digital solution can also enable a consistent approach to performance information, particularly at the points of transistion.

Suggested Solutions/Approaches:

- ❖ Glow: whether an authority approach or school based system. Enables secure storing of data and sharing across the school.
- ❖ Insight – national database for National Qualifications
- ❖ SNSA
- ❖ Standardised Assessments – which allow comparison and progression of performance data.

Note: School leaders should always be aware of authority solutions to digital approaches before purchasing from an external source. Leaders and in particular should be aware of procurement and those suggested are only a starting point and not an authority recommendation.

To support all schools in their digital development we have created an online self-evaluation tool. This can be done to cover all areas of Enhancing Teaching and Learning Through the use of Digital Technology, or it can be done an area at a time to give a focus of digital improvement

https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKXKUjB7HlEVKloW2PWoBFcdUQk5UNlBEWlRKOEFXMU5PMjdZVTJaUzY5Ty4u