



Western House Academy

Digital Strategy



Technology for learning will be blended effectively across the curriculum to enrich and enhance children's learning experiences and maximise their potential. Our aim is to prepare our children for life beyond Western House Academy (WHA) in a society that increasingly embraces information technology, by giving them the digital literacy needed to understand its possibilities, limitations and ethics. This digital strategy runs alongside the Trust AI policy which recognises the appropriate use of AI and the guidelines set out for its use within the academy for various stakeholders.

Intent

- **Values:** becoming a responsible user of technology, aware of its associated ethics and potential impact on others
- **Knowledge:** providing relevant and transferable skills, with an ability to use and apply technology appropriately and across different contexts
- **Equality:** providing everyone equal access and opportunities to digital tools and resources needed for full participation and success with the aim to close the digital divide
- **Experience:** introducing children to technology from an early stage and where appropriate, embedding it across all aspects of the WHA curriculum to enhance curiosity, learning and communication skills

Implementation

All Years 4-6 children in WHA have a personal Google Chromebook to enhance their learning inside and outside the classroom which has been provided by the school. There was a gradual rollout across year groups with the school's infrastructure upgraded to support individual use of Chromebooks in the classroom and key areas in parallel. Teachers receive ongoing high-quality training and are equipped to use this additional capability routinely and effectively in their lessons in order to maximise inclusivity and impact on outcomes. The use of technology will be carefully selected during planning with the prime consideration being where it substantially adds value and depth to the learning experience or enables greater inclusivity; it will not be adopted 'for the sake of it'. Furthermore, teachers will ensure that technology is deployed to develop learning across the breadth of the curriculum, not solely to develop children's digital literacy skills.

At WHA, our lessons where technology is utilised will show:

- A teacher who is a model of excellence in the use of technology in the classroom
- Technology being used seamlessly as necessary
- Children who have high levels of digital literacy (children being able to articulate and use technology)



- Children who are focussed on the learning and not distracted by the resource
- High levels of independence using a range of technology and a collaborative cohort of learners
- An inclusive environment for all children where technology is not a barrier
- Children who understand how to use technology safely and appropriately

Meanwhile, in EYFS and LKS2, children will have access to a range of digital tools such as tablets and appropriate software to explore and expand their knowledge based around their curriculum needs.

Impact

Over time as each child has their own Google Chromebook in Key Stage 2, the use of technology in the classroom will have a positive impact on the attainment and progress of all children by expanding their access to knowledge, fuelling curiosity and collaboration and regularly practising their digital skills. This will be especially evident with our disadvantaged children where access to technology is no longer a barrier and the attainment gap between them and their peers is narrowed.

When the children are ready to progress to their next level in education they will have an extremely high level of digital literacy that will allow them to engage effectively and responsibly in a digital society, flourish and succeed.

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The Park Federation Academy Trust Vision:

Children aged 8 – 11 will benefit daily from a curriculum enriched, enhanced and extended through technology. Children will not only receive resources technologically, they will use their skills and the equipment to respond creatively to those resources. Word processing software will be supplemented with sound, graphics and video. Independent study and individual exploration will be increased when the internet is at a child's fingertips rather than a paper worksheet chosen by an adult. By the time children leave for secondary school, the "digital divide" between the advantaged and disadvantaged nationally will have been narrowed and hopefully closed for federation children.