Built on botheredness . . .

the enquire
learning trust

ELT Digital Strategy

Contents

Version History

Approved by:	Trustees
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Date	Author	Version	Comment
September 2024	BW		New policy
July 2025	BW		Reviewed – no changes

1. Background

The Enquire Learning Trust believe in providing equity to all our pupils and staff across all our schools. This is also the case when it comes to ICT. We run 3 specific programmes that directly impact on this and have raised the quality and access of ICT since their commencement:

- ELT Computing Curriculum – a bespoke curriculum developed in house and continued improved upon meeting the needs of our schools and the expectation of an ever-changing digital world

- ICT Hardware Refresh – a minimum specification and maximum age of all equipment used upon the ELT network has been set and procured centrally for standardisation and consistency of quality each year. Set device types also fall within this structure with Windows laptops & desktop computers and iPads our only user device type allowed in our schools.

- Operational Service – this service encapsulates all ICT infrastructure, security, licensing and services that we legally or compliantly should have across all our schools are procured centrally, consistently, and implemented Trust wide with uniformity.

By having these 3 specific programmes running across each and every ELT academy means that within our schools everyone has a safe and effective ICT environment, have devices that work efficiently, and that access to ICT is available to all.

2. Vision & Goals

As a Trust we want to be at the forefront of the use of technology and the impact that this can have. This may be educationally, workload efficiencies, cost saving, or improved pupil engagement to name but a few benefits we have seen quality use of ICT can support.

To support this vision the Trust have set clear goals set below that all our academies will meet:

- To provide 1:1 iPad access from KS2

- A shared set of iPad devices to be available for KS1 & Early Years

- For larger schools more than a single shared set across KS1 and EY should be considered for regular access to still be available

- Teaching staff to be provided with their own iPad

- Teacher staff to have undertaken Apple Teacher Training covering specific ELT requirements mapped to our curriculum offer

- All teaching staff to be delivering the ELT Computing Curriculum with cross-curricular application of skills learned

- Each school SENCO to have completed Apple Teacher Training specific to Accessibility Features of iPads and aligned lesson plans for SEND pupils to use these features where appropriate and supports equity of learning

- All schools will record digitally created work in a standardised method on a single platform Trust wide. This work will be across all subjects, not just Computing, showing at a glance progression of work and having access to revisit saved work and continue building upon their projects.

- A Trust wide standardised approach to marking will be implemented for all work saved upon this platform and verbal feedback adopted both from staff and pupils, support the Oracy work being delivered Trust wide

- Retrieval via digital means must be regularly undertaken with access to devices being available to all pupils daily.

- Collaboration should be at the heart of what we do. Whether that be resource sharing at teacher level – and networks for this will be available – but also at classroom level where pupils who have consistent access to a device can work in groups, at home, and even inter-schools, Trust wide and external to the classroom where expertise from elsewhere can be brought in virtually and collaborated on the same project.

- AI should be considered when creating resources. Copilot via the Trust Office 365 environment provides a secure platform for teachers and other staff to prompt for support in creating resources, improving time efficiencies. Note that it's the Trust stance this should always be a first draft, checked for accuracy and ensuring any content created via AI is suitable for the audience aimed at.

- Reduction in printing, paper and books to be adopted as a policy in each school and digital resources shared to pupils where appropriate.

The Trust will support all our schools in adopting this vision, providing training and strategic steer to implement the solution specific to each school and the needs they may have. The above would be a minimum specification, but each school can add upon this and tailor the exact output to meet their need.

3. Infrastructure & Devices

Under the Trust's Operational Service, we will continue to provide a high-level and specification of infrastructure across all our schools. This would include but not limited to:

- Firewall security

- Wireless

- Switching

- Internet connectivity

- Servers

- Telephony

- Power and data redundancy

- Anti-virus and cyber security solutions

- All associated licensing

The Trust infrastructure exceeds the DfE's Standards for ICT which can be found here - https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges - and will continue to do so as part of the Operational Service that all schools automatically are a part of by being an ELT academy. Review of services and solutions is done by the Trust's Director of Information Technology annually or at the point of renewal to ensure we all have the best available solutions, at a cost that is financially sustainable, and is delivered uniformly and effectively across each and all of our academies.

The Trust believe that the best device to provide to our pupils would be the iPad. Having benchmarked learning and engagement across Windows devices and iPads over the past few years – during the first version of the ELT Computing Curriculum – a move to a 1:1 iPad provision in favour of Windows devices gives more options for their use, the impact they could have, and a more financially viable solution.

It is still Trust policy – set within the Information Governance Policy – to not allow bring your own device (BYOD) on the ELT network and that's why it's our vision and goals to provide these as part of the school and Trust offer to all pupils. All of these devices will be centrally managed via our MDM solution and configured both centrally but with school level niches to support any local requirements.

4. Curriculum

The ELT Computing Curriculum will continue to be at the heart of our use of ICT. This is because the delivery of the curriculum in done in a way that the pupils would learn the skill as a Computing lesson, but the application of this skill and improved use of would then be expected cross-curricular.

An example would be that in Computing you'd learn the different elements of iMovie including the basic navigation, adding titles and voiceover, trimming and editing video, merging photos with video and other such elements, but then the application of this learning could be done in Geography where pupils create a video on their learning about rivers, or in Science where pupils create an instructional video on the importance of sunlight and the dangers of looking directly at the sun. There are many more examples, and this would be set on a per school basic – potentially per pupil even dependant on learning needs – for how they map the application of the skill and where to use ICT effectively.
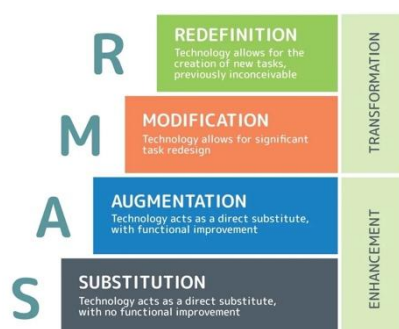
The Trust provide support and oversight in the development of each schools curriculum with networks in place to bring subject leaders together for all subjects – core and foundation – each term to further develop curriculums and share insights and knowledge. During these sessions consideration of how the use of ICT can enhance these lessons would be a standing agenda item. Staff would consider the SAMR model at the point of lesson design and specifically identify where Modification and Redefinition of the learning could be achieved by introducing ICT. We feel as a Trust that other than for equity of access – supporting SEND potentially – or for financial reasons where savings against paper and printing could be achieved, using ICT for Substitution and Augmentation shouldn't be considered.

5. Professional Development

The Trust understand that to achieve this vision that the professional development of our teaching staff must be considered and delivered specifically aligned to the goals we wish to achieve. As a benchmark a Trust ICT Skills Audit will be completed by each member of staff Trust wide. The outcomes of which will form the Trust delivery schedule and priorities for professional development. This will be revisited annually.

As a Trust we have already invested in external and internal expertise to deliver training to various groups of staff, covering:

- Accessibility features within the iPad
- Apple Teacher accreditation
- Digital evidencing, marking, feedback and assessment techniques
- Full Apple suite coverage – iMovie, Clips, Keynote, Pages, Numbers, Garageband etc.

These sessions have all been recorded and have been sighted within the ELT Computing Curriculum at the point of being covered in those lessons. Teachers would use those tutorial videos to upskill themselves in the use of these applications prior to lessons and support can be sought from the school Computing Lead or from the Trust Computing Leadership Team for any advice and guidance when using these applications.

As a Trust we will be providing access to training virtually via this training site which will cover all element outlined in the Vision and Goals sections.

https://enquirelearningtrust.sharepoint.com/sites/DigitalLearning

Group specific training will be revisited to support the deployment of this strategy. For example; SENDO's will have the opportunity to attend further training to align specific need in their school and identify how the use of various accessibility features can provide further equity of learning for all pupils. A programme of training in addition to the Digital Learning virtual site will be published via the Trust Key Dates document.

Additional training at school level can be obtained via the Trust Director of Information Technology upon request. This may incur a cost dependant on requirement should external providers be included.

6. Sustainability

This vision would need investment. Both of time and money, and we believe both are an upfront investment which over time will be returned.

The time required for staff to change their pedagogy and ways of working is something that requires initial investment but longer term will reap their rewards. Time saved from sitting at the printer waiting for class sets of worksheets, or creating lessons individually instead of part of a wider collaborative network, using AI potentially are all ways that being more ICT proficient will in the long run give you that time back in bundles.

From a financial and environmental sustainability perspective, we also believe this is something that can be beneficial longer term by adopting the following:

- Removing Windows device access to students

- Reducing print and paper waste

- Moving to a digital evidencing solution instead of books and printed copies of created work

- Potentially removing interactivity from the teachers touchscreen – interactivity is now in the fingertips of all pupils and staff within a class – use the iPad itself

- Reducing the number of different applications and solutions we purchase Trust wide and be more prudent with a 'core set' of approved applications specific for task which the Subject Leader networks oversee

- The potential to virtualise lessons across multiple classrooms – or bring it external expertise all many classrooms in many schools, not just one, reducing and splitting those costs that at present are likely to an individual academy

All procurement of ICT will continue to be undertaken on behalf of our academies by the Trust Director of Information Technology and within the annual ICT Hardware Refresh programme continuing to provide best value and reduced costs by bulk purchasing. Lease options are also available across our academies to budget longer term and understand potential costs annually instead of being hit with single large outputs at the point of device refresh.

7. Evaluation & Impact

The evaluate the impact that this strategy will have the Trust will start by creating an ICT Self Evaluation questionnaire that covers 6 key areas:

- Leadership

- Teaching & Learning

- Assessment

- Safeguarding

- Professional Development

- Finances

Schools will be asked a series of questions to create a benchmark for where they are currently at in terms of the use of impact of technology. This will feed into a Trust wide action plan and support our rollout of professional development in addition to the staff ICT Skills Audit. Once this is completed at the outset, we will revisit this annually to see how things have improved and impact seen in school, ultimately providing a quality assurance tool for this vision.

Each school will be supported in this process by the Trust Director of Information Technology and independent audits and enquiries around the use of ICT will be undertaken to support the evaluation given internally. This will be form part of the Trust Enquiries criteria and also be something that schools within an AIC group will challenge and reciprocate any visits or audits undertaken.

As a Trust we believe that in the digital world we live in, where pupils will leave and want to be vloggers, podcasters, teachers even, all of these jobs and the vast majority of every other role moving forward will have a reliance on ICT skills and knowledge. Whilst outcomes continue to be our priority there's no reason why that would be negatively impacted whilst at the same time providing our pupils with a digital skill set for secondary school and their career in whichever role they choose to go into.