

# Leigh Academy Rainham

## Digital Learning Strategy

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## 1. Vision

## **2. Rationale**

It is imperative we best prepare our students for a world in which technology will play an ever advancing role so a highly effective blended learning model within which teaching and learning are supplemented with technology is crucial. The implementation of digital technologies in order to enhance and fine tune students' digital literacy provides opportunities for teachers to deliver a more cohesive, blended learning approach. This is strategically implemented to further differentiate learning, creating more personalised experiences that enable students to become more digitally able and independent as well as raising their outcomes. Providing students with the facilities, resources and knowledge to learn via electronic and online media, as well as traditional face-to-face teaching, will ensure that we maximise the best of both aspects to ensure greater personalisation and enhancing students digital literacy and, therefore, employability. The digital strategy is aligned with the following four themes:

### **1. Digital Content & Online Resources**

- a.** Students require an appropriate and up to date provision of digital resources including a variety of digital applications/platforms. E.g. Sparx Maths
- b.** Students need access to exemplar models / revision resources / examination preparation materials to facilitate their transition to Key Stage 4

### **2. Organisation & Management of Digital Tools**

- a.** Students need to be supported in the management, organisation and retrieval of work in Google Classroom. E.g Digital Exercise Books
- b.** There needs to be consistency in the efficient use of digital tools to impact positively on staff time and workload

### **3. Assessment & Feedback using Digital Tools & Applications**

- a.** Students are required to make use of the opportunities created by the provision of immediate feedback through the use of digital platforms.
- b.** Students need to participate regularly in low stakes retrieval practice engaging with Knowledge Organisers and self-quizzing. E.g

Carousel Learning and Practise Sets.

**4. Opportunities to Promote Highly Effective T&L**

- a.** Digital learning must respond to the needs of students with work that is suitably challenging and which provides opportunities for extension
- b.** Digital learning should promote independence amongst students
- c.** Students should engage actively with digital technology in the classroom
- d.** Digital technology should transform the design of learning experiences.
- e.** Digital applications must be used as a tool for inclusive and adaptive teaching E.g. Read&Write/Flash Academy

### **3. Technology and IT Infrastructure**

Leigh Academy Rainham has the necessary infrastructure to wholly support a digital curriculum from the outset. In addition to the necessary wired and wireless networks, there are computer rooms with desktop facilities for students to access and all students have a 1:1 Chromebook as part of their compulsory equipment and are expected to use these in lessons and for independent study when appropriate. The Leigh Academies Trust is a Google organisation meaning staff and students have access to the Google Suite and use this as their primary source of software. Google Classroom is the approved platform from which we deliver online learning for specific subjects, homework tasks, intervention and where necessary remote lessons.

The Chromebook devices will become part of our students' essential 'equipment toolkit' for which they will be responsible to bring to the Academy every day. Our Chromebook Acceptable Use Policy and Leigh Academies Trust Loan Agreement outline the expectations of students in their use of their 1:1 device.

### **4. Digital LEIGH Learners**

Through the implementation of a blended digital curriculum students will develop and hone the attributes from the IB Learner Profile which help to define the 'LEIGH Learner'.



## 5. Digital Curriculum Intent

The intent of our digital curriculum is to develop students' digital literacy and enhance the learning experience within and outside of the classroom. Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and other media on various digital platforms. It is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology. The Academy will implement an SAMR model approach to developing the planned digital curriculum, meticulously selecting the most appropriate digital tasks throughout the scheme that will enhance and transform the learning experience, and only utilising technology where it is actually needed. See section 6.2 to understand how the SAMR model is implemented in lessons.

**The intended Digital Curriculum will:**

## **Ensure students become digital citizens**

- Students take responsibility for the care of their digital device
- Students become responsible “Digital Citizens” - demonstrating effective online etiquette
- Students develop transferable digital literacy skills across the curriculum
- Students undertake digital learning responsibility and in a safe environment

## **Enhance Learning Experiences**

- Students use online platforms to support the acquisition/development of subject specific concepts.
- Students balance their use of digital and non digital learning material
- Students become creative thinkers who explore creative digital media to enhance learning

## **Develop Independent Learners**

- Students use online platforms and resources to inquire and seek answers
- Students become critical thinkers who challenge the information they are exposed to
- Students take risks by trying new digital media and platforms to aid learning
- Develop resilience when learning and implementing new digital skills

## **Enhance Communication and Collaboration**

- Students communicate through a variety of digital media/platforms
- Students collaborate with other users online
- Students engage with and reflect on feedback

### **The intended Digital Curriculum will not:**

- Replace exercise books - students will be expected to complete written work by hand, including assessments, unless a digital medium is needed to enhance the learning experience e.g. when collaborating with others on a Google Doc.
- Replace students opportunities or dedicated time to develop their handwriting skills, freewriting and 'self checking' skills for SPaG.
- Replace the teacher as the main point of instruction and support - teachers will not become mere facilitators but will balance the delivery of their curriculum with direct instruction and input, alongside coaching students through digital tasks.
- Be used for engagements sake - taking away the focus from the learning that must take place and increasing cognitive load

### **6. Digital Curriculum Implementation Expectations**

1. Every teaching class, form group and year group has a **Google Classroom** through which they can access resources and learning tasks both within and beyond the classroom.
2. Teachers **must** upload lesson materials, tasks, Google Slides, extension tasks, linked resources, YouTube clips, instructions to Google Classroom prior to the lesson. (Using the **"schedule"** feature where possible)
3. Teachers must use **specific naming conventions** in Google Classroom to ensure easy access and retrieval of materials in Google Classroom. E.g. Topic Name, Lesson No, Date and Period of Lesson
4. **Set all homework on Google Classroom as "assignments"** so that it appears in students 'To Do' Lists
5. Set **Knowledge Organiser Retrieval Practice** homework and subsequent quizzes using an appropriate platform. E.g. Carousel/Practice Sets.
6. Use **Chromebook Modes** to ensure students utilise Chromebooks effectively in lessons without distractions.
7. Use digital tools appropriately to maximise learning time. E.g. **Graphic Organisers**/Diagrams etc
8. Use the **Read&Write Toolbar** to support **inclusive and adaptive teaching**



9. Engage in the use of **Artificial Intelligence (AI)** E.g. Using Teachmate AI or Google Gemini
10. Access relevant online materials through the **LAR Virtual Staffroom** and **LAT Spotlight and Halo platforms.**
11. Staff are to have a good understanding of and commitment to **Online Safety.**
12. Give due consideration to the principles of **Cognitive Load Theory** when planning and implementing the use of digital materials. E.g. **Split Attention Effect, Dual Coding**
13. Complete relevant training and development including the completion of **Google Workspace Skills** and accessing training on **LAT Thrive**

## **7. Identified resources.**

Staff are expected to engage with and use the following digital tools/applications where relevant to their role:

- Google Workspace for Education
- Google Workspace Skills
- Read&Write
- TeachMate AI
- LAT Spotlight & Halo
- LAT Thrive

## **8. Digital Wellbeing**

As part of our commitment to ensuring students at Leigh Academy Rainham are model Digital Citizens, the Academy's SMSCD and PSHE Policy and IT curriculum includes opportunities to systematically teach them about E-safety and online etiquette. Through the LAT Thrive platform the Academy has access to a wealth of resources for students, staff and parents to ensure they are educated on all aspects of online safety as per the Academy's Online Safety Policy.

The Academy also recognises the need to ensure that staff and students have a balanced use of screen time and will actively promote opportunities for children to access traditional teaching and learning methodologies where use of

technology would simply substitute, not augment, modify or redefine the task. Devices will not be used by students during social times and the Academy will continue to work with families about ways to effectively manage screen time beyond the Academy.

## **9. Quality Assurance**

- Regular monitoring and evaluation activities will be planned as part of the Academy's wider Quality Assurance Programme.