**St Mungo’s Academy School Improvement Plan Session 2023-24 – Digital Learning & Teaching**



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| **Challenge 1: “Believers are increasingly aware that, unless the Good News is made known also in the digital world, it may be absent in the experience of many people for whom this existential space is important. The digital environment is not a parallel or purely virtual world, but is part of the daily experience of many people, especially the young.” – Pope benedict XVI**  **We will Improve the quality and consistency of digital pedagogy** | | | | |
| **Mission 1: Departments will evaluate their use of digital learning tools and engage in sharing practice at Faculty and whole school level** | | | | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** |
| SMA/department digital strategies define approaches to digital learning for all stakeholders | Whole school and departmental digital strategies fully embedded in pedagogy to the benefit of learners  All staff lead and support colleagues to enhance learning opportunities for young people | Meeting minutes  Faculty digital plans  Lesson plans  Link meetings  Learner conversations  Evaluations of Improvement Planning  QA Summaries & Quality Folders | SLT – M Ruddy | September 2023  Termly review:  October  December  March  June |
| Focus on digital pedagogy in all departments to build capacity of staff and young people | Almost all (Over 90%) of young people demonstrate progress in skills for digital learning  Almost all (Over 90%) of young people build a digital portfolio of learning, attainment and achievement | Observed increase in digital learning in classrooms  Increased evidence of digital activities in lesson planning at all levels  Department and whole school self-evaluation activities  Skills profile | SLT – M Ruddy | September 2023 review  Re-evaluation December 2023  June 2024 |
| **Challenge 1: “After the early days of euphoria for technological innovations, we are aware that it is not enough to live ‘online’ or ‘connected,’ we need to see to what extent our communication, enriched by the digital environment, actually creates bridges and contributes to the construction of the culture of encounter”- Pope Francis**  **We will improve quality and consistency of digital pedagogy** | | | | |
| **Mission 2: Departments will create a digital identity to support progression for young people and the realisation of their God-given talents** | | | | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** |
| Departments create a digital identity by employing digital learning strategies informed by research and collegiate activities  “Rather, speaking the truth in love, we are to grow up in every way into him who is the head, into Christ”  Ephesians 4:15 | All staff use digital technologies to support the different learning needs of individual learners  Almost all (Over 90%) of young people realise an Improvement in digital skills  The majority (Over 50%) of young people regularly and consistently participate in planning and evaluating digital learning activities | Observed increase in digital learning in classrooms  Increased evidence of digital activities in lesson planning returns at all levels  Evidence of differentiated use of digital technology to support learners with ASN  DM minutes – collegiate discussions  Learner conversation/skills profiles  Faculty strategies/plans and self-evaluation  Tracking and skills profiling | SLT – M Ruddy | Termly review:  October  December  March  June |
| Through our commitment to Catholic Social Teaching our digital family learning strategy will be implemented to provide parents with skills to support pupil engagement with learning  “The information provided by the media is at the service of the common good. Society has a right to information based on truth, freedom, justice and solidarity” Catechism of the Catholic Church, 2494 | The majority of parents/carers (over 50%) demonstrate increased awareness in how to support their children in the digital world | Increase in pupil use of iPad’s in school and at home  Whole school digital activities attended by parents  Pupil feedback  Parental feedback/engagement | SLT – M Ruddy | Termly review:  October  December  March  June |
| **Challenge 1: “Where progress, ethics and society meet, and where, faith, in its perennial relevance, can provide a valuable contribution.”- Pope Francis**  **We will improve the quality and consistency of digital pedagogy** | | | | |
| **Mission 3: Young people develop social, emotional and cognitive abilities to face challenges and adapt to demands of the digital world.** | | | | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** |
| Young people are aware of their online profile and know how to manage this appropriately to ensure safe use of digital technologies in and out of school | Almost all (Over 90%) learners have a positive attitude towards the use of digital technologies and are aware of possible risks and responsible use, demonstrating this through coursework and online interaction with others | Observed increase in digital learning in classrooms  Increased evidence of digital activities in lesson planning at all levels  DM minutes – collegiate discussions  Surveys  Learner conversation/skills profiles  Faculty strategies/plans | SLT – M Ruddy | Termly review:  October  December  March  June |
| Staff support all young people to develop the skills required to use digital platforms in the world of work  “In the network of relationships, both subjective and community, technology cannot replace human contact, the virtual cannot replace the real and neither can social media replace the social sphere.” – Pope Francis | Almost all (Over 90%) of learners can link their use of digital platforms to the skills framework and explain how these will support them in learning and developing skills for the world of work | Increase in pupil use of iPad’s in school and at home  Course plans  Pupil feedback  Staff feedback/self-evaluation  Pupil profiling data | SLT – M Ruddy | Termly review:  October  December  March  June |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)*  QI 2.3 How well are learners enabled to select and make use of high-quality resources and equipment including digital technologies?  QI 2.3 How well are we enabling learners to become independent learners and develop the skills for learning, life and work?  QI 2.3 How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?  QI 2.3 How effectively do we involve learners and parents in planning and evaluating digital learning activities?  HGIOURS Theme 2 - To what extent do we use digital technology to support our learning? Could this be improved?  HGIOURS Theme 2 - How well are we able to describe the skills we are developing through our learning and how we use these out of school? | | | | |