Digital Strategy Policy

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Ratified by Governing Board	
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Signed – Headteacher/ Chair of Governors	

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Vision

At Beacon Academy our vision, for all our children, staff and families, is to enhance learning and teaching through the use of digital technology. The academy and our staff have a positive attitude towards digital technology and by integrating digital technologies across the curriculum, we believe we will improve the outcomes and raise attainment for all our learners. Our staff demonstrate a clear understanding of how digital technology can be used to improve learning and can utilise the full potential of digital technology in all areas and at all levels. Teachers are aware of the positive impact digital technology has on the quality of learning and teaching, pupil attitudes and behaviour.

Beacon Academy is committed to investing in digital technologies, in order to motivate and inspire our learners. We aim to maintain and extend our digital technology resources and facilities, including hardware, software and infrastructure to support our learning environments. Our overarching aim is to ensure our children have access to current digital technologies, enabling them to make a significant contribution to our growing digital world, and successfully equipping them with essential skills for life and work.

Digital Statement of Intent

Our intent at Beacon Academy is that every child becomes **confident, competent** and **creative** users of **digital technology** and **responsible digital citizens.** Our Digital Learning aims to equip children with digital skills they can use as a **form of expression** to enjoy '**doing things differently**', **remove barriers** to their learning and prepare them for participation in a **rapidly changing digital world**.

Implementation

We constantly ask 'why', not just 'how'. As an academy, we prioritise pedagogy, software and hardware – in that order – and are supported by effective implementation planning. Technology that offers the most seamless integration and minimises time-consuming customisation is therefore preferable. Educational technology must not be used for the sake of it; it must enhance the teaching and learning experiences our children receive. Finding the right balance with technology is key to an effective education and a healthy life-style. The way we implement our Digital Strategy not only helps children realise the need for this balance, but also prepares them for their next stage of education and beyond.

Impact

Through the implementation of our Digital Strategy, pupils will:

- develop their critical thinking
- become independent learners
- discover new ways to collaborate
- communicate innovatively
- reflect on their learning
- and stretch and challenge themselves

We believe the way pupils showcase, share, celebrate and publish their work will best show the impact of our Digital Strategy. As our strategy progresses, all areas of the Academy will take part in case studies focussed on their use of technology in order to evaluate the impact of our Digital Strategy. We will also review pupils' knowledge, progress and skills by observing learning in lessons. With an understanding of the various pupil and teacher needs, we can better grasp the ways technology can be utilized effectively.

Links with Other Academy Policies and Practices

This policy links with several academy policies, practices and action plans including:

- Acceptable Use Policies (AUP)
- Artificial Intelligence (AI) Policy
- Computing Policy
- Computing Action Plan
- Cyber Security Policy and Risk Assessment
- Home Academy Agreement
- Mobile Phone Policy
- Online Safety policy
- Safeguarding and Child Protection Policy
- SMART Response (Lockdown) Policy

Legislation

Meeting digital and technology standards in schools and colleges

https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges

From:	Department for Education
Published:	23 March 2022
Updated:	10 March 2025

How schools can meet IT service and digital equipment standards
You should:

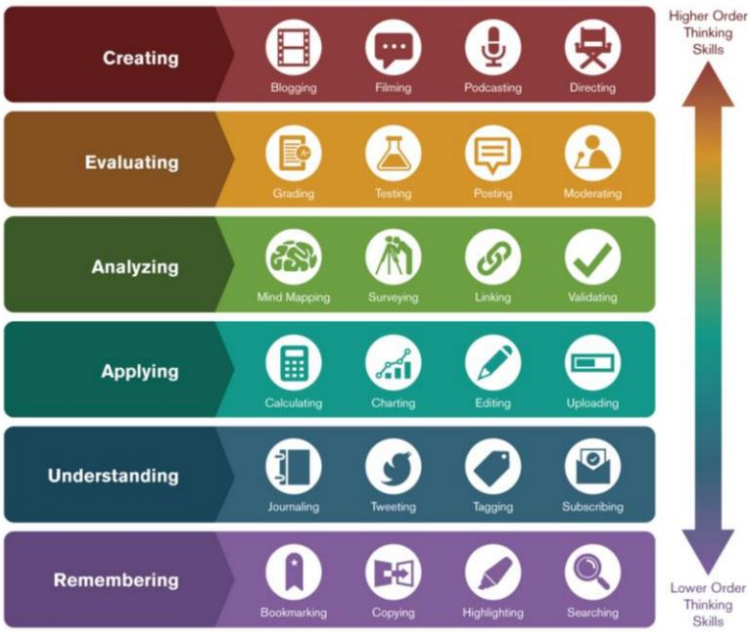
1. Read each technology category and its standards.
2. Review the standards and see if your academy or college meets them.
3. Speak with your ICT supplier or in-house support team to find out what can be done if you're not currently meeting the standards.

Contents:

- Broadband internet standards for academies and colleges
- Cloud solution standards for schools and colleges
- Cyber security standards for schools and colleges
- Digital accessibility standards
- Digital leadership and governance standards
- Filtering and monitoring standards for schools and colleges
- Laptop, desktop and tablet standards
- Network cabling standards for schools and colleges
- Network switching standards for schools and colleges
- Servers and storage standards for schools and colleges
- Wireless network standards for schools and colleges

Bloom's Digital Taxonomy

Bloom's Digital Taxonomy categorises six stages of thinking skills: Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. It starts with lower order thinking skills (LOTS) and progresses on to higher order thinking skills (HOTS). For example, searching online and copying information are lower order thinking skills, whereas blogging, filming and podcasting are higher order thinking skills that require pupils to apply their knowledge creatively.



(Churches, 2008)

The **ADKAR model for change management** provides a framework to consider your audience's Awareness for change, Desire for change to happen, Knowledge of what needs to happen to reach the goal, Ability to facilitate the change, and Reinforcement of their new skills once they have transformed.



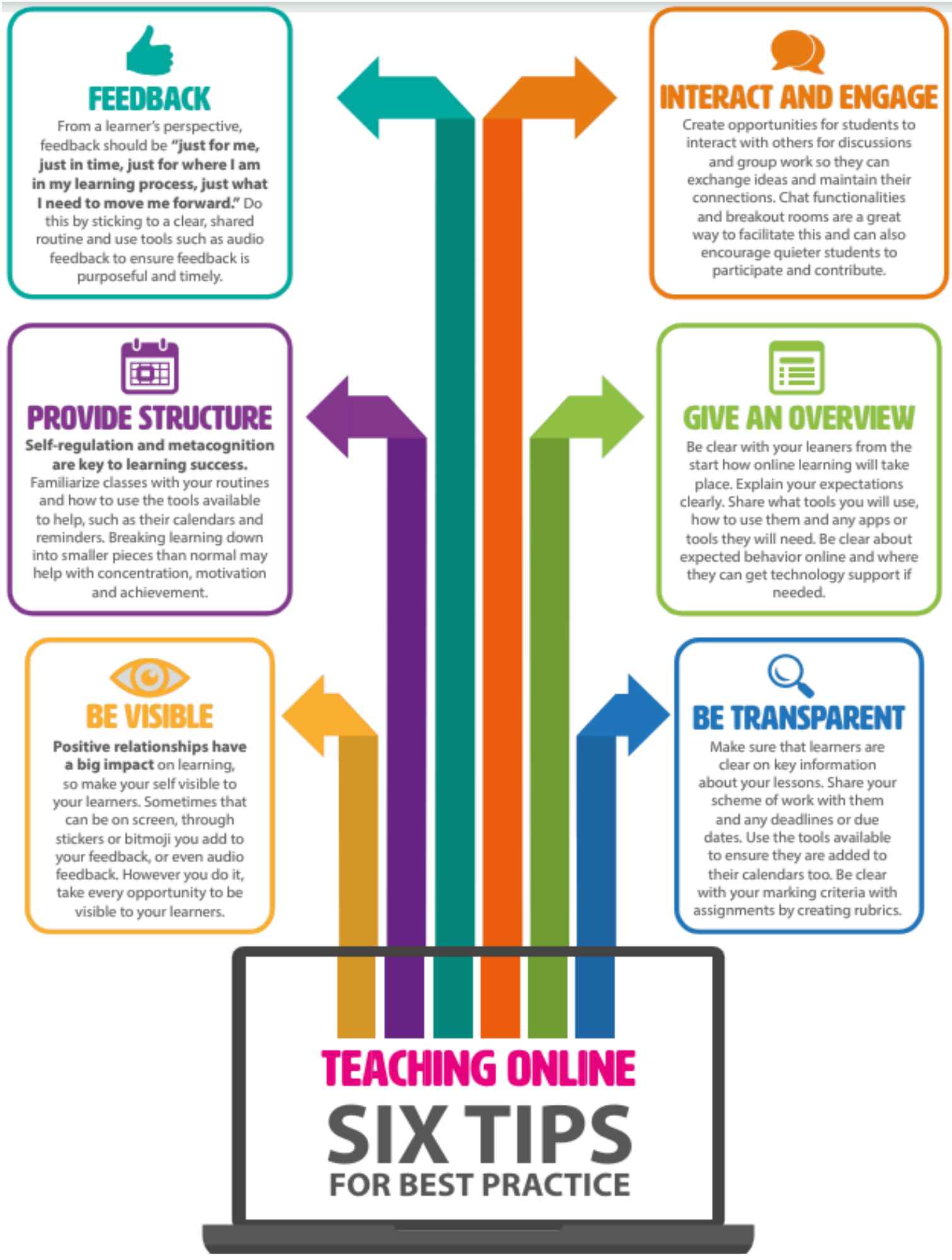
Awareness for change

Desire for change to happen

Knowledge of what is needed for change

Ability to facilitate the change

Reinforcement of new skills


FEEDBACK
From a learner's perspective, feedback should be "just for me, just in time, just for where I am in my learning process, just what I need to move me forward." Do this by sticking to a clear, shared routine and use tools such as audio feedback to ensure feedback is purposeful and timely.
INTERACT AND ENGAGE
Create opportunities for students to interact with others for discussions and group work so they can exchange ideas and maintain their connections. Chat functionalities and breakout rooms are a great way to facilitate this and can also encourage quieter students to participate and contribute.
PROVIDE STRUCTURE
Self-regulation and metacognition are key to learning success. Familiarize classes with your routines and how to use the tools available to help, such as their calendars and reminders. Breaking learning down into smaller pieces than normal may help with concentration, motivation and achievement.
GIVE AN OVERVIEW
Be clear with your leaners from the start how online learning will take place. Explain your expectations clearly. Share what tools you will use, how to use them and any apps or tools they will need. Be clear about expected behavior online and where they can get technology support if needed.
BE VISIBLE
Positive relationships have a big impact on learning, so make your self visible to your learners. Sometimes that can be on screen, through stickers or bitmoji you add to your feedback, or even audio feedback. However you do it, take every opportunity to be visible to your learners.
BE TRANSPARENT
Make sure that learners are clear on key information about your lessons. Share your scheme of work with them and any deadlines or due dates. Use the tools available to ensure they are added to their calendars too. Be clear with your marking criteria with assignments by creating rubrics.
TEACHING ONLINE
SIX TIPS
FOR BEST PRACTICE

Devices

The introduction of pupil devices has made a significant difference to the quality of teaching and learning at Beacon Academy.

A number of criteria were taken into consideration for selecting pupil devices.
These include:

- user friendliness
- the availability of educational apps
- reliability
- speed and performance
- the amount of IT support required.

The devices we have at Beacon:



Chrome Books
Chrome books are easy to use and have a long battery life.
Chromebooks are extremely secure devices. They receive regular updates and vital security patches via Google Chrome

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
30 Chrome books	30 Chrome books	30 Chrome books	30 Chrome books	30 Chrome books	30 Chrome books

VR Headsets
A virtual reality headset (or VR headset) is *a head-mounted device that provides virtual reality for the wearer*. VR headsets replace the user's natural environment with virtual reality content, such as a movie, a game or a pre-recorded 360-degree VR environment that allows the user to turn and look around, just as in the physical world.

Whole academy
32 VR Headsets





Teacher I-Pads
I-pads are used to take photographs and videos of children during lessons and create pic collages for evidence.

Whole academy
1 per teacher

Visualiser
A visualiser, also known as a document camera, connects to your computer and allows you to display a real-time image or video on your computers screen of anything that is underneath the document camera. By using a visualiser, teachers can incorporate 'live writes' into their classroom. They make it easier to demonstrate a good writing style, as well as allowing teachers to verbalise their thought processes as they construct the sentence. Visualisers can also help generate increased engagement within the classroom.



Whole academy
1 per teacher YR-Y6

Interactive Whiteboards

Interactive whiteboards are a classroom tool that allow teachers to display images onto an electric screen from a computer, using a projector. Using the interactive whiteboard, teachers can show images, presentations and videos to the whole class at the same time.



Whole academy
1 per class room

Apple Ipads

Ipads are a classroom tool that allow children to take photos and videos, and then use different tools and apps to edit and create a variety of media. They can be used for times table practise, learning games and for use of spelling checkers and other apps to support learning.

Whole academy
15 Ipads

A virtual learning environment (VLE)

A virtual learning environment in educational technology is a web-based platform for the digital aspects of courses of study, usually within educational institutions. They present resources, activities, and interactions within a course structure and provide for the different stages of assessment.

Mini Mash

Mini Mash (part of 2simple) is an online learning platform designed for the Early year's curriculum, which is used to support children's learning and some activities are set for home learning. There are seven learning areas - in each area there is a range of engaging content and tools that are perfect for individual, or group activities.

Time Tables Rock Stars

TTRS boosts maths confidence and increases fluency and recall in multiplication and division, delivering better maths outcomes. TTRS adapts to each user's unique learning needs and allows you to track their individual progress. TTRS is easy to play, on any device and on the go, with specific settings and features to make sure it is accessible to all learners.

Infrastructure

A streamlined system in our ecosystem is the IT, Management Information System (MIS), environment, applications, devices and tools that support our Digital Strategy. Ultimately, all components need to work seamlessly with one another. Less is more, and an infrastructure vision has been firmly put in place at Beacon Academy.

Staff Devices	Pupil Devices	Classrooms	Productivity Suite	Interactive Whiteboards
• Laptop • I-pad	• Chrome books • VR Headsets • Micro:Bits	• Desktop PC • Visualiser YR-Y6	• Microsoft 365	• G-Touch

	• Ipads • Data Loggers • Beebots • Remote control cars (EY's) • Digital Cameras (EY's) • Tonie Boxes (EY's)			

Storage	**Management Information System (MIS)**	**Virtual Learning Environment (VLE)**	**Parent Portal & Communications**
• Staff T-drive • Google one drive *(cloud storage)*	• Arbor	• Mini Mash • TTRS – Time Table Rock Stars	• Parent Pay • Emails- Microsoft 365 • Greenhouse website • X- **@Beaconbulletin**

Our key aims:

- All systems to be easily accessible
- Secure systems that protect against threats
- Reduce administration time and manual data handling
- Reduction of paper-based systems
- Easy and effective communication with all parties

Acceptable Use Policies are firmly embedded and the most important outcome within this area is to ensure that users have easy access to their systems and their learning workflows, without inhibition by the technology.

Network

To ensure all users have fast and reliable connections to our systems, the Academy has invested in a high speed internet connection, complete with fail-over solution.

Secure and powerful Wi-Fi access points are installed across all areas of the Academy, which facilitate the use of mobile devices (tablet computer, I-Pad, Chromebooks)

All internet access at the Academy and on devices provided by the Academy is filtered and monitored. Internet activity is also filtered and monitored on Academy devices when used off-site, regardless of the network the devices are connected to.

Google drive provides cloud storage solutions for staff and pupils.

Parents

Parentpay

ParentPay's online payment management system, is used at Beacon Academy to collect ALL types of payments online, including fundraising, uniform, lettings, equipment, clubs, trips and academy meals.

Greenhouse - School website

Greenhouse helps schools and trusts to communicate with their key audiences. The website is a communication tool to help with parental engagement.

The following is also available on the Academy website:

- The online academy calendar
- The weekly Newsletter
- Curriculum Pages
- Class pages

Microsoft 365- Email system

An email address is a unique identifier that is used to send and receive electronic messages over the internet to parents and carers. Each year group has an email address set up which parents and carers can access to speak to their child's class teacher.

X- @Beaconbulletin

X (formerly Twitter) is an online news and social networking site where people communicate in short messages. X is used at Beacon Academy to communicate with Parents/carers and share events and special days which have happened through short messages and photographs.

Facebook

Facebook is an online social networking site where people communicate in posts. Facebook is used at Beacon Academy to communicate with parents/carers to share events and special days, which have happened through short messages and photographs.

Instagram

Instagram is an online social networking site where people communicate in stories/posts. Instagram is used at Beacon Academy to communicate with parents/carers to share events and special days, which have happened through short messages and photographs.

Tiktok

TikTok is an online social networking site where people communicate in stories/posts. TikTok is used at Beacon Academy to communicate with parents/carers to share events and special days, which have happened through short messages and photographs.

Digital Training Developing digital capability and skills

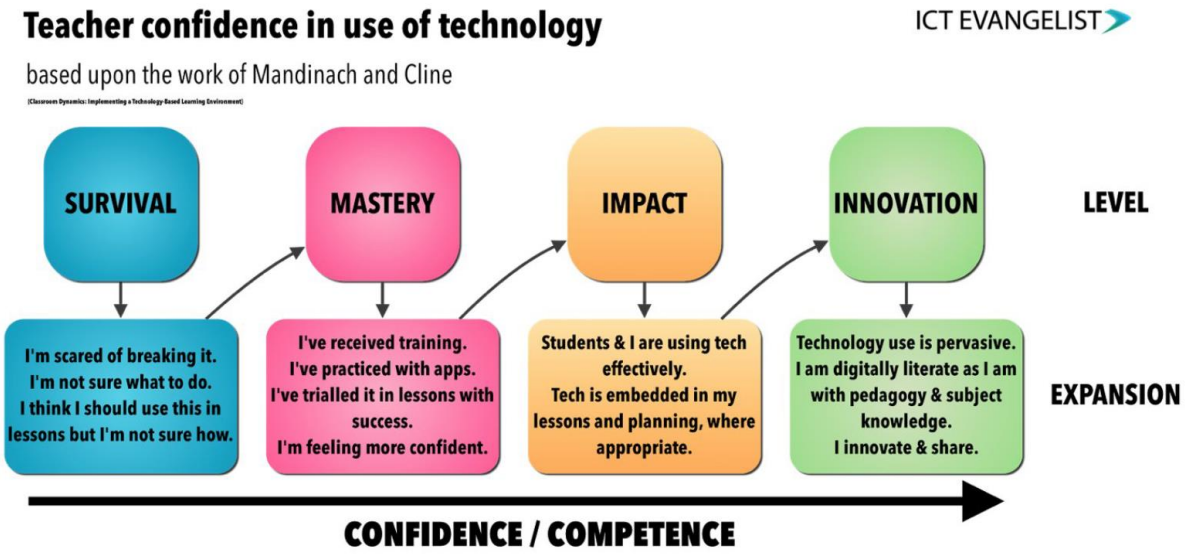
Teachers are central to the effective use of education technology. Its use must be driven by the needs of the classroom and not the other way around. We want our teachers to have the resources and expertise to use technology effectively and be able to draw on the best available pedagogy.

New digital learning initiatives are strategically introduced by our Digital Learning Leader, Miss Julia Johndrow with the focus on how technology can improve processes and teaching. The confidence and digital capability amongst staff is built by the Digital Learning Leader and supported by the computing leader. Confidence and willingness are often the barriers to adopting educational technologies and Beacon Academy will always ensure staff have adequate training available.

Teachers are inducted in the concept of Digital Pedagogy when they join the Academy. Further support is provided through training sessions, videos and theory-based documents created by Beacon Academy. One to one

sessions are made available when required, and all staff are encouraged to share best practice with other colleagues.

It is imperative that support and administration staff are not left behind whilst the Academy embarks on this development. Regular training opportunities are provided for administration staff to ensure thy have the knowledge, skills and expertise to keep our vital administration systems running as efficiently as possible. All teaching staff are required to self-assess their use of technology at regular intervals. Beacon Academy uses the following scale as the basis of this assessment.



Teacher confidence in use of technology based upon the work of Mandinach and Cline

Staying Safe- Promoting online safety

Technology has become embedded throughout society and has transformed the way we expect to engage with services and consume content. This is especially true for young people, who have never known a world without digital devices. The ability to search for information, send messages and to communicate using social networking sites are often mastered by the very young before their parents are fully confident about using these technologies themselves. Many people are rightly concerned about the privacy, security and safety implications that come with new technologies.

Once it was necessary to own a desktop or laptop to access the Internet, but now a much wider range of devices are capable of doing so. These include games consoles, mobile phones, tablets and televisions, all of which are prevalent in the homes of our pupils. Therefore, Beacon Academy is committed to providing opportunities for pupils to enjoy the many benefits provided by these devices and the Internet, by teaching them the skills to use the technology responsibly and creatively, while understanding the accompanying risks and learning how to stay safe.

Beacon Academy has a clear, progressive online safety education programme (Project Evolve) primarily as part of the Computing and PSHE curriculum, but referenced in all areas of academy life, with staff reinforcing online safety messages across the wider curriculum. Our Digital Leader and staff across the academy, empower our young people to educate their peers about online safety, leading work on worldwide initiatives, such as the annual 'Safer Internet Day'.

(Please read Online Safety Policy for further information)

Cybersecurity

Cyber incidents and attacks have significant operational and financial impacts on schools and colleges. These incidents or attacks will often be an intentional and unauthorised attempt to access, change or damage data and digital technology. They could be made by a person, group, or organisation outside or inside the academy or college and can lead to:

- safeguarding issues due to sensitive personal data being compromised
- impact on student outcomes
- a significant data breach
- significant and lasting disruption, including the risk of repeated future cyber incidents and attacks, including academy or college closure
- financial loss
- reputational damage

(Please read Cyber Security Policy and Risk assessment for further information)

Digital and Technology Standards- Standard 1

Standard 1: Assign a Senior Leadership Team (SLT) member to be responsible for digital technology
Beacon Academy has Miss Julia Johndrow (a member of the Senior Leadership Team) responsible for Digital Leadership.

She will:

- have strategic oversight of all digital technology and how it fits with the academy development plan
- create and manage the digital technology strategy led by the needs of staff and pupils, not the technology itself
- help all staff to embed digital technology that meets staff and pupils needs
- Work alongside the computing lead to ensure digital technology is used safely.

Digital and Technology Standards- Standard 2

Standard 2: Keep registers relating to hardware and systems up to date

A contracts register, asset register and information asset register helps Beacon Academy to:

- understand what digital data, equipment and systems we have
- manage digital data, equipment and systems effectively
- keep track of buying and licensing to get better value for money when renewing software and hardware

Contracts register (See Appendix 2)
The contracts register includes, but is not limited to:

- licenses
- subscriptions
- contracts related to your broadband, IT support and technology provider
- a list of your academy approved apps

Asset register (See Appendix 3)
An asset register is a log of all the physical digital technology and tools that are within the academy or college and should detail:

- what equipment you have
- asset numbers
- serial numbers
- who it is assigned to

- where it is within Beacon Academy
- when it was purchased
- how old it is – this may be different to how long you have owned it, as it may be second-hand equipment
- when it is due for review so that you can consider a replacement or upgrade
- date it was securely disposed of

The SLT digital lead, Miss Julia Johndrow, owns this register and is responsible for making sure processes are in place for IT support to keep the register up to date, by liaising with the Academy Office Managers Kirsten Till and Keyana Douglas.

Information asset register (IAR)
An IAR is a log of the digital data that is held on staff and pupils and is owned by the data protection officer. The SLT digital lead, Miss Julia Johndrow, is responsible for making sure there is a process in place for:

- IT support to update the data protection officer on any digital technology data that needs to be included in the register
- the data protection officer to use the existing IAR to identify and report any potential changes that may need to be made to your digital technology strategy to the SLT digital lead – for example, if your IAR identified the need for security improvements with your servers
- reviewing the digital technology aspects of the IAR

These registers will be updated by other members of staff (including the Academy Business Manager, Computing Lead, Head Teacher, Class Teachers) every time something changes.

(See Appendix 4 IAR)

However, the SLT digital lead should review these registers ahead of the next financial planning cycle, and before we move on to the next standard to create the digital technology strategy.

Digital and Technology Standards- Standard 3

Standard 3: Include digital technology within disaster recovery and business continuity plans.

Beacon Academy have a process in place to review and update the disaster recovery and business continuity plans, including those related to digital technology. See 'SMART' Response policy and Walsall LEA policy.

Not doing so will risk:
- significant disruption in the event of a disaster, such as a cyber-attack
- unplanned spend from a disaster that was not expected
- potential loss of data, or a data breach

This process ensures Beacon Academy continues to operate and provides teaching and learning even during emergencies. This process prevents lost learning and also means that:
- staff, pupils and parents or carers will know what to do, and what to expect in an emergency
- there will be a clear definition of what a 'disaster' looks like at Beacon Academy
- Beacon Academy can test the disaster recovery plan to identify gaps within it

The senior leadership team (SLT) digital lead Miss Julia Johndrow is responsible for this standard, but will need input from:
- the operational team (such as finance, IT support and estate management), teaching and other admin staff to understand risks and any actions that can be taken to avoid them
- the designated safeguarding lead, who can advise on safeguarding needs and concerns in the event of a disaster

- the data protection officer to provide advice for mitigating data risks and emergency responses
- governors or trust leadership who will review, support and challenge these plans and provide sign-off, if required
- any outsourced services or suppliers (for example, management information systems, broadband or cloud services) to understand their protocols and include them in plans

Digital and Technology Standards- Standard 4

Standard 4: Have a digital strategy that is reviewed every year.

What is a digital strategy?

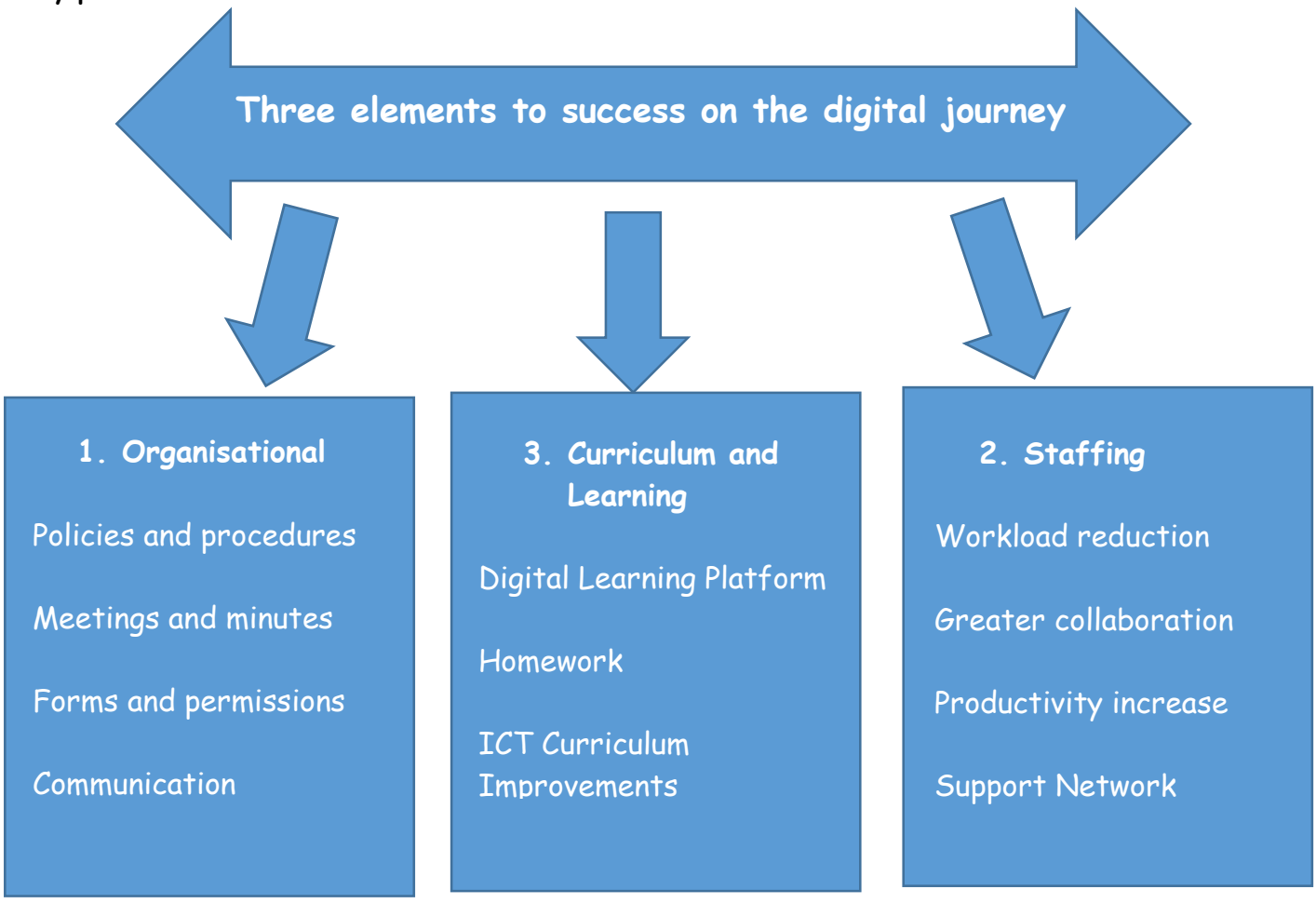
A digital strategy is an action plan for how you can use technology to work more effectively in your academy. The digital strategy should primarily focus on improving learning outcomes for your pupils, it can also have wider benefits, such as improving staff wellbeing or saving you money in the long term.

(See Appendix 5- Digital Strategy 2-year Action Plan)

The senior leadership team (SLT) digital lead, Miss Julia Johndrow will ensure the digital technology strategy is aligned with the development plan to make ensure:

- the digital technology used meets the needs of staff and pupils
- the academy budget, buying decisions and any risks are managed
- staff and pupils receive the training they need to use digital technology safely and effectively
- the impact of digital technology can be assessed against the strategy

Key priorities



Measuring Impact of academy's Digital Strategy

We will measure the impact, evaluate and plan for improvements in the following ways:

Impact on Learning and Teaching	Lesson visits Pupil learning conversations Parent/carer questionnaires
Evidence of Raising Attainment and Achievement	Attainment data Praise Assembly – wider achievements
Enhancing Leadership of Staff	Staff questionnaires CPD evaluations Professional Dialogues (planning for learning, teaching and assessment) Staff performance Management
Supporting Families to support their child's learning and development	Parent/carer questionnaires Evaluations of parent/carer workshops Academy Website Newsletters
Making best use of resources	Consultations with staff Pupil learning conversations Lesson visits Curriculum reviews Federation Termly Network Meetings

Appendix 1: Staff Questionnaire

1.) Name _____

2.) What is your role?
- Senior Leader
- Teacher
- Teaching Assistant
- Learning Support Assistant
- Other

3.) How do you use ICT in your teaching?
- ICT is taught discretely
- ICT is built into some of my lessons and taught discretely
- ICT is built into most of my lessons and taught discretely

4.) Do you use ICT in the following activities?
- Lesson planning and prepping
- Class teaching
- Setting homework
- Collaborating with colleagues
- Communicating with parents and carers

5.) How confident do you feel using Microsoft Teams?



6.) How confident do you feel using Microsoft Forms?



7.) Do you feel like you have had sufficient ICT Training?
- Yes
- No
- Maybe

8.) How often do you search the internet to collect information to prepare lessons?
- Daily
- Twice Weekly
- Weekly
- At the weekend
- Monthly
- Never

9.) How often do you communicate online with parents?
- Daily
- Twice Weekly
- Weekly
- At the weekend
- Monthly
- Never

10.) How often do you upload information to the Academy Website?

- Daily
- Twice Weekly
- Weekly
- At the weekend
- Monthly
- Never

11.) Do you use Google drive to save your planning and documents?

- Yes
- No

12.) What do you see as the barriers for the development of ICT?

- Lack of resources
- Time setting up IT devices for lessons
- Insufficient internet speed/WIFI network
- Teacher confidence using ICT
- Difficulty integrating ICT into lessons
- Lack of ICT training to use devices

13.) How confident are you using and teaching using VR Headsets?



14.) How confident are you using and teaching using Chromebooks?



15.) How often do you use your visualiser in class?

- Every lesson
- Some lessons
- Most lessons
- Rarely

16.) How confident are you using AI (Artificial Intelligence)?



17.) Are there any areas of the computing curriculum you would you like support with?

18.) What resources would you like to see in our academy to improve and support the teaching of computing?

19.) Do you have any further comments that you would like to add that will assist in the development of computing within our academy?

Appendix 2: Contracts register

Licences

A licence is purchased once and has a lifetime duration.

Licence	Subject linked to	Company purchased from	Licence Purchase Date	Cost
CCW pre cursive font	EY's	www.cursivewriting.org	8/9/2017	£33.75 Instant Download plus CD-ROM School licence
XCCW Joined 5A font	Whole academy	https://linkpenfonts.co.uk/		
Poetry Basket	EY's	https://helicopterstories.co.uk/	18/05/2021	£30 Buy Once Own for Life.
Christmas Basket	EY's	https://helicopterstories.co.uk/	9/10/2023	£25 Buy Once Own for Life.
Helicopter story Tales	EY's	https://helicopterstories.co.uk/	9/10/2023	£33.00 Buy Once Own for Life.

Appendix 2: Contracts register

Subscriptions

A subscription is an arrangement to receive something, typically a publication, regularly by paying in advance

Subscription	Subject linked to	Subscription Term	Subscription Purchase Date	Subscription Expiry Date	Cost
ESS PHOTO IMP. LICENCE/SIMS SUBSCRIPTION	/	Annual	14/3/25	14/3/26	£2265.97
PARENTPAY licence fee	/	Annual	17/4/25	17/4/26	£984.50
JUNIPER EDUCATION SERV. BENCHMARK REPORT	/	Annual	17/4/23		£99
INCLUSION QUALITY MARK review + travel	SEN	Annual	17/4/25	17/4/26	£1205.00
Grammarsaurus Licence	English	Annual	11/5/25	11/5/26	£499
CST MEMBERSHIP FEE	/	Annual	12/5/25	12/5/26	£135
Life Education (SCARF Subscription)	PSHE	Annual	19/11/25	19/11/26	£675 *- 10% discount for federation*
Green And Tempest - Letterjoin Subscription	English	Annual	15/6/25	15/6/26	£352
PARENTPAY licence fee - after school clubs	/	Annual	6/7/25	6/7/26	£133.33
Singup	Music	Annual	20/7/25	20/7/26	£150 *- 10% discount for federation*
TT Rockstars	Maths	Annual	7/9/25	7/9/26	£178.85
HACHETTE - MARK PLUS SUBSCRIPTION	/	Annual	11/9/25	11/9/26	£215
JUNIPER - SONAR TRACKER ANNUAL FEE	Data and assessment	Annual	11/9/25	11/9/26	£1782.95
NESSY LEARNING	SEN	Annual	13/9/25	13/9/26	£385 *- 10% discount for federation*
Inprint	SEN	3 years	3/10/24	3/10/26	£598.57

Poetry Basket 2	EY's	Annual	9/10/24	9/10/25	£30
CPOM'S	Safeguarding	Annual	9/10/24	Oct 2025	£995
Story Basket	EY's	Annual	9/10/24	9/10/25	£30
LA ICT SERVICES - REMOTE SUPPORT	/	Annual	9/10/24	9/10/25	£6533.38
LA ICT SERVICES - REMOTE SUPPORT	/	Annual	9/10/24	9/10/25	£2239.87
ADOBE - SUBSCRIPTION	/	Annual	11.11.24	11/11/25	£198.96
TV LICENCE		Annual	23/10/24	23/10/25	£159.00
MICROSOFT		Annual	23/10/24	23/10/25	£79.99
Groupcall Community Brands - Parents Evening		/	23/10/24	23/10/25	£643.20
ICO SUBSCRIPTION		Annual	27/11/24	27/11/25	£60
TESTBASE SUBSCRIPTION	English & Maths	Annual	10/1/25	10/1/26	£295
Linguoscope	French	Annual	11/11/24	11/11/25	£396
BOXALL PROFILE ONLINE	SEN	Annual	15/12/24	15/12/2025	£325
The Key	/	Annual	11/12/24	11/12/2025	£805
Purple Mash / Mini Mash	Computing	Annual	May 2025	May 2026	£995
DigiMaps	Geography	Annual	09/2025	09/2026	£114
Big Maths	Maths	Annual	10/6/25	10/6/26	£1500
School Policy Tracker		Annual	4/9/25	4/9/26	£1755
Arbor	Pupil information & attendance	Annual	01/03/2025	01/3/2026	£6028
Ten Town	EY's Maths	Annual	7/1/25	15/9/26	25% for 6 academies £47.50* until 15.9.25 Annually £71.25
CLASSROOM SECRET SUBSCRIPTION	English	Annual	15/1/25	15/1/26	£603.84

JUNIPER - website subscription fee	Academy website	Annual	25/1/25	25/1/26	£1261.65
KRCS GROUP - JAMF PRO LICENSE RENEWAL		Annual	27/2/25	27/2/26	£376
Teach Mate AI	English, maths, reading	Annual	9/12/2	9/12/25	£355.50 (10% discount)
Spotify	Music	Annual	/	/	£16.66 per month
Go Daddy	Website	Annual	15/7/25	15/7/26	£47.96
RM Education	/	Annual	28.2.25	28.2.26	£2551.51
Avantis Education	VR units	Annual	11/7/25	11/7/26	£499
Antivirus Firewall Trend Antivirus	/	Annual	1/4/25	31/3/26	£441

Appendix 2: Contracts register

Contracts

A contract is an agreement that specifies certain legally enforceable rights and obligations pertaining to two or more parties.

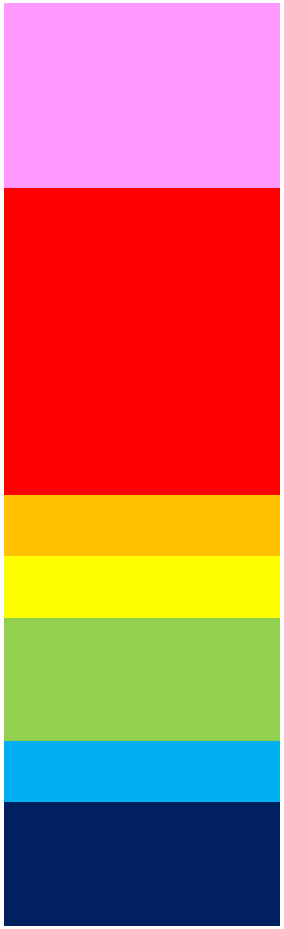
Contract	Purpose	Contract Term	Contract Purchase Date	Contract Expiry Date	Cost
Virgin Broadband	Broadband provider	Annual			£4293.65
I-Pad filtering system	Walsall LEA	Annual	1/4/24	31/3/26	£1400
Walsall Online safety support	Walsall LEA	Annual	1/4/24	31/3/26	£4740
Monitoring system	Smoothwall	Annual	1/4/24	31/3/26	£2175
Academy Data Team		Annual	June 2025	June 2026	£1296
Filtering system	Fortinet, of which LA ICT are responsible for	Annual	1/4/24	31/3/26	£3129.31

Appendix 3: Asset register **(See excel document)**

Equipment	Serial number	Asset number	Who is it assigned to	Location	Purchase date	When will it be replaced/ upgraded?	Date disposed of

Appendix 4: IAR- Information Asset Register (See excel document)

The Excel document is split into tabs:



MOS- Management of academy – (Governing Board)

MOS- Admissions

MOS- Operational Admin

HR- Recruitment

HR – operational Staff Management

HR- Payroll and pensions

HR- Disciplinary and grievances

HR- Health and Safety

FM- Financial management

PM- Property Management

PupM- Pupil Management- Educational Records

PupM- Pupil Management – SEN records

Curriculum Implementation

Educational Visits

After school clubs

Appendix 5: Digital Strategy 2-year Action Plan

Key Priority 1: Organisational

Key development Targets –

- Policies and procedures
- Meetings and minutes
- Forms and permissions
- Communication

Target	Action	Success Criteria	Who	Cost	When	End of year review
To UPDATE the Artificial Intelligence (AI) policy	• Research AI and how it is used to support teaching and learning	• Working AI policy	EW / Trust	/	September 2025	
To create a LSC Sharepoint site to view, save and archive all governors' documentation.	• Sharepoint site created and linked to Team. • Folders created including minutes, agendas, HT reports etc.	• Governor's know and understand how to access and read information in Sharepoint site. • Governor's know and understand how Sharepoint links to the governors Team. • Governor's meetings run smoothly using the Sharepoint and Teams features.	All governors	/	Throughout the year 2025-2026	
To review and amend Computing Policy to include digital leadership	Read the current Computing Policy and make changes to include Cyber security and digital standards.	Working policy.	JJ	/	Sep 2025	
To use Microsoft Forms for all parental permission slips, staff policy approval and staff, pupil and parent questionnaires.	• MS Forms shared with SLT and used initially for parent and staff questionnaire by HT. • MS Forms shared with teaching staff during staff in INSET/staff meetings during Autumn term.	• MS Forms is used by all teaching and admin staff for all parental permission slips, staff policy approval and staff, pupil and parent questionnaires.	All staff	None- included in Office 365 package Staff meeting/ INSE T time required.	Sep 2025	

	• MS Forms shared with office staff beginning of September. • Office staff to begin using MS Forms for all parental permission slips and questionnaires. • SLT to use Forms for policy and procedure approval with staff.	• High level of response using forms (100% staff/ 80% parental) • MS Forms responses evaluated using excel.		On introductory meeting with HT and office staff to introduce.		
To promote responsible and ethical use of the internet and related technologies ***(link to Safer Internet Day Feb 2026)***	• Provide parents/Carers, pupils and teachers with information, advice and tools to promote safer, more responsible and more effective use of the internet.		JJ/ JR	/	Feb 2026	
To review the Trust Curriculum Policy to reflect digital leadership.	• Update the Trust Curriculum policy	• Working policy in place across the Federation.	EW	/	Sep 2025	
Understand the training needs of staff and students	• Leader is trained and training disseminated to all staff. Staff train pupils • Review AUP, Online safety policy, • SLA's assessed and reviewed • Filtering and monitoring review • Business Continuity and Emergency plan assessed and updated • ICT support review • Review Digital strategy after SLA review for next year	Designing, implementing and reviewing strategy based on teaching and learning outcomes, the needs of the pupils and the implementation of teach computing	CC / EW / JJ	/	September 2025	

	• Review financial plan for Digital strategy next year					

Plan for maintenance/update of technology	• Assess assets and have programme in place to be updated and replaced as required with LA ICT advice
	  • Asset, contracts, information asset register updated
	  • Liaise with Technical support
		• Meeting digital standards in broadband internet, cloud solution, cybersecurity, digital accessibility, filtering and monitoring, laptop, desktop and tablet standards, network cabling, network switching, servers and storage, wireless standards	CC / EW / JJ		Sept 2025	Feb 2026

Assess and create a safe digital learning environment	• Filtering and monitoring standards • Filtering check • Monitoring reports • Liaise with LA ICT, LS, SC to possibly generate a cyber policy/ response plan • Possibly part of or to be added to business continuity plan	• Meeting the filtering and monitoring standards • Meeting the cybersecurity standards	JR / SP / CC/ JJ		Feb 2025	Feb 2026
To ensure the Cybersecurity provision meets the standards	• Liaise with LA ICT, LS, SC to possibly generate a cyber policy/ response plan • Possibly part of or to be added to business continuity plan	• Cybersecurity standards are achieved through staff training • • Survey after training to assess impact				
To achieve the digital accessibility standard	Identifying the needs of the users and making technology accessible to them, microphone for searching and typing, large print, Conversations with SEND lead	• Meeting the digital accessibility standard	JJ / SP / EM			

	•Using widgets •Digital accessibility for website •text-to-speech and dictation caption settings •zoom and adjustment settings •translation and language tools Add in use of google translate					

Appendix 5: Digital Strategy 2-year Action Plan

Key Priority 2: Curriculum and Learning

Key development Targets –

- Digital Learning Platform
- Homework
- ICT Curriculum Improvements

Target	Action	Success Criteria	Who	Cost	When	End of year review
To create a pupil questionnaire to find out pupil views on using VR Headsets in lessons.	• Create a Pupil questionnaire on using VR headsets and send it to pupils via Microsoft forms.	• Children's viewpoint on VR experiences.	TW	/	November 2025	
To finalise the VR headset curriculum overview to ensure they are mapped out to be used in all subjects across the curriculum.	• Long term plans written into the Big pictures. • Timetables on T Drive to allocate	• Long term plan in place across the curriculum. • Big pictures with VR use included across the curriculum in all year groups.	TW	/	September 2025	
To introduce and embed new computing curriculum – Teach Computing.	• Questionnaire for feedback. • Ensure resources are available for staff to use in lessons	• All staff teaching the units from Teach Computing.	JJ	/	October 2025	
To deliver Teach Computing in Year 1- Year 6.	• Develop PPTs for class teaching • Big pictures to be developed • End of topic quizzes created.	• All PPTs tailored to academy expectations. • Big pictures completed. • End of topic quizzes completed.	All teachers	/	September 2024- July 2025	Big pictures completed. Quizzes completed for all year groups and topics implemented from Spring 2025.
To provide continued support to academies on the use of ICT for students with special educational needs.	• Provide continued support for teachers in the use of digital learning tools for students with additional learning needs.	•	DS SENDCo's		Spring term 2025	

	• Develop and share case studies at the SENDCo meeting on the effective use of ICT in special educational needs settings					
To set up pupil Google drive accounts so that Homework can be uploaded and set electronically.	•	•	JJ/ GB	/	Autumn Term 2025	
To continue to promote and provide new and exciting technologies for use across the curriculum.	•	• Staff and pupils have the skills and confidence to use existing and emerging digital technology to effectively support and enhance learning and teaching and the wider curriculum.			Sep 2-24- July 2025	
To engage more fully with pupils to understand more fully their needs and aspirations for learning and work in a digital world.	• Create a Pupil questionnaire and send it to pupils via Microsoft forms to find out their views on the digital world.	• Pupils rate their confidence using different digital devices. • Pupils talk about their jobs and hopes for the future.	JR/JJ All teachers	/	January 2025	
To review the Teach Computing curriculum and make adjustments.	• Staff meeting to discuss Teach computing curriculum • 1:1 meetings with year group colleagues to look at Teach computing curriculum and make any adjustments	• Staff will review the Teach computing curriculum and make any adjustments with the Computing leader.	JJ All teachers	Release time	July 2025	
To achieve the digital accessibility standard	Identifying the needs of the users and making technology accessible to them, microphone for searching and typing, large print,	• Meeting the digital accessibility standard	JJ / SP / EM			

	Conversations with SEND lead •Using widgets •Digital accessibility for website •text-to-speech and dictation caption settings •zoom and adjustment settings •translation and language tools Add in use of google translate					

Appendix 5: Digital Strategy 2-year Action Plan

Key Priority 3: Staff

Key development Targets –

- Workload reduction
- Greater collaboration
- Productivity increase
- Support Network

Target	Action	Success Criteria	Who	Cost	When	End of year review
To send a Staff Questionnaire via Microsoft Forms on using Technology to use their views to enhance teaching and learning.	• Use the staff questions in Appendix 1 to create a Microsoft Form document and send it out via email to all staff.	• All staff complete the Microsoft Form and the feedback is used to add CPD opportunities to the calendar for next academic year.	JJ	/	October 2025	July 2026
To deliver further training on VR headsets for new staff to ensure they are utilised more in lessons	• Knowledge of simple trouble shooting for units.	• Staff feel more confident in using the VR units and simple troubleshooting.	TW		September 2025	
To provide staff with a list of Online Safety questions to pose one each week at the start of each discrete computing lesson	• Create a bank of questions suitable across key stages.	• Evidenced in PPTs.	EW Computing leads across Trust Academies		September 2025	
To update staff with a list of Artificial Intelligence (AI) web links and how they can be used to enhance teaching and learning.	• Create a list of verified and checked AI web links. • CPD where needed.	• Staff utilising a range of AI within the teaching and learning.	EW Computing leads across Trust Academies		September 2025	
To train staff to use the Google drive so planning is accessible at home.	•	•	JJ / GB		September 2025	

To develop a network of digital partnerships that support learners and teachers through Termly Trust Meetings.	•	•	EW DS	Release time	Autumn term 2025 Spring term 2026 Summer term 2026	
To develop staff confidence and skill in using digital technologies to enhance learning.	• Questionnaire of staff on confidence and skills using digital technologies. • Canva for training gaps.	• Staff are confident and can use a range of digital devices with ease.	All teachers	/	Jan 2026	
To develop and promote examples of effective integration of ICT in teaching, learning and assessment.	• Provide and facilitate the sharing of examples of good classroom practice on the effective use of ICT in teaching, learning and assessment in Staff INSET	•			January 2026	
To trial and update Artificial Intelligence websites in lessons and feedback to senior leaders on their impact on teaching and learning.	• Deliver CPD session on AI websites. • Create a Staff questionnaire on using AI in lessons to rate the impact. • Create a bank of websites suitable for different purposes.	• Staff will use Artificial intelligence safely in their lessons.	All teachers		January 2026	
To ensure that learning and skills and are used to drive forward digital learning across the curriculum.	• Create a staff questionnaire to rate their confidence using different digital devices	• Staff use digital devices across the curriculum to enhance teaching and learning.	Head Teacher- CC	/	September 2026	

	• (I-pad, Laptop, PC, Chrome book, VR Headsets)		Senior Leaders- JR, SP			
To implement an online safety question weekly into Computing curriculum to teach children how to be safe in the digital world.	•	• Pupils will be confident discussing online safety and know how to be safe online. • Pupils answer online safety questions weekly showing their knowledge on how to be safe.	All teachers Digital ambassadors	/	September 2025-July 2026	

Appendix 6: Digital Self Evaluation

Date Written: September 2025 **Written by:** Miss Julia Johndrow

Current picture

The teachers at Beacon Academy use ICT well to plan and deliver lessons and are confident in using ICT for class teaching, and as part of an activity within lessons. This digital strategy will be designed to take these skills further to develop productivity, communication and collaboration. Beacon Academy has Office 365. This is currently used exclusively by all staff at the academy. Mini Mash, Times Tables Rock Stars (TTRS.) and other bespoke electronic learning tools are available externally through the academy's website and these are used regularly by the children. The Office 365 platform is used largely by staff for emails, calendar, forms and Teams meetings.

Beacon Academy is well resourced and each year group from 1-6 has 30 Chrome books. There is also a set of 32 VR Headsets which are currently embedding throughout the curriculum in a wide range of subjects. Staff have updated big pictures to ensure that use of VRs is included within the lessons. 15 Ipads for child use within the computing lessons and across other foundation subject are available. Each classroom has a visualiser to model and demonstrate live examples for the children.

Staff are utilising AI (artificial intelligence) through an academy subscription of Teach Mate AI, to support in producing high quality resources in maths, writing and reading. An AI policy and guidance has been adopted and followed. CPD was delivered to staff to demonstrate the uses across different subject areas.

A new Computing curriculum commenced in September 2024, via Teach Computing, which develops children's computing skills in a wide range of areas from programming to data analysis. As part of the BBC Computing initiative, the academy has 30 Micro:bits (mini computers), as well as Bee Bots and digital cameras. An investment of 15 IPADs has recently been made to support aspects of the Teach Computing topics.

The teaching of Online Safety remains a key focus for both teachers and children with regular CPD updates via a Local Authority Online Advisor, Nicola Rudge.

Next steps

- A staff questionnaire to assess the current staff skill and confidence levels using Office 365 to provide key information to formulate and update the digital strategy moving forward. (Appendix 1 Staff Questionnaire)
- A Parent/Carer questionnaire for their view on technology, and how it is used by their child
- Continue to promote the use of VR headsets through the strategic planning across the curriculum subjects and topics.
- Purchase further computing equipment to develop and embed children's learning through the Teach Computing curriculum.
- Continue to embed teacher use of AI
- Incorporate children's learning and understanding of AI technology.

Appendix 7: Digital Standards

See document in Standards.