



Leigh Academy
MINSTER

Digital Learning Strategy 2025 - 26

At Leigh Academy Minster, our digital learning strategy will be successful if it is:

- Shaped and driven by the latest evidence-based research into how students learn best;
- Ensures that our digital provision complements and enhances classroom based learning, by supporting knowledge retrieval, working hard and reducing extraneous load;
- Equips students and staff with the digital knowledge to help them make informed, evidence based decisions about how to use digital resources to support their learning;
- Continues to prioritise the quality of teaching as more important than how lessons are delivered;
- Engages the home-school partnership, so that parents feel confident in using technology to enhance their learning;
- Embeds a blended learning approach to knowledge acquisition at the heart of our curriculum delivery, so that home learning is used as a powerful, integrated and innovative tool to work;
- Develops students' digital literacy across the curriculum, as part of our commitment to educating the whole-child, so that they can play an active and informed role in an increasingly technologically driven, 21st century society;
- Enables us to provide a full curriculum and timetable of meaningful lessons, with live teaching segments, for cohort bubbles should they need to self-isolate. This will be, in full adherence with the DfE expectations in terms of frequency and quality of work, assessment and feedback.
- Ensures access to, and engagement with technology, for all students, especially those falling into multiple vulnerable categories.

We do not have a separate and discrete digital learning strategy. Rather, we conceptualise this area of learning as integral and central to our overall teaching and learning strategy across the Academy.

For 2025 - 26, our priorities and key next steps will be:

Priority	Next Steps
1. Leaders understand the importance of digital technology within the LAM curriculum and day-to-day working practices for students and staff.	Implement a system for regular feedback from staff and students on the impact of digital technology on their experiences to further develop CPD and the role of digital champions.
2. Google Classroom will be an active tool in every class to support and develop pedagogy.	Provide ongoing, subject-specific professional development for staff on advanced Google Classroom features and pedagogical strategies.
3. All students will continue to bring their Chromebooks to the academy each day and use them effectively.	The academy will continue to utilise its Minster Way routines, expectations and consequences to ensure devices are brought in fully charged and a feature of academy life each day.
4. Staff will develop their skills in using Chromebooks and digital resources to significantly enhance teaching and learning within the classroom environment.	Establish a subject specific program where digitally champions support colleagues in developing their skills with Chromebooks and other resources.

Priority	Next Steps
5. Students develop digital skills in line with key stage expectations.	Digital learning opportunities are to be integrated into each subject's curriculum. Students will be expected to use their Chromebooks in all subjects in line with the planned curriculum.
6. All homework is set digitally.	Develop and implement a framework to track digital homework, ensuring it is set and completed in line with expectations.
7. Embed the digital toolkit so all staff are aware of approved digital tools, ensuring all subjects have suitable digital tools and training to deliver the curriculum.	Digital toolkit directory to be included in the Virtual Staff Room,
8. Digital Technology is used safely by students and parents are aware of it's safe usage at home.	All families will receive regular reminders on the safe use of digital technology.
9. The Academy will regularly review its use of Digital Learning tools to achieve a Digital Level of 4.0 at the end of the 2025-26 academic year.	The Academy will monitor the effective use of digital technology through its accountability cycle and will participate in the Digital Levels survey using the 2024-25 results to inform next steps.
10. Developing careers education through the use of online services such as Unifrog.	Integrate Unifrog activities into the curriculum across different year groups.
11. Chromebook "best practices" to be communicated and celebrated across LAT	LAM staff continue to contribute to LAT T+L sessions and LAT collaboration forums.
12. All staff utilise Digital Tools to engage with a range of high quality CPD activities and support the reduction of workload.	Evaluate and implement digital tools that can streamline administrative tasks and improve communication, freeing up staff time for teaching and learning.