



## Patterdale C of E Primary School

*A loving family in a unique environment*



# DIGITAL TECHNOLOGY STRATEGY

Relevant roles held and by whom (correct at the time of publishing)	
Head/DSL/Digital Technology Lead	Nicky Steels
Online Safety/Digital Link Governor	Lee Hutchinson
Designated person responsible for Digital Technology/SBM	Jonathan Holdsworth

Approved by <sup>1</sup>	
Name:	Nicky Steels
Position:	Headteacher/DSL/DTL
Signed:	
Review date:	September 2025
Proposed review date <sup>2</sup> :	T&L Committee Autumn Term 2026 or upon changes

### REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Very minor updates to a few dates/references	May 2026

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## 1. Background:

### i) *The Six Standards*

The Department for Education's digital & technology standards guidance has set out six core standards for schools to meet by 2030 in order to ensure safe, reliable and effective IT infrastructure. In order to meet each of these standards Patterdale CofE School has performed a root and branch overhaul of its digital technology systems and practices since 2024. The standards along with the school's current status are:

1. **Broadband internet** ✓

The school has upgraded from unreliable 80M non-fibre broadband and now has robust 1G high-speed fibre broadband connectivity.

2. **Wireless networks** ✓

The school has upgraded from limited low level partial coverage of its building and now has robust high level centrally managed Wi-Fi that provides seamless secure coverage across the entire site.

3. **Network switches** ✓

All outdated hardware has been phased out, and the school now has modern switching infrastructure which manages our internet traffic efficiently and securely.

4. **Filtering & Monitoring** ✓

New expectations mapped out in KCSiE 2025 led to a full overhaul of our filtering and monitoring, and led to us taking on an IT contractor, System IT Ltd, who now provide a comprehensive F&M system which blocks inappropriate content without unreasonably impacting teaching and learning.

5. **Cyber security** ✓

In an ongoing process the school continues to diligently defend itself against digital threats through implementing stringent protective measures such as multi-factor authentication; secure back-ups; improved anti-virus/malware software; robust password procedures; staff training and diligence; and through the previously mentioned improved filtering and monitoring system.

6. **Digital leadership & governance** ✓

This key standard aims to ensure that our school leaders and governing body assign clear responsibilities for IT management and digital strategy. As stated in this Digital Technology Strategy, Patterdale CofE School has already designated a **Digital Technology Lead**, a **Designated Person Responsible for Digital Technology**, and a **Digital Link Governor**.

## ii) *The Three Pillars*

Prior to creating this strategy the school put in place **three key pillars** stipulated in the DoF's [Meeting Digital and Technology Standards in Schools and Colleges](#) guidance.

### **Pillar 1) Assigning a senior leadership team (SLT) member to be responsible for digital technology, and creating a DT team:**

Patterdale CofE School's **Digital Technology Lead (DTL)** is **Nicky Steels** who is also the school's Headteacher and Designated Safeguarding Lead.

This role is crucial to the successful implementation of this digital technology strategy. As stated in the DoE guidance the DTL will:

- have strategic oversight of all digital technology and how it fits with their 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 pupil needs

The school's **Designated Person Responsible for Digital Technology** is **Jonathan Holdsworth** who is also the School Business Manager.

Along with the DTL, he will be accountable for:

- the delivery of the digital technology strategy based on teaching and learning outcomes and organisational needs
- encouraging and supporting the use of digital technology across the school or college
- reviewing the effectiveness of IT support to inform decision making and taking action, when necessary
- identifying and acting on digital technology training needs for staff and students

The school's **Digital Link Governor (DLG)** is **Lee Hutchinson** who will take strategic oversight of the school's use of IT, helping to ensure that the school effectively safeguards pupils online and meets its required digital standards. The DLG acts as a 'critical friend' to the DTL and help identify cyber security risks and ensure technology investments align with long term educational goals.

### **Pillar 2: Keeping registers relating to hardware and systems up to date**

The school has a Contracts Register, Asset Register & Information Asset Register which helps it to:

- understand what digital data, equipment and systems we have
- manage digital data, equipment and systems effectively
- keep track of buying and licensing so that schools or colleges can get better value for money when renewing software and hardware

#### **Contracts register**

The school contracts register is kept up to date by the SBM with technical information updated by the designated person. The register includes:

- licences
- subscriptions
- contracts related to our broadband, IT support and technology provider
- a list of our school approved apps

It also captures the value of contracts which helps to monitor spend and make savings.

### **Asset register**

Our asset register logs of all the school's digital technology hardware and tools and details:

- All DT equipment
- Asset/serial numbers
- Its location and who it's assigned to
- Purchase date
- Equipment review date so that you can consider a replacement or upgrade
- Date of secure disposal

The SLT digital lead owns this register and is responsible for making sure processes are in place for IT support to keep the register up to date.

### **Information asset register (IAR)**

This is a log of the digital data that is held on staff and students and is kept by the data protection officer. The DTL 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

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

## **Pillar 3: Include digital technology within disaster recovery & business continuity plans**

Patterdale CofE School's **Emergency Plan** is reviewed annually or upon changes/incidents and allows our school to continue to operate and provide teaching and learning during emergencies. The plan includes disaster recovery and business continuity plans, including those related to digital technology. The Chair of Governors and the school securely keep hard copies of the plan, and it is also available as an encrypted document on the school's Google Drive. We also have a **Cyber security and resilience strategy**.

## **2. Our Digital Technology Strategy**

Our school digital technology strategy is a comprehensive plan that aligns educational technology with teaching goals, ensuring that our children develop digital literacy in a safe and accessible environment. It focuses on enhancing pedagogy, standardising infrastructure, managing budgets, and safeguarding pupils, and is built on the following core pillars:

## 1. Teaching, Learning & Curriculum

### i) Digital Literacy

#### At Patterdale we aim for children:

- to experience a high-quality taught Computing Curriculum.
- to be digitally literate and responsible citizens.
- to effectively use ICT across the curriculum.
- to develop an enthusiasm for coding ready for the modern world & jobs of the future.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. Computing is taught as a discrete subject and is incorporated in teaching across the whole of the curriculum.

To deliver and develop this area of learning the school has an efficient, well-maintained infrastructure which supports our Chromebooks, laptops and iPads. All computers are protected with a comprehensive firewall which protects children when accessing the internet.

#### Teaching mixed age classes

Children are taught in mixed age classes. Computing topics are planned on a 2 to 4-year cycle, to meet the requirements of the national curriculum, revisit core concepts and ensure progressions. When teaching a unit, teachers use formative assessment and our computing progression of skills document, to adapt their teaching, so as to build on solid foundations and fill any learning gaps.

#### Current scheme

We currently use the **CUSP Computing Curriculum**. Computing is taught across four golden threads, the combination of which ensures our children grow up to become true digital natives who understand technology, recognise its potential and limitations, know how to use it safely and are able to take advantage of different tools to create their own, meaningful, digital content.

These threads are Digital Creativity, Digital Programming, Digital Safety, Digital Technology. Key vocabulary is shared at the start of a lesson. Pupils are taught new skills through teacher modelling. Pupils are given time to practice and experiment with new apps/technology. Teachers make revisits to previous learning. Computing is used in other subject areas where possible to enrich the curriculum. In terms of assessment and monitoring, the children are assessed at the end of each lesson based on the lesson objective. Questions and tasks can also be used at the end of a unit. Retrieval practice is built into lessons to assess understanding.

#### Scheme from September 2026

From September 2026 we will be using **Computing Shed** as our computing scheme and digital toolkit for KS2. The lessons have been created by computing experts and cover the full

range of digital skills, including coding, digital life, e-safety, media creation, using devices, using data and AI.

Computing Shed provides full coverage of all the KS2 computing National Curriculum expectations and more, for a well-rounded computing scheme. Curriculum modules include Digital Life, Digital Devices, Explore Data, Create Content, Creative Coding, Change Your World, AI in Your World.

Within the EdShed platform, our pupils will be able to:

- Create and manage media, including with AI
- Manage data with our database tool
- Create code using Shed Blocks, utilising media and data
- Programme micro:bit devices
- Access simple work processing and presentation tools
- Safely share their projects and receive feedback

## ii) **Pedagogical Integration**

Our school aims to ensure technology serves as an engaging tool to enhance lessons rather than a replacement for traditional teaching.

All of our pupils have Chromebooks which they use in a variety of ways in their everyday learning. Our **KS1 pupils** have regular access to Phonics Play, EdShed, Numbots and DigiMaps. These help build the children's independence and confidence in using their own devices for individual learning. Our **KS2 pupils** use Times Table Rockstars, Maths Shed, Spelling Shed, DigiMaps, White Rose Maths, Fonetti (an AI powered reading coach) and a variety of online educational resources to support independent research (eg. BBC Bitesize, Kid's National Geographic etc).

Both KS1 and KS2 classrooms have large interactive touchscreen display screens which have become a vital part of daily teaching and learning. The screens are invaluable in group activities when using software such as White Rose Maths and EdShed as the children can collaboratively interact and engage with the learning.

## iii) **SEND Support**

Our school does not currently need to utilise specialist tools such as speech-to-text and visual/audio adaptors but would do so if required in order to remove barriers to learning for pupils with special educational needs and disabilities.

## **2. Safeguarding, Filtering, and Monitoring**

### i) **Online Safety**

Our school implements age-appropriate e-safety education within the Personal, Social, Health and Economic (PSHE) and computing curricula through a variety of means.

- We use **One Decision**, an online PHSE scheme which includes e-safety.
- We are also adopting **Computer Shed** from September 2026 which will cover all of our KS2 computing curricula.
- We use **CUSP** for KS1 pupils.
- **Teachers** also reinforce online safety messages regularly during the school day.

- The school also uses Pol-Ed which supports us in delivering expertly planned lessons designed to develop a deep awareness of risks, citizenship and the law.
- We also get bi-annual visits from Cumbria Police to help educate staff, pupils and parents on the risks of using the internet.

## ii) **Filtering and Monitoring**

The school has robust, cloud-based content filtering to block inappropriate material without hindering learning, accompanied by background monitoring to spot safeguarding risks.

New expectations mapped out in KCSiE 2025 led to a full overhaul of our filtering and monitoring, and led to us taking on an IT contractor, System IT Ltd, who now provide a comprehensive F&M system which blocks inappropriate content without unreasonably impacting teaching and learning. They use **NetSweeper** which provides daily bulletins on key searches and threats.

## iii) **Responsible Use Agreements**

Our school has clear, simple **Acceptable Use Agreements** that are signed by pupils, staff, parents and governors bi-annually, stating that they will adhere to our IT code of conduct.

# 3. Infrastructure, Hardware, and Support

## i) **Device Deployments**

Our school provides equitable access to devices (laptops, tablets, or interactive displays).

- All of our pupils have their own designated **Chromebook and headphones** which they use throughout their time at Patterdale CofE School.
- Both KS1 and KS2 classrooms have **large interactive touchscreen display screens**; and we also have PCs around the school building. All pupils have equitable use of devices at school and we try our best to support parental needs in the home in terms of loaning out devices and helping with broadband access where we can.

## ii) **Cloud Solutions**

Our school has adopted secure, cloud-first systems for easy collaboration, data storage, and remote access, ensuring compliance with data protection regulations.

- We have taken a 'belt and braces' approach and have a dedicated hard drive for backing up data alongside our comprehensive cloud back up system.
- The school uses SIMS Next Gen as its MIS which is cloud-based.
- We also use Dropbox and Google Drive for data storage and sharing.

## iii) **Robust Wi-Fi & Technical Support**

- In 2024 the school upgraded from unreliable 80M non-fibre broadband and now has robust 1G high-speed fibre broadband.
- In 2025 the school upgraded from limited low level partial coverage of its building and now has robust high level centrally managed Wi-Fi that provides seamless secure coverage across the entire site.
- Throughout 2025 and early 2026 all outdated network switches and hardware were phased out. The school now has modern switching infrastructure which manages our internet traffic efficiently and securely.

- System IT Ltd provides us with excellent IT support. They are based locally and have a technician who visits school monthly or upon issues, and a remote team that respond to issues within the day.
- System IT conduct periodical full audits of our IT hardware and systems.

#### 4. Staff Development and Training

In terms of upskilling our teaching staff with high-quality professional development in managing digital classrooms, our staff have had limited training. This is an area we need to greatly improve on and our plans are outlined in our School Improvement Plan (SIP) for 2026-27.

**In terms of designated digital leaders** within our school, our Headteacher/DTL and our SBM/Designated Person (DP) promote best practice and support less confident colleagues as well as bringing in outside expertise and training where required.

The DP will take a lead on researching good quality CPD through training and by learning from good practice in other schools.

#### 5. Finance and Sustainability

- **Budgeting:** As stated in Pillar 2 on page 4, our school keeps an Asset Register, Contract Register and Information Asset Register. This helps us to be proactive when setting a budget as it enables us to consider replacement hardware, software licensing, ongoing maintenance, and eventual disposal costs. It also enables us to avoid compatibility issues in the future due to technology advances.
- **Procurement:** As a small school, buying decisions align with wider school improvement goals and offer long-term sustainability wherever possible. IT procurement is built into our long-term budget.

#### **ACTION POINTS**

- Audit staff confidence in managing digital classrooms. This will be initiated at the staff meeting on 15/6/26.
- DP to liaise with other schools regarding their use of technology to support a digital classroom.
- DP to organise appropriate CPD for all teaching staff to increase confidence and upskill staff in using digital technology within their teaching.

**Our aim is to achieve these actions by July 2027.**