



This Evidence Checklist is a suggested guide for secondary schools in selecting examples where their policies, practices and other activities meet the requirements of each criteria.

The Award does not specify the number of pieces of evidence needed to meet the requirements of each criteria but rather that the evidence they provide is representative of the overall experience of students and teachers.

Leadership and Vision –

The school has a digital strategy that is reviewed, updated and shared with teachers, and:

- a. supports face-to-face and blended learning formats;
- b. fosters partnerships outside the school;
- c. places emphasis on cyber resilience and internet security;
- d. supports copyright compliance.

Evidence could consist of a range of examples including:

- Documents such as the school digital strategy, school development and faculty plans that outline how digital technology is deployed to support learning and teaching;
- Procurement strategies and outcomes;
- AUP policies and information provided to learners and their parents or guardians.

When Presenting evidence, try to explain or show: how the digital technology strategy is informed by regional and national policy, how it included teachers' and learners' voices, what the challenges were and how the school overcame them. Are there digital champions/leaders in the school (among teachers and learners)? What is their role and how are they supported?

Digital Learning and Teaching –

Teachers routinely use digital technologies for planning, teaching, collaborating and evaluating learning, including:

- a. using digital resources to provide students with opportunities to develop digital skills, creativity, independent learning;
- b. fostering strong cyber resilience and internet safety practices;
- c. where appropriate supporting students in using their own digital devices for learning;
- d. using a range of age-appropriate hardware and software, including assistive technologies to provide additional or differentiated learning for pupils with additional support needs;
- e. supporting collaborative and independent learning formats;
- f. using digital technologies for real-world learning.

Evidence should consist of a range of examples including:

- Innovative pupil work created using digital technology from a cross-section of year groups and subject areas.
- Feedback from teachers and pupils showing how digital technology is used to promote creativity and foster independence.
- Innovative pupil work created using digital technology such as compositions, presentations, animations, videos, images, websites from a cross-section of year groups and subjects
- Statements from or discussions with pupils detailing the ways in which they use digital technology creativity in school.
- Feedback from teachers and pupils indicating how learning is enhanced through the use of digital technology.
- Statement from pupils detailing the ways in which they use digital technology in school to help them learn more effectively.
- Examples of content created by pupils using digital technology in a range of subjects across a number of year groups.
- Examples of pupil work that clearly indicate how teachers from different departments have used appropriate digital technologies to enhance their pupils' digital skills and attitudes.
- Teacher plans for the flipped classroom approach.

The school ensures that students develop digital skills across a range of subjects and/or school phases, including:

- a. learning to be safe and responsible online in ways appropriate to their age and maturity;
- b. creating digital content;
- c. using range of digital technologies in-class and online to support their learning;
- d. using assistive technologies to support additional needs where appropriate;
- e. using a range of digital communication and collaboration formats within and beyond the school;
- f. using digital technologies to reflect on their learning;
- g. having opportunities to have their digital achievements recognised and celebrated.

Evidence should consist of a range of examples including:

- A link to an up-to-date school website that showcases learner work in ICT/digital technology and provides links to educational resources, photographs and descriptions of pupil achievements including achievements in digital technology, links to online safety resources.
- Relevant school documentation for parents e.g. school holidays, events, policies, contact information.
- Screenshots/printouts of learner engagement in virtual learning environments such as GLOW.
- Photographs or screenshots of information displayed on digital noticeboards and information on Facebook, twitter, newsfeeds etc.
- Inclusion of the following in the school's **digital strategy or ICT policy**.
- Information as to how the school recognises pupil excellence in the use of digital technology.
- A computer club timetable or membership list
- Pupil work created collaboratively with pupils in other schools.
- Photographs of pupil and teacher participation in project work via video conferences.
- Screenshots of the virtual learning environment interface showing project work uploaded by pupils from different schools or edited collaboratively.
- Evaluations of collaborative projects completed by pupils and teachers.

Professional Development –

Digitally focused Career Long Professional Learning (CLPL) activities are:

- a. designed around identified teacher needs as well as regional and national policy-driven imperatives or accredited courses.
- b. Where appropriate, colleague-led and-or cluster-based;
- c. Innovative;
- d. shared and disseminated in school and, where appropriate, beyond;
- e. reviewed regularly;
- f. focussed on strong pedagogy and student learning;
- g. supports 'digital champions' who can help, guide, evaluate and implement student and teacher voices;
- h. aware of the challenges and opportunities offered by emerging technologies including AI.

Evidence should consist of a range of examples including:

- Recent whole school or faculty based staff audits of training needs.
- Excerpts from staff meetings.
- Staff attendance sheets for a CPD event in digital technology.
- Statements from or discussions with teachers that demonstrate the positive impact of such events on their classroom practice.
- Minutes of meetings of digital champions.
- Examples of how teachers are kept informed about emerging issues around internet safety and cyber resilience.

Infrastructure and Equipment –

There are adequate devices and spaces with good connectivity, technical and pedagogical support for digitally rich learning experiences across the school, including:

- a. student digital devices that facilitate a range of deep learning experiences in-class and online;
- b. support for independent and collaborative learning tasks;
- c. support for learners with additional needs;
- d. a school-wide learning management system where teachers can plan, manage, deliver, record and assess learning;
- e. Where appropriate support for BYOD;
- f. systems to ensure compliance with software licencing requirements
- g. systems to support, manage, secure and monitor CRIS.

Evidence should consist of a range of examples including:

- Inclusion of the following in the school's **digital strategy or ICT policy**:
- An inventory of hardware with an explanation as to how workstations, wifi points and resources maximise opportunities for independent and collaborative learning.

- Details as to how the school ensures that all pupils have equity of access.
- Statements from or discussions with pupils across a range of year groups and subject areas providing details of the hardware they have access to.
- Examples showing the allocation of subject specific software. Screenshots of teacher-created online courses in GLOW or other virtual learning environment.
- Details of how the school complies with licensing regulations.

Collaboration and Networking –

Teachers collaborate with other schools and organisations in curricular and extracurricular activities including:

- a. learning about and through digital technologies;
- b. contributing to and learning from networks to support their CPD.

Evidence should consist of a range of examples including:

- Documents that include details of past and planned future teacher and learner engagement with a range of educational partners using and/or supporting digital technologies.
- Evidence of engagement with projects, competitions, school clusters, demonstrations etc that have digital development or application as their theme.

Assessment –

Teachers use a range of digital technologies for formative and summative assessment, including:

- a. enhancing feedback and to help students document their learning;
- b. using data to inform the effectiveness of their teaching;
- c. individualising and/or differentiating learning;
- d. using data to support student and teacher-led target-setting;
- e. using online platforms to manage, record, store and share information.

Evidence should consist of a range of examples including:

- Evaluations of collaborative projects completed by pupils and teachers.
- Examples of peer-to-peer and teacher-led feedback;
- Examples of the use of data to support individualised learning and target-setting;
- Examples of students reflecting on their learning;

- Student work including e-portfolios and other repositories for learning and reflection;
- Other forms of evidence contributing to the school's submission.