

SBC Digital Expectations: Inspire Learning in Secondary



iPad tools are used to ENHANCE practice, not replace it.

Core	Highly Effective
Professional Learning	
<ul style="list-style-type: none"> Engage with professional learning materials and courses on the SchoolHouse Team /Inspire Website Showbie / Teams / OneNote are being used as per school policy - classes, groups, portfolio etc Are able to request a website to be blocked Can trouble shoot common problems – hard reset and proxy etc. They know when and where to access support – CGI WeChat, Inspire Support email Have Apple Teacher accreditation Are familiar with digital expectations and progression from primary therefore what skills pupils should have already Have an awareness of Cyber Resilience and Internet Safety 	<ul style="list-style-type: none"> Regularly make use of Inspire Learning content with classes– 12 Days, live lessons and website etc Sharing learning and experiences with colleagues Take their Apple Teacher further for example by joining the Apple Community, completing Apple Teacher Portfolio or undertaking Apple Learning Coach
Culture, Ethos and Environment	
<ul style="list-style-type: none"> Staff and learners take responsibility for keeping their iPad charged, software up to date and in good working order Learners take appropriate care of iPad and hardware Cyber Resilience and Internet Safety is planned for iPads are confidently managed e.g. using Apple Classroom 	<ul style="list-style-type: none"> Cyber Resilience and Internet Safety is regularly referred to Learners can trouble shoot common problems – hard reset and proxy etc. They know where to access support in school
Skills	
<ul style="list-style-type: none"> All pupils added to class(es) in Apple Classroom Apple TV/screen mirroring is used to share teacher's iPad screen to share resources/instruction/learner work Staff are able to collaborate effectively on Shared Documents Learners upload a variety of document types - photo, pdf, links, powerpoint, keynote etc Staff make use of tools on Showbie such as create document, quick questions, voice notes, class discussion and the portfolio 	<ul style="list-style-type: none"> Teachers use Apple Classroom/screen mirroring for formative assessment/ feedback/differentiated resource sharing/sharing student screens Use subject specific apps where appropriate e.g. Procreate, Sibelius
Learning, Teaching and Assessment	
<ul style="list-style-type: none"> Core personalisation/accessibility features that support learning are used by pupils where appropriate: Spoken Content, Dictation, Colour Filters, Immersive Reader Staff are aware and promote of key accessibility features needed by their learners Learners effectively use their iPad to support and demonstrate their learning A variety of tools such as Apple Classroom, Forms, Showbie, Wayground (Quizizz) can be used for formative assessment Learners can access work and upload work independently to the appropriate location Learners can use various tools to show their learning such as voice note, dictation, text comment etc Staff can use Showbie/Teams/OneNote to give feedback (in line with school policy) Showbie is used for reporting to parents in line with school policy Learners have the choice of apps/tools to complete an assignment when appropriate Creativity is promoted and planned for 	<ul style="list-style-type: none"> Formative assessment tools are embedded and the data and feedback are used effectively to inform next steps Departments / faculties have shared spaces and resources Departments / faculties collaborate on and share assessments Parent groups are established and used in line with school policy Learners have opportunities to use technology for their learning outside the classroom Learners have opportunities to collaborate on documents/ projects Learners are given opportunities to develop digital skills needed for education, business and communities. E.g using email, presenting information and yourself on screen, experiencing video conferencing. Creativity is embedded in practice using a range of approaches