Action Point Ref No.	Phase	UAE National Inspection Framework Indicators	Outcome / Rationale	Organisational Touchpoint / Vehicle	Practice and Impact - Indicators
A1	1	1.1.1; 1.3.1; 1.3.2; 1.3.3; 1.3.4; 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.2.1; 2.2.2; 2.2.3; 2.3.1; 3.2.1; 4.1.1; 4.1.2; 5.1.1; 5.1.5; 6.3.3;	**The school has a comprehensive, fully assesed digital citizenship programme in place.** It is a prerequisite of any student engagement with digital devices or in online activities that users are educated to be independent, self-managing, safe and responsible digital citizens. "Before you teach coding, teach Digital Citizenship." - Tom Friedman, GESF 2017, Dubai.	Common Sense Media (CSM) Digital Citizenship curriculum	School implements full CSM curriculum and assessments from K-12. School is certified by CSM, renewed annually.
A2	1	1.3.1; 1.3.2; 1.3.4; 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.2.1; 2.2.2; 3.1.1; 3.1.2; 3.1.3; 3.1.4; 5.1.1; 5.1.5; 5.2.1; 6.1.2; 6.1.3; 6.3.1; 6.3.2; 6.3.3; 6.4.1; 6.5.1; 6.5.4	**To ensure clarity of expectations and accountability, the school has an Empowered Digital Use (EDU) Policy which outlines the rationale and the expected behaviours of all stakeholders, in all areas of the school's digital operations. Consequences of non-compliance with this policy are clearly stated and enforced.**	School Empowered Digital Use Policy; KHDA Home-School Contract	Empowered Digital Use (EDU) policy signed by all staff, students and parents. EDU Policy be framed positively in terms of the rationale for digital learning and makes clear reference to the systems and tools used in the school. EDU Policy links to the school's Behaviour and Teaching & Learning policies. EDU Policy is explicitly referenced and its terms are included in the KHDA Home-School Contract.
A3	1	1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 6.4; 6.5;	**Key school improvement documentation incorporates the school's digital strategy, not as a separate or additional strategy, but as being critical to school improvement**. 'There should not be a digital strategy and a company strategy - just a company strategy with digital overlaying this' - Didier Bonnet. All schools need to make explicit reference to the role of digital in their strategic reviews and plans, to ensure digital transformation is rooted in their specific goals and is situationally relevant to the school improvement process.	Self Evaluation Form (SEF); School Development Plan (SDP)	School vision, SEF and SDP and related action plans show commitment to digital normalization, with an integrated / overlaid digital strategy shared with all stakeholders, who are committed to the vision.
A4	1	1.3.4; 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 3.1.1.; 3.1.2; 3.1.4; 3.1.5; 3.2; 5.1.1; 5.1.3; 5.1.5; 6.1.1; 6.1.2; 6.1.3; 6.1.4; 6.1.5; 6.2.1; 6.2.2; 6.2.3; 6.2.4; 6.3.1; 6.3.2; 6.3.3; 6.3.4; 6.5.1; 6.5.2; 6.5.3; 6.5.4;	School has a Chief Innovation and Digital Officer in post. data and research from industry and education have found an emerging necessity for successful organisations in the Digital Age to have a Chief Digital Officer - Lee and Broadie (2016), Bonnet, D. (2014). This is the difference between success and failure in digital change management initiatives. "Leadership is the most decisive factor for a digital program's success or failure. Increasing C-level involvement is a positive sign, and the creation of a CDO role seems to be a leading indicator for increasing the speed of advancement" (McKinsey, 2014). Note: In schools, the the role of CDO has been expanded to incude oversight of Innovation to create the postion of Chief Innovation and Digital Officer (CIDO). Example job description has been shared with all schools. See https://www.educationtechnologysolutions.com.au/2016/08/chief-digital-officer-governance-school-digital-ecosystem for more guidance.	Chief Innovation and Digital Officer	School identifies a Chief Innovation and Digital Officer: a respected leader of learning, recommended to be on the SLT, with whole school influence - "an astute, visionary senior educator with good people skills and a high degree of digital expertise, responsible for shaping, operating and growing the school's digital ecosystem." - Lee and Broadie (2016) Leadership is effectively distributed across the school with all leaders embracing accountability for supporting the work of the CIDO as it relates to their own areas of practice. It is recognised that the digital environment requires as much maintenance, care and development as the physical environment and this can only be achieved by effective distribution of accountability. The CIDO works closely with the school's IT Engineer(s) and IT to ensure effective functioning of the digital ecosystem.
A5	1	1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 6.4; 6.5;	IT systems in the school are reliable and effective. In line with the requirement that the CIDO is a high level, professional educator, it is important that IT systems and infrastructure in schools support and help to deliver the educational vision and strategy of the Principal and CIDO. IT support teams are partners in delivering these goals, empowered by the CIDO to understand and help deliver the school's strategy, with a clear educational focus.	CIDO relationship with Lead IT Engineer and IT services	The school's IT support team members connect face to face with teachers and leaders, are visible in classrooms and relevant meetings, and are empowered to understand the needs of teachers, students and parents from an educational perspective. They are responsive to issues and proactive and consultative in the school's digital educational strategy.
A6	1	1.3.4; 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.1; 3.2.4; 3.2.5; 4.2.2; 6.1.2; 6.1.3; 6.1.4; 6.2.1; 6.2.2; 6.2.3; 6.3.1; 6.3.2; 6.3.3; 6.3.4; 6.5.1; 6.5.2; 6.5.3; 6.5.4	**The school has clearly defined digital workflows that are well-communicated and understood by all stakeholders.** The most effective, ground-up innovations are scaled across the school as part of a continuous review process, to ensure clarity and consistency. Research shows that effective practice and consistency of systems can differ more within schools than between schools. It is necessary to encourage innovation by teachers whilst ensuring that effective practice is scaled and normalised so there is clarity for all stakeholders. "The role of the C[I]DO is to turn a cacophony into a symphony" - Mal Lee (2016)	School Development Plan (Innovation thread)	Chief Digital and Innovation Officer ensures structure is place to encourage digital innovation in all areas and effective practice is shared and scaled. Teachers are encouraged to innovate and take risks. They are recognised and rewarded for innovating and sharing. The CIDO ensures a healthy balance of organic innovation and clarity and consistency of effective practice and processes across the school.

A7	1	1.1; 1.2; 1.3; 2.1; 2.3; 3.1; 3.2; 5.1.1; 5.2.1; 5.2.5; 6.1; 6.3; 6.5.2	**Recruitment of digitally capable educators is essential so they are able to adapt and be assimilated quickly and effectively into a world class, digitally normal environment.** Virtually all research points to the fact that better teachers lead to better outcomes.	Recruitment Process including JDs, advertisement content and interview questions	HR supports schools in making digital competence and proven understanding of digital pedagogy key requirements in the selection of new teachers - evidenced by job advertisements and interview questions.
A8	1	5.1.1; 6.1.3; 6.3.1; 6.3.2; 6.3.3; 6.4.1	**School ensures consistent quality and security of parent communications, with visibility to School Support Centre.** Other 3rd party tools present serious security risks, result in loss of IP and in some cases opportunities for competitors to advertise their services.	Fusion Comms Centre	School uses the secure Fusion Comms Centre to communicate with parents in accordance with Communications Policy. ALL parents have app installed on phones.
A9	1	5.1.1; 6.1.3; 6.3.1; 6.3.2; 6.3.3; 6.4.1	Parents are consistently well-informed about their children's learning and development, as well as general school events, services and resources. High quality parent engagement and customer service are critical to the success of and its schools. The Fusion Parent Portal provides a single point of entry to all information and services required by parents and must therefore be actively managed and kept up to date in all schools.	Fusion Parent Portal	Fusion Parent Portal and mobile app are set up, providing the point of access for all school and services. Communications and School Information Content is kept up to date, including school policies within School Areas, School Advertiser, Parent Advertiser, School Blog, Calendar, School Bookmarks, Help and Support address. services as these and when they are integrated.
A10	1	6.3.1; 6.3.2; 6.4.1; 6.4.2; 6.4.3	School promotes stakeholder surveys through Fusion, thereby facilitating collection and flow of essential group data. Channelling the stakeholder surveys through Fusion has resulted in significantly higher response rates and richer data to inform high level strategy and CRM. This will be enhanced further as all parents globally access their school and services through the portal.	Stakeholder Satisfaction Surveys	School promotes completion of Stakeholder Surveys, which are centrally managed by Marketing.
A11	1	6.1.1; 6.1.3; 6.1.4; 6.1.5; 6.2.1; 6.2.3; 6.2.4; 6.4.1; 6.4.2	**School leverages online technology to engage parents active partners in the school improvement journey.** As per Chairman and Eric Sheninger, it is necessary in the digital age to engage parents in the school improvement journey. Schools must control the PR narrative and continuously engage customers. Front line and most important / influential agents in the school CRM process are the teachers and principal.	Fusion School Blog.	Principal provides at least monthly updates (recommended best practice) through the secure Fusion School Blog to share and engage parents through dialogue in the school improvement journey.
A12	1	6.3.2; 6.4.1; 6.5.1	**Up to date school calendars and events are secure (not publicly available) and visible to School Support Centre in real time.**	Fusion / Integrated Outlook Calendar	School uses the integrated Fusion / Outlook Calendar exclusively to manage and update events.
A13	1	2.1.2; 2.1.4; 5.1.1	**All staff and students have access to a mechanism for reporting online and real life abuse, in confidence.**	Report Abuse and Censor Filter	Report Abuse module in Fusion is switched on for Staff and Students and publicised to community. Child Protection Officer (CPO) is linked to the module and deals with reports promptly and appropriately, in line with the staff conduct and child protection policy. Incidents are reported by the CPO via RIVO, as appropriate. Nominated person monitors Censor Filter log daily and actions concerns as appropriate.
A14	1	6.5.3	**All digital systems users independently utilise Live Chat and ticketing to troubleshoot minor issues and raise feature requests.** In order to track effectiveness of the ecosystem overall and by module, creating tickets to address technical issues or resolve functional queries is essential. This also relieves pressure on the portal administrator at school level.	Live Chat and Ticketing	All users utilise Live Chat and Ticketing systems to resolve issues and queries where these can't be resolved by colleagues or portal administrator at school level.
A15	1	6.5.3	**All teachers ensure they are aware of key features in Fusion through personal use of video tutorials.** In today's education profession and in industry it is becoming increasingly important that professionals take ownership of their own development and actively upskill themselves.	Video tutorials	All staff use video tutorials in Content Library as key method of personalised professional development.
B1	2	6.3.1; 6.3.2; 6.3.3	**All parents understand their customer journy in accessing the school's digital ecosystem and can easily find and access the information they need.** To ensure that parents are aware and empowered to fully engage in their children's learning, every school's Parent Handbook must be updated to provide details of the digital ecosystem and how it can be leveraged by parents.	Parent Handbook; KHDA Home-School Contract	School's Parent Handbook and KHDA Home-School Contract are updated annually to reflect changes in the digital ecosystem. Clear direction is provided as to where and how parents login to Fusion (including via the app) and access various sources of information, as well as opportunities to interact with the school. As part of new family registration process, the registrar ensures that every new parent installs the Fusion app on their phone. Process and contact details for troubleshooting are clear.
B2	2	6.3.1; 6.3.2; 6.3.3	**Social Media is leveraged, empowering schools to control the public-facing PR narrative** - Eric Sheninger	Facebook, Twitter, Instagram, School Website	Principal and all school leaders are connected to the school community and beyond via social media – they lead by example in their daily practice and actively control the narrative and school's reputation.
B3	2	3.1; 6.1.1; 6.1.2; 6.1.3, 6.1.4, 6.1.5; 6.2.3; 6.5.2	**Every Principal is empowered to lead their school's digital transformation process.**	Microsoft 21CLD Course	All Principals have opportunity to undertake 21CLD Course from MS. Impact of 21CLD learning is evidenced.

B4	2	1.1.1; 1.1.2; 1.1.4; 1.2.1; 2.1.5; 3.2.1; 3.2.2; 3.2.3; 3.2.4	**School has a full time, competent data manager.** Digitally mature, world class schools have a capable, dedicated data manager. It is no longer enough to place this responsibility on an employee for whom this is not their main or exclusive role in the school. It is recognised that, in the digital age, the collection, flow and use of data are critical aspects of any organisation's operations and success.	Data Manager	The school has a capable data manager who has appropriate time allocated to them.
B5	2	1.3.4; 3.1.1; 3.1.2; 6.1.1; 6.1.2; 6.1.3; 6.1.4; 6.1.5; 6.5.2	**Innovation. effective use of digital technologies and sharing this with colleagues are all explicitly recognised and rewarded as an integral part of the change management process.** Change does not happen unless people are empowered and held accountable. "Performance Management is an essential building block of digital transformation. Enablement without accountability is not enough" - Didier Bonnet. This accountability will also ensure high levels of school performance against UAE Inspection Framework indicators.	Performance Management Process	All Principals, Senior Leaders and Teachers held accountable, recognised and rewarded for personal digital practice, innovation, sharing with and supporting others, focused on impact. Central HR and school leadership make this explicit in PM process and documentation.
B6	2	1.3.2; 1.3.4; 3.1.1; 3.1.4; 3.1.5; 6.1.1; 6.1.2; 6.1.4; 6.5.2	**All teachers are empowered through a comprehesive programme of professional learning to play a full part in the school's digital transformation.** Providing digital systems, content and tools without the corresponding professional learning is not sufficient to ensure the requisite shift in teaching practices. It is recognised that only a very small proportion of K-12 teachers have adequate training or qualifications in online and blended teaching and digital instructional design or a deep understanding of enduring and emerging learning theories necessary to provide a world class education in the digital age. We can only expect teachers to acquire and deploy such expertise if we provide a professional learning framework for transformational practice.	Microsoft Transformation Framework	All staff are enrolled in Imagine Academy All staff take at least one IA course per year All educational staff new staff are trained to minimum of MIE level All staff join Microsoft Educator Community All Digital Leaders have applied for MIEE status All MIEEs have applied for E2 Exchange status Above milestones recognised in PM
B7	2	1.1.1; 1.1.2; 1.1.4; 1.2.1; 1.2.2; 1.2.3; 2.1.5; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5	**Technology is used effectively to collect and analyse data, and inform learning, minimising administration time for teachers .** Modern technologies provide schools with unprecedented opportunities to collect data and use this to drive school improvement, effectiveness and efficiency.	Data usage, systems and flow.	The school collects, analyses and acts on data effectively to improve student learning outcomes and parent satisfaction.
B8	2	1.3.4; 3.1.1; 6.1.2; 6.1.4; 6.1.5; 6.2.1; 6.2.2; 6.5.1; 6.5.2; 6.5.3; 6.5.4	**Use of technology has a positive impact on learning outcomes and this is continuously reviewed.** To ensure high ROI on technology investment and usage, it is important that schools reflect on the real and relative impact of technology as an integral part of the SEF and SDP. This informs decisions around future innovations, systems, practice, school improvement and strategy.	Monitoring of impact through SEF and SDP	The school monitors the impact of technologies on student learning outcomes and parent satisfaction.
B9	2	5.1.1; 6.4.2	All Intellectual Property is protected and stored exclusively in -managed / accessible systems. To protect IP in secure systems and provide availability to share school created content for the benefit of all schools and business units.. As per the terms of all employment contracts,all content created while employed by the company or any of its schools is the property of Education. Any such content must therefore be stored exclusively on - provided devices or in authorised areas to prevent loss of IP and to make such content available to the other areas within the group as required.	Fusion storage and OneDrive	The school and all members of staff and students store content exclusively on devices, registered BYOD devices or in Fusion / One Drive. No -owned content is stored in personal online drives or in any other space or device not managed or accessible by (including external hard drives, Google Drive, personal One Drives, Personal DropBox accounts, etc.) not linked to a ID or connected to the MDM service. All school-owned devices to have One Drive configured to ensure teachers have minimal learning curve in moving to the cloud.
B10	2	1.2.1; 1.3.1; 2.1.3; 3.1.1;3.1.4	**Technology is used to enhance personalised learning through improved relationships and awareness of students' interests and aspirations.** Truly personalised learning requires teachers to have a deep understanding of their children's personalities, strengths, areas for development, gifts, talents and aspirations - and also their real time state of mind. The better teachers know their children, the better those children learn.	Fusion Personal Profile.	Profile completed by all students and teachers. Teacher profile analysed in PL sessions focusing on EQ and teamwork. Student profiles used to inform teachers of personal interests, strengths, development points and aspirations
B11	2	1.1; 1.2; 1.3; 2.1.1; 2.2.1; 2.2.2; 2.2.3; 3.1.4; 3.2.1; 3.2.3; 3.2.4; 3.2.5; 4.1.2; 4.1.3; 4.1.4; 4.1.5; 4.2.1; 5.2.1; 5.2.3; 5.2.5; 6.1.2; 6.1.5; 6.2.1; 6.2.2; 6.2.3; 6.3.1; 6.3.2; 6.3.3; 6.4.1; 6.4.2; 6.5.1; 6.5.4	**School uses Kinteract to transform personalised learning, student agency, parent engagement and the entire progress and achievment tracking, target setting, reporting and data management process.** To support personalised learning and ownership of that learning by students and parents, within and beyond the visible curriculum, schools need to look beyond the traditional tracking and portfolio tools, bringing in Artificial Intelligence to help guide every learner and powering a social model of formative assessment that engages teachers, parents, students and their peers in real time.	Kinteract or other tool providing equivalent AI engine, learner and parent agency, curriculum adaptability and data analysis functions.	Kinteract or an equivalent tracking, target setting, social assessment, parent engagement and portfolio-building tool, is deployed for all students in the school, including to track UAE Moral Education and Global Citizenship programme outcomes. All parents are empowered via the digital ecosystem (e.g. Kinteract, Discussions Module) to contribute actively to the holistic development and assessment of their children, rather than being passive recipients of progress and achievement data.
B12	2	1.2.2; 1.2.3; 1.3.2; 1.3.3; 1.3.4; 2.1.1; 2.1.3; 3.1.1;3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.5; 5.1.1; 5.2.1; 5.2.4; 6.5.1; 6.5.3; 6.5.4	Office 365 deployed and used effectively within the school and to connect with schools and other business units globally. Secure, industry-standard productivity and collaboration tools are available to all staff and students to maximise learning outcomes and provide common collaboration and teamworking platform to connect all professionals and students globally.	Office 365	School deploys Office 365 as the recognised productivity suite for all schools.
B13	2	1.3.1; 1.3.4; 3.1.1; 3.1.2; 3.1.3; 3.2.1; 3.2.5; 5.1.1;6.1.1; 6.1.2; 6.1.3; 6.1.4; 6.2.1; 6.2.2; 6.2.3; 6.3.1; 6.3.2; 6.3.3; 6.5.1; 6.5.4	Digital workflows are clear and consistent across the school and clearly communicated to, and understood by, all stakeholders. It is necessary to provide clearly understood and visible workflows across all schools, surfacing key data on patterns and quality of teaching and learning across the group. This cannot be achieved if schools are using a disparate, constantly shifting set of learning management systems over time and across phases/departments.	'Homework' Manager / OR Task manager	All teachers use Fusion Homework to manage workflows for students. Homework Manager is renamed at school level (using Terminology Editor) to reflect the continuous nature of learning and the low impact of homework as a discrete practice, e.g. Learning Manager, Work Manager, Learning Tasks, Current Tasks, etc.

				OR MS Teams/Kinteract	MS Teams OR Kinteract used to manage workflow in place of native tools.
B14	2	5.1.1; 6.4.1; 6.5.1	**To ensure protection of students and all other stakeholders, including data and against risk of legal action, school ensures that all technology use complies with legal regulations and provider Terms and Conditions.**	Legal Compliance	All hardware and software is appropriately licensed and proucured via established company protocols. Where tools are provided free of charge, school is legally eligible to avail the service. Student data is stored securely and is accessible at group level.
B15	2	6.4.1; 6.4.2	EdTech Teacher Ambassadors are declared and approved by the school principal. Given the increasing trend of 'Teacher Ambassadors' acting to promote EdTech products, it is necessary to ensure full visibility of all such releationships involving employees. All employees must declare such relationships as they exist and seek prior approval before accepting such positions. approval will be granted via the school principal and Legal if escalated.	Conflict of interest declaration.	School monitors and ensures all relationships with staff and EdTech providers are declared and approved by , through the school principal and Legal.
C1	3	1.3.1; 1.3.2; 1.3.3; 1.3.4; 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.2.1; 2.2.2; 2.2.3; 2.3.1; 2.3.2; 2.3.3; 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.1; 3.2.4; 3.2.5; 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.1.5; 4.2.1; 4.2.2; 4.2.3; 5.1.1; 5.1.4; 5.1.5; 5.2.3; 5.2.4; 5.2.5; 6.1.2; 6.1.5; 6.2.2; 6.2.3	**The school has a relevant, future-ready curriculum.** To prepare students for the future, the curriculum must be designed to deliver relevant Values, Attributes, Skills and Knowledge (VASK). In re-imagining the curriculum with this focus, schools ensure clearly defined, holistic outcomes for all students. This process will also make clear the inherent role and desired impact of digital technologies across the curriculum, informing procurement, recruitment and retention, professional learning and deployment decisions.	Curriculum Documentation	Whole school curriculum evidences outstanding provision of VASK and effective mechanisms for personalisation. Shared values are evident and modelled. Explicit statement of the school's curriculum aims and student outcomes supports 21st Century learning goals and aligns to the UAE National Agenda. The holistic curriculum provides **every** student with the opportunity to discover their diverse gifts and have these nurtured with equal resource provision – not a narrow G&T policy. The school aims to equip ALL students with the VASK needed for a lifetime of self-actualisation. Students engage in real community projects, actively seeking to solve real problems and seeing the impact of their work. The curriculum makes the need for students to 'better their world' explicit. School has well-established industry links, providing internship routes, certifications, access to innovation accelerators and clear 'value add' to students' resumés. All aspects of the school, including timings, schedules, curriculum organisation, digital and physical environments, etc., promote, support and demand personalised, student-led learning. Students learn to manage their own learning and are accountable for their own progress and attainment. Students develop their own effective PLNs safely, both within and beyond the digital ecosystem. Student voice has impact through the school development plan and innovations are evaluated and scaled where proven to have impact. Digital technologies and blended workflows fully support delivery of these outcomes. Game-based learning is prevalent across the curriculum.
C2	3	1.1.1; 1.1.3; 1.3.1; 1.3.2; 1.3.4; 3.1.1; 3.1.2; 6.1.1; 6.1.2; 6.5.1; 6.5.2; 6.5.3; 6.5.4	Hardware deployed in the school is fit for the purposes of facilitating the achievement of ambitious, creative and innovative learning outcomes. Global research into schools that have achieved a high level of digital normalisation indicates that such schools have recognised the overwhelming educational benefits of Bring Your Own Device programs as the primary model of device provision. - Lee, M. and Broadie, R. Surveys in schools consistently demonstrate high levels of pre-existing student device ownership, rendering large scale institutional purchases unnecessary and wasteful. Moreover, BYOD provides students with the opportunity to manage their own devices, including tools and content, leading to enhanced levels of ownership of learning pathways and digital skill development.	Device Policy	School has 1:1 BYOD programme that empowers teachers to deliver and students to access a challenging and aspirational curriculum that is future-focused. School ensures that devices mandated or recommneded are adequate to achieve this aim and that students are not at a competitive disadvantage when compared to peers in other schools as a result of device limitations. BYOD Policy promotes a staged 'suite of devices model': e.g. Tablets in EY-G2, *adding* a laptop in G2/Y3 and phone policy in G6 and above. School's Bring Your Own Device Policy is the main vehicle for 1:1 provision, with school devices provided only as a supplement where necessary. School hardware budget submissions are presented with appropriate reference to this policy and justified accordingly.
C3	3	1.3.1; 1.3.2; 1.3.4; 2.1.3; 2.3.2; 3.1.1; 3.1.2; 3.1.5; 4.1.1; 4.1.3; 4.2.2; 5.1.1; 5.1.2; 5.1.4; 6.1.1; 6.1.2; 6.5.3; 6.5.4	**Physical learning spaces support digital age curriculum and pedagogy.** Digital transformation initiatives in schools fail when the physical environment does not support the reimagined curriculum and associated pedagogies, i.e. when technology is deployed within a traditional model and physical space. When this occurs, we see only substitution within the SAMR model and a failure to leverage the technology effectively in TPACK. Schools must provide spaces that clearly and effectively support and facilitate 3M VASK, giving students the freedom, with requisite guidance, to 'learn how to learn digitally'.	Physical learning spaces	The school's physical environment supports the aims of the re-imagined curriculum and associated pedagogies, facilitating student choice, independent and personalised learning and an active, blended learning model. All teachers and students make effective use of Maker Spaces, break out areas, school owned hardware and other technological resources.

					Students have ownership of their decision-making, with teachers mentoring them in 'learning to learn' digitally rather than directing and controlling the use of technology within traditional models and spaces.
C4	3	3.1.1	**All leaders and teachers have an effective, online Professional Learning Network and can demonstrate impact of this on student outcomes.** "A PLN is a tool that uses social media and technology to collect, communicate, collaborate and create with connected colleagues anywhere at any time. Participating educators, worldwide, make requests and share resources. Each individual educator becomes a potential source of information. Collecting these sources in a location to access them is the PLN. There are no two PLNs that are the same." Tom Whitby, Edutopia (2013) **PLNs promote collaboration and reflection, resulting in improved outcomes for students in the teacher's own personal context.** It is increasingly important for teachers to take control of their own professional learning and model this to students. This aligns with Hattie's research into Visible Learning and the impact on student outcomes when teachers share and reflect on their impact.	Personalised Learning Networks	Every Principal, leader and teacher is able to demonstrate active engagement in, and impact of, their online PLN.
C5	3	1.1.1; 1.1.2, 1.1.3; 1.1.4; 1.2.1; 1.2.2; 1.2.3; 1.3.1; 1.3.2; 1.3.3; 1.3.4; 2.1.1; 2.1.2; 2.1.3; 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.1; 3.2.4; 3.2.5; 5.1.1; 5.2.3; 5.2.4; 5.2.5; 6.2.2	Students access online forums, engaging in continuous, active and collaborative learning. data on digital learning practices in schools shows examples of outstanding practice that has significant impact on learning outcomes. This is most apparent where our teachers are engaging students in the 'Active Flipped Learning' process, facilitating a model of continuous, collaborative and higher order learning.	Fusion Forums / Office 365 Teams	All teachers of students aged 7 and above use Fusion Forums or Office 365 Teams to manage active flipped,, continuous and blended learning. Blended and active flipped learning provision ensures that Face to Face time in school is focused on higher order and critical thinking and creative activities, with enhanced formative assessment and teacher awareness of students' pre-existing knowledge.
C6	3	1.1.1; 1.1.2, 1.1.3; 1.1.4; 1.2.1; 1.2.2; 1.2.3; 1.3.1; 1.3.2; 1.3.4; 2.1.1; 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.1; 3.2.3; 3.2.4; 3.2.5; 4.1.2; 4.1.3; 4.1.4; 4.1.5; 5.2.3; 5.2.4; 5.2.5; 6.1.3; 6.1.4; 6.1.5; 6.2.1; 6.2.2; 6.5.4	**Student voice is leveraged to inform improvements to teaching and learning.**	Fusion/ Office 365 Forms	All teachers use the Fusion / Office 365 Forms tool at least weekly to receive feedback from students on the effectiveness of their teaching and as a formative assessment tool.This can be during lessons or units or as exit passes in individual lessons.
C7	3	1.1.1; 1.1.2, 1.1.3; 1.1.4; 1.2.1; 1.2.2; 1.2.3; 1.3.1; 1.3.2; 1.2.3; 1.3.4; 2.1.1; 2.2.1; 2.2.2; 2.2.3; 2.3.1; 2.3.2; 2.3.3; 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.2.1; 3.2.5; 4.1.1; 4.1.4; 4.1.5; 4.2.1; 4.2.2; 4.2.3; 5.1.1; 6.3.1; 6.3.4; 6.5.4	**To support Real World Learning, students have opportunities to engage with peers and experts on a global scale, linked to RWL outcomes, within a secure digital environment.**	Fusion Guest Access / Forums / Office 365	Every teacher utilizes the 'Guest Access' function (external) and Forums or Office 365 (internal global network) to connect students with external experts and peers globally and across the global network of schools.
C8	3	Impacts ALL inspection indicators by providing a vehicle for schools to provide organic, personalised peer support across the group.	Principals, leaders and teachers collaborate, share effective practice and support colleagues across the group. Teachers coming together to reflect on their impact and share effective practice has a greater effect size on student learning than any other single factor." - Hattie, J. (2016) Visible Learning World Conference, London.	ICE (Innovative Connected Educators)	All principals, senior leaders, teachers and administrators contribute a minimum of 6 times per year to the global forum, seeking or offering support to peers across the group. Impact of engagement is recorded in every employee's performance management documentation.
C9	3	Impacts ALL inspection indicators by streamlining workflow for all stakeholders	Secure, tracked access providing usage data (ROI) and Single Sign On to all digital content used in schools, with ONE login ID for all stakeholders. This will streamline the workflow for students and teachers and provide valuable real time data on the most popular tools and content in use across the group.	Content Library, Parent and Teacher Portals.	School connects all digital content and tools through Fusion Content Library / Quicklinks /Parent Portal with SSO for students, parents and teachers.