Digital learning at FJS

At Fleetville, technology is a tool for learning. It does not replace great teaching, books, handwriting, reading, discussion, practical experiences, collaboration or play. We use technology deliberately to improve access, practice, assessment and creation, and to develop the digital knowledge and skills children need.

Why we use technology

Access
To remove barriers to learning.

Practice
To provide targeted practice opportunities of foundational skills, such as times tables or spellings

Create
To present learning and communicate understanding in different ways.

Assess
To support teachers to identify gaps and inform future teaching.

Prepare
To build digital knowledge and skills, and an understanding of the role technology can play in modern life.

How we use it

Purpose comes first
We start with what children need to learn. Traditional teaching remains central and technology is used when it adds value and supports learning.

Short and focused
Most use in lessons is short and purposeful. When digital tools are used with a whole class or group, clear parameters are in place. Platform-specific guidance is set out on page 2.

Inclusion
Technology may be used more frequently for individual pupils or small groups where it helps overcome barriers or provides targeted support.

Our boundaries

Storage
Chromebooks are kept in the Chromebook trolley and are only taken out when needed. They are not routinely kept on desks.

Rewards
Devices are not used as a reward.

Morning Routines
Chromebooks are not used for morning work. However, targeted interventions or personalised provision may use digital tools at this time where they support an identified learning need.

When no longer needed
When devices are no longer required, they are closed and returned to the trolley.

What the guidance says

Using evidence-based approaches to adapt teaching to meet the needs of all children and young people, and promote independence. This could include:

- 'Using technology where appropriate to effectively scaffold learning, promote engagement, and provide opportunities for practice.'
- 'Making technology tools available to assist access to text, writing and translations and teaching children and young people how to use them.'

Hertfordshire Ordinarily Available Provision (2025), p.7

Our digital tools at FJS

Universal use

There are times when the whole class will use Chromebooks/iPads to support learning across the curriculum. Here are the platforms we use in school and the parameters that are in place.

All children are part of their class Google Classroom. This space is used to share resources, to upload digital work and sometimes to support home learning information.

This platform supports multiplication fluency. In Year 4, children complete the national statutory multiplication check. It allows children to work at their own level, with teachers able to monitor and support progress.
This supplements our teaching and paper-based practice. Children can also access this platform from home.

This supports our maths scheme of work. It is used as a consolidation tool and for additional practice at home.
In class, it is used as an extension when all written tasks are complete. It provides a teacher dashboard to help track progress and identify areas of need.

Spelling Shed is our whole school spelling scheme. It provides teachers with presentation tools and task resources, which form the main part of our spelling provision.
To supplement this, teachers can assign the weekly spelling words as practice games using Spelling Shed.
Teachers can provide one Chromebook practice session each week of up to 20 minutes.

Canva is used to create presentations, to publish writing, to create videos or to showcase learning in a different way.
It is used intentionally and occasionally, as part of a unit of work, when it adds value to children's learning.

Additional support

Sometimes children will have access to a Chromebook more frequently with in a lesson to support their access and to help them overcome barriers to learning, or with in small groups outside of lessons (e.g. assembly times) to provide opportunities to consolidate their understanding in specific areas. These tools are used for children who have been identified through our ongoing assessment as needing additional provision.

Read & Write is a Chrome extension that supports children to read extended text It can add a coloured overlay to the text or provide text-to-speech via headphones. This is used by pupils who need this support, including those with dyslexia.

Literacy Gold is a targeted reading intervention programme. It can help children with their phonics, reading fluency or comprehension. It is used for a small number of pupils and can also be used as part of reading lessons for pupils who follow a more personalised learning pathway.

Some children have access to the White Rose learning videos to support their understanding in maths. They will watch short videos before they complete their learning tasks.

Some pupils may have more regular access to a Chromebook as part of their SEND support plan requirements. The use of the Chromebook is planned for and monitored by the teacher.

Our computing and online safety curriculum

Alongside providing access to the technology described above, we also teach the children how to use digital devices safely. Our computing and online safety curriculum give the children the knowledge and skills they need to use these platforms safely and effectively.

Autumn 1: Chromebook induction lessons
These lessons are part of our Behaviour Curriculum Package. They include guidance on caring for the devices, logging in and the safe and appropriate use of Chromebooks

Autumn 2: Assemblies
A member of the school leadership team will deliver assemblies to refresh understanding of safe use of technology, our expectations, and the boundaries we have in place and why we have them.

Throughout the year: Computing curriculum
Children develop digital skills and knowledge through our computing curriculum, including programming, creating media, data handling, and understanding how computer systems and networks work.

Throughout the year: Online safety curriculum
Children learn about privacy and security, online relationships, reputation and misinformation, copyright and ownership, digital wellbeing and responsible use as part of our progressive online safety curriculum.