Bridgend County Borough Council

Schools' Digital Learning Strategy 2025-2028

Foreword

Bridgend County Borough Council is dedicated to making sure that all children and young people are equipped with the skills necessary for lifelong learning and success in the 21st century.

In a world where technology plays a crucial role in everyday life, it is vital for our schools to effectively adopt and integrate digital technology that will enable children and young people to access a wide range of learning experiences and develop the competencies needed to thrive in a rapidly evolving digital world. Bridgend County Borough Council is committed to preparing children and young people for the technological challenges and opportunities of the future.

The Bridgend Schools' Digital Learning Strategy 2025-2028 outlines our vision for achieving digital education excellence across Bridgend schools. It is the product of close collaboration among a wide range of stakeholders, including governors, headteachers, teachers, support staff, local authority officers, elected members, Central South Consortium colleagues, Welsh Government officials and technology partners.

The vision outlined in this strategy ensures that our schools are well-equipped, and our educators are well-prepared to deliver high-quality digital education, while also helping schools to plan, manage, and invest in their technology infrastructure.

Our strategy is forward-thinking and committed to building on the successes of the Hwb Programme for digital learning and EdTech Commercial Service investment in broadband, digital infrastructure, and devices for schools, which continues to support opportunities to advance our Bridgend Schools' Digital Learning Strategy for 2025-2028.

Our strategy acknowledges that the Curriculum for Wales (CfW) and the Digital Competence Framework (DCF) place digital learning on par with literacy, numeracy and Welsh Language, ensuring that the digital needs of both educators and learners are comprehensively met.

There is a strong emphasis on the importance of offering professional learning opportunities to educators and staff with digital education placed at the heart of our objectives. Furthermore, clear guidance is provided to all schools to enhance digital learning skills and improve learner outcomes.

Whilst acknowledging the critical role of face-to-face teaching and learning, this strategy highlights the benefits of integrating online blended-learning methodologies, cloud-based learning, and emerging and innovative technologies. The information outlined in this strategy will offer a framework of support for all schools in adopting a dynamic and effective digital learning model.

Digital technology should also be a cornerstone of all local authority investment programmes, ensuring the education estate can support the technological aspirations of all our schools and the evolving and emerging technological needs of every user. Guided by this principle, Bridgend County Borough Council continues to prioritise digital learning in schools, providing support and guidance with a consistent, standardised, and sustainable approach to technology.

In shaping this strategy, we have ensured that the identified actions align with the following priorities:

- local (for example, 'Team Bridgend' education strategic priorities, local government education services targets, corporate objectives and Bridgend Public Services Board aims);
- regional (for example, Central South Consortium Business Plan objectives and Cwm Taf Morgannwg University Health Board priorities); and
- national (for example, Education in Wales – Our National Mission, Education Digital Standards and the Wellbeing of Future Generations (Wales) Act).

This strategic approach is designed to ensure delivery partners integrate digital education opportunities into many aspects of teaching and learning, enabling children and young people to fully benefit from the potential of digital technology. This document outlines a three-year roadmap, and the strategy will be reviewed annually to ensure a continued focus on offering learners the best outcomes through diverse digital opportunities.

Cllr John Spanswick	Cllr Martyn Jones	Jake Morgan	Lindsay Harvey	Kathryn John	Hannah Castle
Leader of the Council	Cabinet Member for Education	Chief Executive	Corporate Director (Education, Early Years and Young People Directorate)	Chair of the Bridgend Primary Federation	Chair of the Bridgend Association of Special and Secondary Headteachers

Contents

Appendices

1.   Context

1.1   Bridgend County Borough Council ('BCBC' or 'the local authority') is located in South Wales and, as of the 2021 Census, has a total population of approximately 145,500.

1.2   The local authority maintains 59 schools. There are 48 primary schools, including 4 that provide Welsh-medium education. There are nine secondary schools including one Welsh-medium school. Bridgend has two special schools. In addition, there is a pupil referral unit.

1.3   The budget for the Early Years and Young People Directorate in Bridgend County Borough Council for the 2024-25 fiscal year is approximately £148 million.

1.4   The local authority maintains the schools' digital estate. This consists of:

Communications (voice and data)

- One Public Sector Broadband Aggregation (PSBA) Wales managed network circuit in each school
- PSBA and Openreach managed network edge equipment
- Local authority managed network monitoring
- Local authority managed access and distribution switches
- Local authority managed wireless access points
- Local authority managed Voice over Internet Protocol (VoIP) telephone system, used at all but one school

Data centres (moved to Hwb)

- Data centres: 2 (including disaster recovery (DR) site)
- Schools' servers: 0 hosted at BCBC data centres
- Storage servers: 0 storage relevant to schools hosted at BCBC datacentres

End users

- School staff: approximately 3,000
- Pupils: approximately 22500

Devices

Primary schools - Pupil devices (Teacher/support staff devices)

- Windows desktops: 2282 (950)
- Windows laptops: 2034 (1718)
- Apple desktops: 77 (27)
- Apple laptops: 29 (171)
- Apple iPads: 4707 (683)

- Android tablets: 126 (63)
- Chromebooks: 11062 (193)
- Chrome-enabled devices: 11856 (10492)
- Touch screen monitors/boards: 907
- Non-touch screen monitors/boards: 1582
- Audio-visual projectors: 234

Secondary schools - Pupil devices (Teacher/support staff devices)

- Windows desktops: 2127 (716)
- Windows laptops: 781 (659)
- Apple desktops: 15 (16)
- Apple laptops: 12 (130)
- Apple iPads: 1311 (158)
- Android tablets: 126 (47)
- Chromebooks: 6661 (138)
- Chrome-enabled devices: 40 (0)
- Touch screen monitors/boards: 362
- Non-touch screen monitors/boards: 1431
- Audio-visual projectors: 182

Special schools - Pupil devices (Teacher/support staff devices)

- Windows desktops: 38 (95)
- Windows laptops: 58 (294)
- Apple desktops: 2 (1)
- Apple laptops: 0 (0)
- Apple iPads: 95 (67)
- Android tablets: 0 (0)
- Chromebooks: 133 (0)
- Chrome-enabled devices: 0 (0)
- Touch screen monitors/boards: 82
- Non-touch screen monitors/boards: 10
- Audio-Visual projectors: 2

2.   Priorities

2.1   Our national mission is to raise standards, reduce the attainment gap, and deliver an education system that is a source of national pride and public confidence. Curriculum for Wales 2022 is fundamental to achieving that mission ('Education in Wales: Our national mission', Welsh Government, 2017).

2.2   The following four aims are central to this mission:

- ensuring that learners in Bridgend develop high-level digital skills and competencies with increasing independence to effectively and critically

> navigate, evaluate, and create using a range of technologies within many contexts and situations;
> - ensuring schools have access to modern digital curriculum technology and resources, including assistance to schools in adopting Hwb tools and services to support teaching and learning;
> - supporting practitioners with developing the digital skills required to benefit from innovative and emerging technologies; and
> - ensuring practitioners have access to quality professional learning through the digital professional learning framework, programmes for schools as learning organisations and national, regional and bespoke professional learning opportunities.

2.3   The local authority is firmly committed to ensuring all children and young people benefit from a range of diverse learning experiences and learning opportunities to equip them with the skills needed for lifelong learning and thriving in the 21st century.

2.4   As outlined in 'Curriculum for Wales', the four purposes of the curriculum guide the local authority's approach to the delivery of the curriculum. The local authority wants to ensure our children and young people are:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world; and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

2.5   Curriculum for Wales identifies three mandatory cross-curricular responsibilities: literacy, numeracy, and digital competence. These skills are essential for all learners and must be developed across all areas of learning and experience. They are essential for learners to be able to participate successfully and confidently in the modern world.

2.6   Digital competence is a key part of these cross-curricular responsibilities and needs to be considered as part of school-level curriculum design across all areas of learning and experience. The local authority works with key delivery partners (such as Central South Consortium and schools) to ensure digital skills are developed in a flexible manner and appropriate to the needs of individual and groups learners. Strong emphasis must be placed on developing learning in a progressive way to meet the needs of all learners.

2.7   The local authority highly values the Welsh language and is dedicated to increasing the number of Welsh speakers within the county borough. In line with this commitment, the local authority is focused on expanding its Welsh-medium education provision. Bridgend's Schools Digital Learning Strategy is seen as a crucial tool in this effort, ensuring that high-quality Welsh-medium online content is accessible to all learners and that digital resources for Welsh language professional development are available to staff.

2.8   The local authority recognises the importance of investing in its school estate to ensure children and young people are taught in settings which benefit from high quality information and cloud-based technology, including robust infrastructure and appropriate end-user devices.

2.9   The local authority is committed to working with its schools and other important stakeholders such as Central South Consortium and Welsh Government to ensure its learners and staff are accommodated in learning environments that at are fit-for-purpose and meet the needs of the curriculum.

2.10   The local authority will continue to work with school leaders to develop how they will use and manage digital technology to meet the requirements of their school and learners. The local authority will also ensure its schools comply with their statutory obligations for cyber security and data management in line with Welsh Government's Digital Resilience agenda.

2.11   The local authority, through its 'Team Bridgend' philosophy, will continue to involve school leaders, teaching and technical staff in its planning process. This will help ensure that the right solutions for schools are deployed, ultimately, for the benefit of the learner.

2.12   The local authority will work with schools to co-construct service level agreements (SLAs) to ensure they meet the needs of the client, are efficient and are sustainable. The local authority will work closely with schools to ensure they understand the SLAs they are subscribing to. The local authority will also ensure that schools are able to challenge the services we provide if they believe the service is not meeting their needs or if performance is not meeting targets in the SLA.

2.13   While the local authority believes strongly in the importance of delegated budgets and devolved responsibility, the local authority, in conjunction with Welsh Government, is in the best position to provide most digital services to schools. If the local authority is not able to provide a digital service a school needs, we will suggest alternative solutions and advise schools what actions are needed to address their needs.

2.14   The local authority recognises the importance of providing educators with access to professional development opportunities to ensure digital technology is used effectively to enrich learning. Through 'Team Bridgend', schools are encouraged to share experiences, information and opportunities that will support professional development. Schools also have access to the Central South Consortium Professional Learning Offer and bespoke support for digital learning through the Lead Officer for Digital Learning and the schools' Digital Leaders' Group support network.

2.15   Similarly, the local authority readily acknowledges the benefits of 'blended' learning (that is, a combination of face-to-face and online teaching and learning). We wish to maximise the benefits any additional investment in our IT infrastructure brings to ensure, all learners, regardless of location, secure access to outstanding teaching and high-quality learning resources.

2.16   The local authority recognises the benefits of implementing digital technologies into qualifications and assessments. We will help schools to integrate modernised assessment methods aligned to the reformed National 14-16 Qualifications. Digital tools can enhance manageability, engagement, reliability, and validity of assessments and by embracing these innovations, schools can offer a diverse range of subjects and assessment methods that prepare learners for life, learning, and work in a digital world.

3.   Vision

3.1   Technology is now an essential part of the way we live and learn, and it is increasingly important that schools become adept in how they embrace digital technology and technological changes in the school environment.

3.2   The vision of Bridgend's Schools Digital Learning Strategy (2025-2028) is to:

- promote the use of technology to enrich and enhance the educational experience in all schools;
- support and maintain a safe, flexible 'anytime, anywhere' access' as an ongoing responsibility;
- ensure infrastructure for data and communication is managed efficiently, appropriately and securely;
- explore and develop the safe and ethical use of emerging technologies that support innovative teaching and learning; and
- ensure all learners are given opportunities to leverage new technologies to meet the challenges of the digital era, while emphasising the importance of understanding concepts of critical, evaluative and ethical use.

3.3   We want Bridgend's Schools Digital Learning Strategy to be ambitious to ensure the local authority and schools continually invest in a sustainable digital infrastructure, including the procurement of appropriate digital devices, to meet the needs of all learners and future technological change. A list of recommended end-user devices may be found at Appendix C.

3.4   We want to ensure that digital technology is a key consideration in all local authority investment programmes pertaining to improvements in the education estate.

3.3   We will also ensure that all learners and educators within the local authority area can access relevant and modern digital tools and services by promoting the use of Hwb across the county borough.

4.   Aims

4.1   We will work closely with schools to build on existing good practice and drive further innovation. We will seek to exploit innovative and emerging technology to:

- provide innovative learning experiences for children and young people;

- reduce the burden of 'non-teaching' tasks;
- support broader and inclusive methods of secure digital assessment with digital technologies to benefit all learners; and
- promote the continuing professional development needs of school leaders, teachers and support staff.

4.2   We will make the most of the opportunities afforded by technology to bring school staff, officers and other stakeholders together to collaborate and improve digital practice.

4.3   Careful and considered budgeting is essential for providing classroom digital technology and the necessary local and corporate infrastructure to ensure digital technology is used effectively as a learning tool.

4.4   When purchasing equipment, consideration must be given to the total cost of ownership. The Welsh Government Hwb Infrastructure Programme and EdTech Commercial Service school technology investment is based on a sustainability model and the local authority will align its ICT SLA to enable this project.

4.5   The Education Digital Standards (https://hwb.gov.wales/education-digital-standards) produced by Welsh Government will assist schools to understand, manage and implement their digital environment. The Standards also provide guidance on how schools should future-proof their digital environment to meet the needs of a more digitally focused school curriculum. The Standards are a best practice solution for schools to meet their digital needs. However, it is accepted that schools are operating on limited resources and will need to plan for attaining the standards over time.

4.6   While the local authority will provide the necessary infrastructure to support this strategy through the Hwb Infrastructure Programme, where applicable, schools will need to understand the implications of any unilateral deviation from this support.

4.7   While headteachers are free to make their own decisions on the hardware, software and systems they can invest in, this strategy is based on interdependence, where the decisions of individual schools not to invest in it, could ultimately affect their school's digital outlook than those that have made such a commitment.

4.8   To maintain Welsh Government support for technology and licensing investments and ensure sustainability, all schools should consider fully adopting the tools and services provided by the Hwb Programme to leverage future-proofing options.

4.9   The implementation of Hwb across Bridgend schools has created a unified network for schools, consolidated into an online repository deployed and accessible through Hwb.

4.10   Table 1 below offers a high-level insight into teaching and learning and management and administration digital functions under the unified network.

Table 1   High-level curriculum and admin digital functions that are managed in Hwb:

Curriculum Teaching and learning	Admin Management and administration
Promote collaborative 'cloud-based' teaching and learning inside and outside of the classroom	Improve access to digital technology for all
Support inclusive and innovative approaches to teaching and learning	Provide anytime, anywhere access
Provide a safe environment for all users to enhance and enrich learning	Provide a secure data storage area to ensure General Data Protection Regulation (GDPR) compliance for schools
Enable teachers and learners to communicate effectively through digital methods	Provide a secure communication system
Enable the production, sharing and use of high-quality learning through digital resources	Promote access to the Hwb system that is accessible to all school stakeholders.
Enable more innovative methods to teaching and learning	
Ensure accessible digital technologies in the enhanced provision	Ensure access to technologies that can enhance workflow and make administration tasks efficient.
Enable parents-carers to engage with their child's learning	

5.   Purpose of the strategy

5.1   The purpose of this strategy is to outline the local authority's goals and ambitions in harnessing digital technology to support innovative teaching and learning in Bridgend schools.

5.2   The strategy will be reviewed annually by the Schools ICT Strategy Group and, as necessary, updated in light of technological developments and progress on the action plan. The strategy will also be reviewed by the Bridgend Association of Special and Secondary Headteachers (BASSH), Bridgend Primary Federation and 'Team Bridgend' (the local authority's cross-phase headteachers, officers and elected members group) on an annual basis. The Corporate Data Protection Officer will also review the document.

5.3   The operational implementation of the strategy will be monitored by:

- the Schools ICT Strategy Group (on a half-termly basis);
- the Performance and Financial Monitoring Board (on a monthly basis); and
- the School Improvement Group (on a half-termly basis).

5.4   Formal updates will be provided to Corporate Management Board and Cabinet on an annual basis.

5.5   Table 2 below illustrates Bridgend's Schools Digital Learning Strategy governance and reporting process.

Table 2   Bridgend Schools Digital Learning Strategy governance and reporting process

School Improvement Group	Performance and Financial Monitoring Board	Cabinet	Corporate Management Board	Schools Budget Forum
⬆⬇		**Schools ICT Strategy Group**	⬆⬇	
ICT Delivery Team	'Team Bridgend' (including BASSH and Primary Federation)	Strategic Partnership Board	SLA Review Group	Digital Leaders' Group

5.6   The Schools ICT Strategy Group will be responsible for overseeing all aspects of Bridgend's digital learning programme, including activity associated with the Hwb EdTech funding arrangements. The Schools ICT Strategy Group will report to senior officers and elected members as outlined at paragraphs 5.3 and 5.4.

5.7   The terms of reference for the Schools ICT Strategy Group may be found at Appendix A.

5.8   Planning and budgeting is a fundamental aspect of embracing digital technology and digital learning. This should align with schools' overall curriculum development. Schools should plan for the whole lifecycle of digital technology and include spend as an ongoing commitment in their budgets. To

maintain a robust and fit-for-purpose solution, schools should expect to be continually spending.

5.9 The local authority will work closely with its schools to maximise the investment schools make in their digital environments. This approach will ensure schools plan, manage and maintain their network infrastructure effectively to support the delivery of teaching and learning – for both current and future requirements.

5.10 School leaders should be able to show how they will use and manage digital technology to meet the requirements of their school and learners. They should also be confident they are complying with their statutory obligations (for example, cyber security, safeguarding and data management). This is especially important in view of the Digital Competence Framework and a more digitally focused curriculum.

5.11 The local authority will work with schools to review their ICT plans on an annual basis to maintain focus and support continuous improvement. The local authority will consult with schools to identify their technology needs to support sustainability and maximise future technology investments.

5.12 With teaching and learning embracing more and more digital tools and services, it is important for schools' strategic planning to consider the current arrangements for digital technology and the level of investment required to maintain this environment. Schools will need to consider future proposals to further embed digital learning and understand what impact this may have on planning and investment cycles. The local authority will advise schools on how the school network can support those requirements and how digital technology can support wider curriculum plans.

5.13 School leaders should ensure that current school plans prioritise developments for their school and include it within their school's improvement plan. This is important as it allows schools to evaluate the effectiveness of their strategy or their digital plans or hold staff responsible for developments. A lack of strategy or of a purposeful plan also inhibits the effectiveness of governors to evaluate the provision and measure progress.

5.14 School leaders should support opportunities for staff engagement with the local authority Digital Leader's Group support network. This will ensure school practitioners (including digital leaders) can receive relevant professional learning updates and technology information that supports Curriculum for Wales and wider digital teaching and learning innovation.

6. Direction of travel

Current position

6.1 All Bridgend schools use the Public Sector Broadband Aggregation (PSBA) broadband solution providing a 100Mbit connection to all Bridgend primary (including infant, junior and special schools) schools and 1Gbit to all Bridgend

secondary schools. Primary, special and secondary schools' internet is via the PSBA WebSafe solution. The local authority also provides a centrally managed and supported VoIP solution via the ICT SLA to the majority of its schools.

6.2   The majority of Bridgend schools now use Hwb hosted SharePoint, Team & OneDrive for storing and collaborating on data. There are some outlier comprehensive schools which continue to use their own O365 tenant to host data. BCBC's position is that all schools should use Hwb for data storage and cross/inter-school collaboration. All schools are using ParentPay Group Services Limited (PPGSL) SIMS hosted in PPGSL cloud. Hwb email addresses are used by all Bridgend schools for external communication. Those schools which currently use their own O365 tenant are advised to migrate to Hwb to ensure secure communication.

6.3   The local authority advises that all schools move away from the previously provisioned, central schools.local domain and migrate to Hwb supplied Intune management for Mobile Device Management (MDM) and endpoint management.

Future developments

6.4   Hwb provides schools with a suite of innovative and emerging classroom resources and online applications, which are free to use and can be accessed by all pupils and teachers in maintained schools. These tools include Microsoft 365, Google Workspace for Education, Just2easy, Adobe Creative Cloud and a vast array of additional tools to support modern approaches to teaching and learning.

6.5   The local authority, in collaboration with Welsh Government, Central South Consortium and technology partners will actively promote the use of Hwb in schools and we will continue to work closely with Welsh Government colleagues to facilitate and support the transition to Hwb technologies.

6.6   Bridgend Schools' Hwb Migration Plan is supporting schools with adoption of Hwb tools and services. This is to ensure that all school users, including teaching staff, non-teaching staff, and learners can safely and securely access and utilise cloud-based technology to enhance teaching and learning and administrative tasks.

6.7   Supporting all schools with migration to Hwb's digital tools and services is essential for ensuring cost efficiency, equity, security benefits and future-proofing educational infrastructure. This digital strategy advocates the transition from 'own' software tenants, email, on-premises data storage and device management to the Hwb solution as part of the Bridgend Schools' Hwb migration plan.

6.8   The local authority will advise schools with Hwb migration planning and implementing change, whilst ensuring Welsh Government are reassured of local authority schools' commitment to the Hwb Programme.

6.9   The local authority will support schools with future technology investments through the EdTech and Hwb funding programme to ensure the appropriate technology is invested in to support teaching and learning and Curriculum for Wales.

6.10   The local authority is committed to ensuring that all learners have equitable access to high-quality digital learning experiences and appropriate devices and connectivity, through sustainable investment and targeted support with technology through the Hwb Programme.

6.11   The use of Hwb tools and services across all schools promotes consistent and inclusive access to digital resources, while specific attention should be given to identifying and supporting digitally disadvantaged learners.

6.12   For learners with additional learning needs (ALN), the strategy promotes the use of assistive technologies and personalised learning tools, alongside professional learning for staff and collaboration with ALN coordinators to ensure digital provision is tailored to individual needs.

6.13   Digital assessments in National 14-16 Qualifications (examination and non-examination) enhance learner engagement, provide immediate feedback, and ensure inclusivity. They also streamline administrative processes and can improve exam security. Therefore, schools must also consider their digital and technology investments to ensure digital assessments and examinations can be facilitated for all learners.

Where relevant schools must ensure their technology can support:

- on-screen assessment;
- audio and visual stimuli in digital examinations;
- the completion and submission of non-examination assessments in digital formats;
- digital assessments that can be taken on relevant Windows, macOS, iOS, Android and Chromebook devices; and
- National 14-16 Qualifications schedule for 2025 to 2027

7.   Alignment with Welsh Government's Education Digital Standards

7.1   Welsh Government's Education Digital Standards (https://hwb.gov.wales/support-centre/education-digital-standards/) have been designed to assist schools to understand, manage and implement their digital environment. The Standards also provide guidance on how schools should future-proof their digital environment to meet the needs of a more digitally focused school curriculum.

7.2   The Standards are envisaged as a best practice solution for schools to meet their digital needs. However, it is accepted that schools are operating on limited resources and need to plan for attaining the Standards over time.

7.3   The local authority will work closely with its schools to provide advice and guidance on how schools can meet these Standards. We will liaise with schools to ensure all infrastructure work is compliant with the Standards.

8.   Online safety

8.1   All schools need to have measures in place for the safeguarding of their learners. This includes how they manage their data and how they ensure the online environment is secure. Further information is available via Hwb's Online Safety Zone: https://hwb.gov.wales/zones/keeping-safe-online/

8.2   It is recommended that schools conduct a self-review of the necessary online safety areas. Considerations for self-review risks, policy and practice can be supported by 360 Safe Cymru self-review framework within Hwb.

8.3   The recommended way of keeping a learner's data safe is through the Hwb online learning environment offering where the data is also backed up securely. Where local servers are used, the local authority will provide advice on back-up of data, but this strategy recommends Hwb solutions for data.

8.4   A variety of Hwb tools can be accessed via the curriculum network to provide safe and secure learning resources for all schools. Hwb provides access to tools such as Google Workspace for Education, Microsoft Office 365, Just2easy, Adobe Creative Cloud Express and many more. These tools support teaching and learning and the delivery of Curriculum for Wales.

8.5   It is possible to mask a Bridgend school email address with the Hwb email securely and this is the recommended and proposed way of working in schools.

8.6   The school management information system (MIS) is accessed via the 'cloud' solution and pupil identifiable data can be saved on shared folders within the PPGSL hosted environment which is backed up nightly. Alternatively, this pupil data can be saved outside of the hosted environment and saved within the Welsh Government Hwb platform.

8.7   Primary, special and secondary school filtering is provided by PSBA WebSafe. The solution is sophisticated enough to meet needs and requirements of a school and flexible enough to respond to incidents or changes in overall safeguarding policy.

8.8   Firewall provision is provided via the PSBA. This should protect the school IT network from unauthorised access but not unduly restrict the activity of users.

9.   Emerging technologies

9.1   Emerging technology refers to new and innovative tools, applications, and methodologies that can significantly enhance teaching and learning by making them more engaging, accessible, and effective. These technologies include advancements such as artificial intelligence (AI), assistive technology,

personalised learning, gamification, and virtual and augmented reality (VR and AR).

9.2   Schools should promote and look to integrate emerging technology opportunities that support innovative teaching and learning practices into their curriculum. Technologies such as artificial intelligence (AI), assistive technology, personalised learning, gamification, and virtual and augmented reality (VR and AR) can enhance learner engagement, with the potential to lead to better learning outcomes.

9.3   It is crucial to ensure equitable access to emerging technologies for all learners, providing them with the tools and opportunities to succeed in a modern educational environment. Many new and emergent technologies are available within Hwb for all practitioners and learners. These tools are provided to support teaching and learning.

9.4   The local authority will advise and support schools, ensuring that infrastructure and devices can effectively support the use of emerging technologies. This includes solutions for upgrading school networks to handle high-bandwidth applications and ensure reliable internet access with scalable and flexible access to educational resources.

9.5   Schools must consider the necessary hardware and software investments that emerging technologies demand. The local authority will continue to offer support on the most appropriate technology available through the EdTech Commercial Service, ensuring schools can take advantage of emerging technology opportunities.

9.5   In addition to partnerships with Hwb, Central South Consortium, and technology organisations, local authority networks, including the Digital Leaders' Group, and Bridgend Schools' ICT Strategy Group will share, promote and provide professional learning opportunities focused on emerging technologies and innovative teaching practices. The local authority will share opportunities and digital developments with schools to help technology users stay informed and equipped to integrate new technologies effectively.

10.   Artificial Intelligence and Generative AI

10.1   Artificial Intelligence (AI) refers to technologies capable of performing tasks that typically require human intelligence. These tasks include learning, reasoning, problem-solving, perception, decision-making, and speech recognition.

10.2   Generative AI tools can create content such as text, images, music, and videos based on user prompts. Such tools can be used to answer questions, analyse information, remember the responses they have previously provided and respond to the user in a human-like way.

10.3 Schools and educational settings must be ready to adapt to the changes brought about by new technologies, such as generative artificial intelligence (also known as 'generative AI' or 'gen AI'). This involves understanding and leveraging the educational opportunities these technologies offer, as well as considering strategies to mitigate any associated risks.

10.4 A school's approach to AI should align to Welsh Government's guidance 'Generative artificial intelligence in education – Opportunities and considerations for schools in using generative artificial intelligence (AI)' https://hwb.gov.wales/support-centre/education-digital-standards/generative-artificial-intelligence-in-education/

It is essential that all school stakeholders, including learners, are supported in the ethical and responsible use of emerging technologies, such as AI. Effective support and guidance will ensure that these powerful tools are used to enhance education while fostering critical thinking and safeguarding against potential risks and ethical concerns.

10.5 When integrating Generative AI tools into teaching and learning, it's essential for educators to acquire the skills and knowledge needed to use this technology effectively. Schools should seek out opportunities for professional learning and skills training to ensure that AI is used in a safe, ethical, and responsible manner.

10.6 It is important for schools to understand the data security and governance considerations for Generative AI in schools. Before permitting access (for staff and learners) to Generative AI tools, schools should consider the following:

- Risk Assessment: Schools should conduct a risk assessment guided by the following areas:

    ο AI professional learning and skills training
    ο Data Protection and Privacy Breaches
    ο Misuse of AI
    ο Teaching and Learning
    ο Assessments and Qualifications
    ο Inappropriate Content, Contact, Conduct, Contract
    ο Bias and Discrimination
    ο Misinformation and Disinformation
    ο Digital Divide
    ο Communication with Generative AI
    ο Legal Compliance
    ο Cyber-Security

- General Data Protection Regulation (GDPR) compliance: Schools should remind users of AI about upholding their data protection responsibilities in accordance with GDPR.

- AI policy: Schools should adopt an AI policy that governs AI use and promotes best practice (safe, ethical, and responsible)

- Acceptable User Agreement (AUA): Schools should establish AUAs for all school users. Users must understand their responsibilities for mitigating associated risks.

- AI use case: Schools should clearly establish the purpose for accessing and deploying specific AI tools as part of their wider digital planning. Schools should understand the benefits versus the risks and consider measurable indicators to determine effective and ethical AI use.

- Potential costs: Schools must be aware of incurring additional costs if an upgrade to the school's bandwidth is required due to the demand and increased use of AI tools across the network.

- Access to AI tools: Schools may request the block removal of specific AI tools (non-Hwb provided AI tools) for their own school by contacting BCBC ICT Support (by using the Artificial Intelligence (AI) Tools Request Form – see Appendix D).

10.7 AI systems and tools can offer significant benefits to teaching, learning, and assessment. To ensure the authenticity of learners' knowledge and understanding, it is crucial to protect the integrity of qualifications and assessments. This involves considering how qualification content will be delivered using digital technology (including AI), and where learners take their assessments, the levels of control that will be needed to ensure the authenticity of assessment evidence must be considered.

10.8 Schools will need to plan for the impact Generative AI can have on qualifications and assessment. Schools must ensure consideration is given to the guidance outlined by the Joint Council for Qualifications (JCQ). JCQ, qualification regulators, awarding organisations, educational staff, examiners and moderators have established procedures for identifying, reporting and investigating AI misuse and malpractice.
https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/

11. MIS (management information system) strategy

11.1 The MIS system used throughout Bridgend schools is the ParentPay Group Services Limited (PPGSL) School Information Management System (Sims.net) and Finance Management System (FMS). PPGSL host this system alongside Sims Next Generation software in the cloud which is accessed by

schools via internet-connected devices including Windows, MAC OSX, iOS, Google Chromebooks, and Android

11.2 The MIS SLA provides schools with:

- continued delivery, support to meet changing statutory returns and requirements for Post-16 PLASC (Pupil Level Annual Schools Census PLASC, SWAC, Catholic and attendance Census for Welsh Government;
- continued delivery, support of add-on modules such as In Touch, Parent App, Student and Teacher app; and
- consultancy to build bespoke schools' assessment tracking systems, analysis, and reporting. Involvement with local authority-focused projects to utilise the MIS system to provide data extraction for analysis in many formats for schools and local authority officers.

11.3 There are various software packages that are used throughout the local authority which are an enhancement to the current MIS System used by all Bridgend schools. These school-based systems are not fully support by the local authority's ICT Service.

11.4 The existing PPGSL SIMS contract is in place until 31 March 2027. A Strategy subgroup will look at alternative suppliers and SIMS Next Generation over 2025-2026 with a view to go to the marketplace in financial year 2026-2027 to look at the best value fit for purpose solution for Bridgend schools for 1 April 2027.

12. School IT networks

12.1 The school IT network must be planned to make sure it meets schools' needs and covers the whole school. The planning process should lead to:

- an understanding of where schools are now digitally and any issues affecting current activity;
- an understanding of where schools want to get to and what the next steps might be;
- identification of educational, curriculum and assessment requirements for ICT;
- how the local authority can help schools achieve wider curriculum aims;
- a flexible network which is able to evolve and adapt to future requirements, such as digital assessment, examinations and emerging technologies;
- understanding staff and learner capability and capacity to engage with digital resources; and
- specific requirements pertaining to individual circumstances.

12.2 The local authority recognises that all schools are at different stages in their development of IT and digital activity. Therefore, the planning process will

need to consider and cater for a school's circumstances and will require different levels of support and investment.

12.3   The local authority will work with schools to support strategic planning requirements. Schools are specifically asked to consider:

- how the school IT network is constructed and how it performs;
- how the school IT network may be expanded to meet future needs;
- how data flows around the school IT network; and
- the capacity of the current school IT network infrastructure to support wider curriculum ambitions.

12.4   The local authority will advise schools on buying new hardware or software to ensure the costs over the lifetime of the item, rather than the 'advertised' (upfront) costs are fully considered. The local authority will work with schools to ensure they secure best value for money by considering not only the initial price, but also the cost of support: managing, licensing; warranties; and replacing the item.

12.5   Schools are required to abide by the Financial Scheme for Schools Contract Procedure Rules in purchasing, tendering and contracting matters.

12.6   Bridgend schools must have measures in place for the safeguarding of their learners. This includes how they manage their data and how they ensure the online environment is secure. This includes ensuring appropriate data and network security measures are in place to ensure the school network is protected, prevents unauthorised access, and helps to manage the online content so that it is appropriate for learners.

12.7   It is recommended that schools adopt Microsoft and/or Google data storage solutions though Hwb as outlined in the Hwb migration and adoption criteria – 'a commitment to increase all schools' use of Hwb data storage solutions through Microsoft SharePoint, OneDrive and/or Google Drive.'

13.   Software

13.1   Software is often designed for use in specific scenarios, environments and settings. The appropriateness of software in schools should be considered prior to installation and use. This includes ensuring downloads come from authentic and secure sites.

13.2   All software installed on the school IT network should be compatible for use in a network environment, age appropriate, and licensed correctly including provision for use in a multi-user environment with appropriate maintenance and support. This allows the software to run as effectively as possible and mitigates any risk to the wider network through either software that is not performing properly; or through inappropriate software which may pose the risk of viruses.

13.3   Schools can request additional measures to unblock specific web-based software, particularly AI tools not provided by Hwb, by contacting BCBC ICT Support. Schools are reminded to consider the appropriate use and data governance concerns associated with these tools (see section 10. 'Artificial Intelligence (AI) and Generative AI (Gen AI)' for AI tool requests).

13.3   Hwb is a digital learning platform provided to schools in Wales. It provides a range of educational software for schools to use for teaching and learning and administrative tasks. It is recommended that these Hwb software tools are adopted prior to consideration of use of similar non-Hwb based software. Microsoft365, Google Workspace, Adobe Creative Cloud and Just2easy are examples of tenants and platforms available to schools through Hwb.

13.4   A list of recommended software is included at Appendix B.

14.   Personal data

14.1   Information about identifiable individuals is personal data. The General Data Protection Regulations (GDPR) define the legal requirements applicable to the use of personal data.

14.2   The UK's Data Protection Act was revised in 2018 and enacts the GDPR requirements in UK law.

14.3   The precautions that should be taken are applicable irrespective of media type. For example, each of the following can require security measures if they contain personal data:

- e-mails;
- photographs;
- electronic documents; and
- handwritten notes.

14.4   The Information Commissioner's Office (ICO) publishes guidance and codes of practice applicable to data protection and personal data on its website – 'For organisations / UK GDPR guidance and resources' https://ico.org.uk/

15.   Recommendations for leaders in schools

15.1   It is important that school leaders include all school stakeholders when creating a vision for digital learning and ensure that their governing body fully understands the importance of implementing it well. School leaders should clearly communicate their vision to all stakeholders, ensuring everyone understands how they can support digital learning and carefully monitoring its progress.

15.2   School leaders should translate their vision into a comprehensive and practical plan to drive digital learning forward and provide a clear rationale for auditing, training, resourcing, monitoring and evaluating developments.

15.3   School leaders should support effective professional learning opportunities for staff, including digital learning opportunities. School leaders need to ensure that staff have the opportunities and digital equipment to develop competence and confidence in the effective use of technology for teaching and learning.

Further information in respect of Welsh Government's Digital Professional Learning Journey guidance may be found here: https://hwb.gov.wales/professional-learning/developing-as-a-professional/digital-professional-learning-journey/digital-professional-learning-journey-structure

15.4   The local authority recommends that all schools have a designated digital leader and that digital leaders have a thorough knowledge of digital learning.

15.5   School digital leaders should be actively supported and encouraged to participate in the local authority Digital Leaders' Group network. This professional network offers extensive support for digital teaching and learning, collaborating closely with Welsh Government's Hwb Education and Engagement team, Central South Consortium, and other technology partners. By engaging with this network, digital leaders can access a wide array of professional learning opportunities and technology guidance, enhancing their role and contributing to their school's broader digital developments.

15.5   The effectiveness of digital leaders is greatest when they have the full support of senior leaders. Digital leaders in primary, secondary and special schools are most effective when they are members of the leadership team or are otherwise able to impact on whole-school decision making that involves digital curriculum and technology planning and development.

15.6   A designated person or team within schools should undertake regular (for example, at least annually) hardware, software and network infrastructure audits to ensure that they are robust enough to deliver effective digital learning, ensuring they align with the Education Digital Standards.

15.7   Schools should audit teachers' skills carefully to evaluate their readiness to deliver digital learning. Schools should use the information from the audit well to plan training, spread over a realistic timeframe.

15.8   School leaders should be reminded to consider the impact of future digital assessments in National 14-16 Qualifications and plan for the necessary capacity and sustainability to administer them effectively. This includes ensuring adequate technological infrastructure, training staff, and developing strategies to support learners in adapting to digital formats (see Future developments at 6.10).

16.   Action plan – Three-year plan and objectives/outcomes

Year 1: School year 2025-2026

Item	Output	Objective	Outcome

1.1	Refreshed Bridgend Schools Digital Learning Strategy for 2025-2028	To develop an updated digital learning strategy, building on the Bridgend Schools Digital Learning Strategy 2022-2025, co-constructed by key delivery partners in place	All Bridgend schools have a framework of common objectives and recommendations to work towards
1.2	Bridgend schools' Hwb Migration Plan	To follow the Bridgend Schools' Hwb Migration Plan 2024-2025. In alignment with the plan, schools should utilise Hwb email, Hwb Data storage, and enrol devices with Hwb Intune.	All Bridgend Schools work towards full Hwb adoption according to their individually agreed completion timescales
1.3	Renewed recommended end-user device framework for Bridgend schools	To develop an updated recommended end-user device framework which is aligned with Welsh Government's Education Digital Standards and user expectations	All Bridgend schools have in place recommended end-user devices for teaching and learning as outlined by the Bridgend School's Digital Learning Strategy 2025-2028
1.4	Ongoing review of filtering at all Bridgend	To ensure that all schools have fit for purpose Web filtering	Secondary schools use BT PSBA WebSafe for filtering. All other schools use the Bridgend CBC corporate web filtering.
1.5	Ongoing review of internet capabilities for all Bridgend schools	To ensure that all schools have sufficient bandwidth, enabling them to use digital technology for teaching, learning and administration	Secondary schools have 1gbit/sec connections. All other schools currently have a maximum of 100mbit/sec throughput tromboning through the corporate PSBA Internet service of 3gbit/sec to support the requirements of all schools. as part of capacity planning.
1.6	Manage all devices in Bridgend schools especially in line with end of life of Windows10.	To ensure all compatible devices within schools to have up-to-date software	Welsh Government-supplied Microsoft licensing taking full advantage of Hwb and Microsoft 365. Where

Item	Output	Objective	Outcome
		including Windows 11 and Microsoft 365	devices cannot be updated to Windows 11, the use of Chrome OS is recommended where possible.
1.7	Refresh classroom-based, end-user device stock in schools where appropriate	To improve the classroom-based, end-user device stock across all Bridgend schools using school sustainability contributions from the Hwb EdTech funding for 2023 and 2024	Classroom-based, end-user device stock updated in Bridgend schools
1.8	To set up a practitioners' group of SIMS users and look at all available Management Information Systems (MIS) options.	To get enough information to enable a tender or direct award for an MIS as existing ParentPay Group Services Limited (PPGSL) SIMS contract expires 31 March 2027	Best available MIS for all Bridgend CBC schools
1.9	To develop and establish a risk assessment and policy framework for artificial intelligence (AI) tools and applications.	To ensure schools understand the benefits and risks of AI tools and applications within teaching and learning and administration.	Schools are better equipped to deploy AI tools and applications safely and ethically within teaching and learning and administrative tasks.

Year 2: School year 2026-2027

Item	Output	Objective	Outcome
2.1	Bridgend schools' Hwb Migration Plan	To follow the ongoing Bridgend Schools' Hwb Migration Plan developed for 2024-2025. In alignment with the plan, schools should utilise Hwb email, Hwb Data Storage, and enrol devices with Hwb Intune.	All Bridgend Schools work towards full Hwb adoption according to their individually agreed completion timescales
2.2	Manage all devices in Bridgend schools especially in line with end of life of Windows10 in October 2026.	To ensure all compatible devices within schools to have up-to-date software including Windows 11 and Microsoft 365	Welsh Government-supplied Microsoft licensing taking full advantage of Hwb and Microsoft 365. Where devices cannot be updated to Windows 11,

Item	Output	Objective	Outcome
			the use of Chrome OS is recommended where possible,
2.3	To investigate options of a procurement exercise for a schools' MIS with other local authorities in Wales, and to tender and/or direct award for an MIS for Bridgend schools	Best value, and most appropriate MIS for Bridgend schools	A legal contract MIS for all schools in Bridgend is available for 1 April 2027.
2.4	To review the existing sustainability model for infrastructure, devices and audio-visual technology	To ensure there is a sustainability plan in place in line with Welsh Government's Hwb funding conditions – after the original 7-year commitment.	Schools have a robust and sustainable plan for their infrastructure, devices, and audio-visual technology.
2.5	To continue to increase school representation and engagement with the Digital Leaders' Group network.	To ensure schools receive updates, information and professional learning opportunities related to the digital curriculum and digital technology.	Schools are better equipped to support teaching and learning through technology and enhance digital skills and competence for all technology users.

Year 3: School year 2027-2028

Item	Output	Objective	Outcome
3.1	A review of digital learning in Bridgend schools	To undertake a review of digital learning across all Bridgend schools	A clear understanding of how the investment in digital learning, from both a financial and pedagogical perspective, is improving outcomes in teaching and learning
3.2	A review of the progress and status for all Bridgend Schools in relation to the Bridgend Schools' Hwb Migration Plan	To undertake a review of those schools still undertaking Hwb migration and review of those schools with full adoption status. Updated timeline-completion dates for all Bridgend schools.	An understanding of the successes and challenges through full Hwb adoption for all Bridgend schools.

Appendix A

Bridgend Schools ICT Strategy Group terms of reference

Terms of reference

1.   Delegation

1.1   The Schools Information and Communication Technology (ICT) Strategy Group ('the Group') was established by the Corporate Director (Education, Early Years and Young People Directorate) to ensure a consistent and high-quality approach to ICT in Bridgend schools.

2.   Mandate

2.1   The purpose of the Group is to:

- highlight and promote best use of ICT in schools;
- recommend and maintain a standard recommended list of curriculum software applications;
- advise schools on digital standards such as Internet connectivity and filtering;
- advise schools on ICT security; and
- communicate new developments with the schools' management of information system (MIS).

3.   Membership

3.1   The Group's membership comprises:

- Headteacher (Pîl Primary School) – Chairperson;
- Corporate Director (Education, Early Years and Young People Directorate);
- Chairperson (Schools Budget Forum);
- Local Management of Schools (Finance Officer);
- Accountant – Chief Executive's Directorate (Finance Officer);
- Group Manager (ICT);
- Digital Lead Officer (Schools Group);
- Headteacher (Bryncethin Primary School);
- Headteacher (YGG Bro Ogwr);
- Headteacher (Blaengarw Primary School);
- Headteacher (West Park Primary School);
- Headteacher (Pencoed Primary School);
- Headteacher (Penyfai Church in Wales Primary School);
- Headteacher (Heronsbridge Special School);
- Headteacher (Pencoed Comprehensive School);
- Network Manager (Porthcawl Comprehensive School);
- Network Manager (Maesteg School);
- Primary Digital Competence Framework Lead (Llangewydd Junior School);

- Secondary Digital Competence Framework Lead (Archbishop McGrath Catholic High School);
- Digital Lead (Central South Consortium);
- IT Support and Digital Office Manager (Secretariat); and
- Specialist Officer (Schools MIS).

3.2 Representation should be from a range of primary, secondary and special schools, taking into consideration Welsh-medium, English-medium and faith provision.

3.3 The group will be quorate if 50% of its membership is present.

3.4 Members are expected to ensure alternative representation is available if there are unable to attend a meeting.

4. Meetings

4.1 The Group meets on a half-termly basis during the school year. Additional meetings may be called when necessary.

4.2 Meetings will be held over Microsoft Teams.

4.3 The Group has the power to create sub-groups on an 'as required' basis. These sub-groups will report back to the Group with reviews and recommendations.

5. Reporting

5.1 Minutes of meetings to be circulated to primary and secondary school headteachers via the respective Bridgend Association of Special and Secondary Headteachers (BASSH) and Primary Federation groups. Any points of interest will be communicated to headteachers via the weekly mailshot to schools.

6. Terms of reference

6.1 The Group's terms of reference will be reviewed in May 2027.

Appendix B

Hwb Tools and Services (for teaching and learning)	
Digital Tools and Services	**Microsoft Office 365:** • Calendar • Class Notebook • Connections • Copilot • Excel • Forms • Kaizala • Learning • Lists • Loop • OneDrive • OneNote • Outlook • People • Planner • Power Apps • Power Automate • Power Pages • PowerPoint • Project • Reading Coach • Reflect • Staff Notebook • Stream • Sway • Teams • To Do • Visio • Whiteboard • Word **Additional tools through Microsoft365 Hwb access:** • Adobe Identity Management • Edutrack • Microsoft Flow for Excel (Preview) • Microsoft Flow Launch Panel • Minecraft: Education Edition • Read and Write by Texthelp **Google Workspace for Education:** • Classroom

- Calendar
- Docs
- Sheets
- Slides
- Drive
- Shared Drive
- Meet
- Sites
- Forms
- Keep
- Vault

Adobe Creative Cloud Express:

Adobe Creative Cloud through Hwb offers a platform of products that give learners a comprehensive, mobile and digital industry standard set of tools.

All schools will be provided with a 'taster' licence. All maintained schools can place orders for additional licenses for full access to:

- Adobe Photoshop
- Adobe Animate
- Adobe Acrobat Pro
- Adobe InDesign
- Adobe XD
- Adobe Premiere Rush
- Adobe Spark

Just2easy (J2E):

A suite of creativity tools, apps, and games for subjects like Maths, English, and Computing

- J2launch
- J2e5
- JIT5
- J2vote
- J2data
- J2code
- J2bloggy
- J2webby
- J2pdf
- J2review

Minecraft Education:

- Education Edition: A game-based learning platform.

Britannica Education:

	• Access to a vast repository of educational content. Articles, biographies, videos, and images from Encyclopaedia Britannica's expert team, delivered in an accessible online format to support the needs of teachers and learners. • Britannica ImageQuest: an online visual library which hosts millions of royalty-free images from 70 of the world's most respected providers. **360 Safe Cymru:** • An interactive online safety self-review tool developed by the South West Grid for Learning (SWGfL) Trust for schools and education settings in Wales • The tool allows schools to review their online safety provision, benchmark it against good practice and other schools.

Appendix C

List of recommended end-user devices, audio-visual (AV) and peripheral equipment.

Foundation phase and key stage 2

Progression Step 1: typically for learners aged 3 to 5 years	• 2 x dedicated devices in the classroom – either Windows Desktop/Laptop or Chrome devices • Tablet devices (iPads) on a device to pupil ratio of 1:4 to support the group learning activities of these pupils within a lesson period • A network capable of supporting 1:1 device to pupil ratio • 1 x teacher laptop • 1 x digital audio-visual screen (either touch or non-touch screen), wall mounted or consider trolley mounting to improve flexibility/reduce constraints • 1 x additional port for telephony (if required). • Wireless coverage • Digital Competence Framework (DCF) compliant
Progression Step 2: typically for learners aged 5 to 8 years	• 2 x dedicated devices in the classroom – either Windows Desktop/Laptop or Chrome devices • Tablet devices (iPads) on a device to pupil ratio of 1:4 to support the group learning activities of these pupils within a lesson period • A network capable of supporting 1:1 device to pupil ratio • 1 x teacher laptop • 1 x digital audio-visual screen (either touch or non-touch screen), wall mounted or consider trolley mounting to improve flexibility/reduce constraints • 1 x additional port for telephony (if required). • Wireless coverage • Digital Competence Framework (DCF) compliant
Progression Step 3: typically for learners aged 8 to 11 years	• 2 x dedicated devices in the classroom – either Windows Desktop/Laptop or Chrome devices • Tablet devices (iPads) on a device to pupil ratio of 1:4 to support the group learning activities of these pupils within a lesson period • A network capable of supporting 1:1 device to pupil ratio • 1 x teacher laptop • 1 x digital audio-visual screen (either touch or non-touch screen), wall mounted or consider trolley mounting to improve flexibility/reduce constraints • 1 x additional port for telephony (if required).

	- Wireless coverage - Digital Competence Framework (DCF) compliant
IT suite (less likely to be required as flexibility is increased for IT access around whole school and classrooms)	- Bank of desktops/laptops available – consider docking stations to increase flexibility of moving devices such as laptops/chrome which could then be used from the bank of devices already available, reducing costs and increasing mobility. 1 x teacher laptop – control for projector, whiteboard or touch/non-touch screen 1 x digital audio-visual screen (either touch or non-touch screen), wall mounted or consider trolley screen (either touch/non-touch screen as appropriate) 1 x additional port for telephony (if required) - Wireless coverage - Digital Competence Framework (DCF) compliant

Key Stage 3 and Key Stage 4

Standard classroom **Progression Step 4:** typically for learners aged 11 to 14 years **Progression Step 5:** typically for learners aged 14 to 16 years	- Working towards 1:2 device to pupil ratio but with network capable of supporting 1:1 device to pupil ratio - Consider the use of trolleys for flexible use in school, and practicalities such as multiple device charging - Network capable of allowing 'Bring Your Own Device' (BYOD) 1 x teacher laptop 1 x digital screen (either interactive or not as appropriate) – consider trolley mountain to improve flexibility/reduce constraints and ease support 1 x additional port for telephony (if required) - Wireless coverage - Digital Competence Framework (DCF) compliant
IT suite (for specific areas of curriculum delivery)	- Bank of desktops/laptops available – consider docking stations to increase flexibility of moving devices such as laptops/chrome which could then be utilised by other classes 1 x teacher laptop 1 x digital screen (either interactive or not as appropriate) 1 x additional port for telephony (if required) - Wireless coverage - Digital Competence Framework (DCF) compliant