

Adopting a whole-school approach to edtech through the Self Review-Framework.

Background

Holy Trinity Primary School has a well-established relationship with Naace and has been a member for nearly a decade. Over this period, the Self-Review Framework has become embedded in the school's ICT practice as it strives for continuous improvement through positive use of education technologies.

The Self-Review Framework supports schools in three key areas; understanding where they are in their technology strategy, planning the next stages and recording their progress.

Holy Trinity Primary School in Belfast has over 650 pupils, is well equipped and prides itself on providing access to equipment and facilities that enable pupils to excel. Access to and effective use of education technologies, along with innovative teaching, plays a huge part in driving high standards that allow pupils to reach and exceed their potential.



Embedding the Self-Review Framework

Through successfully implementing the Self-Review Framework, educators and pupils have been able to adopt a whole-school approach to technology that has allowed the school to thrive. The framework has helped the school identify key areas of emphasis to work through and create a focused edtech strategy.

Despite teaching time being pressured, the Self-Review Framework has given staff ownership of pushing boundaries and progressing the schools edtech strategy. By embedding the framework into action plans and into the agendas of meetings, Holy Trinity Primary School has managed to gain excellent momentum and create a buzz around their edtech journey. Planning and recording progress has encouraged self-reflection and evaluation amongst staff, enabling them to recognise the positive steps that are being made.



Training and CPD has underpinned the strides the school has made, getting all staff on board with transforming how technology is used in the school. It has equipped staff with the confidence to try new things, explore functionality and confidently discuss ideas with colleagues. The school has also established a group of Digital Leaders, pupils that provide digital support around the school. The roles give pupils ownership and allow them to develop their technology skills.



Experiencing success

Holy Trinity Primary School embraces digital learning, recognising the value it has. Technology is rooted in all curriculum areas, expanding access to resources and broadening the ways lessons can be taught – elevating pupil participation and engagement in lessons.

As part of its edtech strategy, the school is well on its way to becoming paperless through using online learning platforms and even communicates with parents through online platforms. During the onset of the pandemic this proved instrumental in making the transition to remote learning as smooth as possible. Although all schools were in an extremely challenging position, Holy Trinity Primary School was able to demonstrate resilience through a well-established edtech strategy.

Martine Rooney, ICT Coordinator at Holy Trinity Primary School, said: “The Self-Review Framework is fantastic tool to show you exactly where you are now and where you want to go. It’s a brilliant way to provide focus and make progression really manageable. We have been able to incorporate the framework into wider operational activity that has allowed us to establish a real enthusiasm for education technology throughout the school.”

Fiona Boyd, Principal at Holy Trinity Primary School, added: “We place great value on the Self-Review Framework which helps us provide a clear vision, ensuring that edtech is embedded into the culture of the school. A special thank you to Martine and Mairead our Assistant ICT Coordinator, who have been key in driving learning forward creatively through the use of ICT, building upon the Self-Review framework.”



What next?

Holy Trinity Primary School has established a fully functioning eco-system of technology that includes many elements such as front of class displays, tablet devices and online learning platforms. Not only has the school been successful in creating modern learning environments, but has shaped a culture that encourages continuous improvement.

The school continues on its journey, maintaining a forward-thinking mindset and remembering the importance of upholding a passion for edtech. The confidence educators have for using technology is passed onto pupils and has a huge impact on learning.

The school has now worked through the Self-Review Framework and secured the Naace Mark four times which is testament to the excellent progression they continue to make.

