

The Inside Story

NAACE

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Revolutionising education: Forest View Primary School's inspiring journey with EdTech, NAACE's framework, and overcoming barriers for a brighter future



Kat Cairns: Class Teacher and Computing Coordinator, Forest View Primary School. Seventh year of teaching, and currently computing coordinator.

[MEET THE TEAM]



Emma Cook, Head Teacher, Forest View Primary School

A passionate teacher who strives to give children the best opportunities in early life to enhance their later lives.



Hayley Simpson, Deputy Head Teacher, Forest View Primary School

In her fourteenth year of teaching. A creative teacher, focused on raising children's aspirations and fostering a love of reading.

Forest View Primary School in South Shields has made significant strides in enhancing its approach to education technology.

Over the past few years, the school has developed an EdTech strategy that has accelerated provision, practice and culture.

Educators at Forest View Primary were aware that education technology at the school was lagging behind where they wanted it to be, and had identified a growing need for improvement. Many staff were already very aware of the benefits of EdTech on teaching and learning outcomes, but a whole school approach was required to maximise impact. Knowing that embedding a strong EdTech strategy can be a huge undertaking, especially when the education sector is under strain and amid a global pandemic, headteacher, Emma Cook, decided that a framework could help the school focus its efforts and promote manageable change. The school selected NAACE's EdTech Review Framework as its preferred maturity model, supporting them to understand where they are in their journey, plan the next steps and record progress along the way.

Beginning the EdTech Review Framework process confirmed that the school was not where it wanted to be in its approach to EdTech.

Using the EdTech Review Framework, educators at Forest View Primary School were able to easily identify areas for improvement and the steps they needed to take.

Similar to many other schools around the UK, Forest View Primary School faced a number of barriers in relation to education technology, including resourcing and pricing, staff confidence, physical space and maintenance issues. The EdTech Review Framework has helped the school realise what it can do to navigate some of these challenges. Knowing that staff confidence is also a key enabler to utilising EdTech in lesson delivery, the school carried out a skills audit and devised a plan to build upon skills through new CPD opportunities.

The school's computing coordinator, Kat Cairns, has led a number of CPD sessions for colleagues, and the school has also outsourced training to the Local Authority in some key areas.

Staff at Forest View Primary School have a new-found enthusiasm for technology since their additional training, and everyone is on board with factoring technology into their lesson planning. The boost in staff confidence has made the new approach to EdTech scalable across the whole school.

The school has also gone on to secure the NAACEMark Award, which is testament to its achievements using the EdTech Review Framework. By cleverly engaging staff, pupils and parents in a fully rounded approach that has created an integrated system of shared learning and confidence that benefits everybody.

Contact:

To find out more about NAACE, email membership@naace.org.uk or visit naace.org.uk

Our Journey

1984–1985

NAACE provisional committee appointed to produce draft constitution. First NAACE Conference at The Abbey Hotel, Malvern.

2003–2008

Launch of Institutional Membership and the ICT Mark. 1,000 members reached. NAACE Communities is launched. ICT Mark accredited by Becta.

2014

A revised version of the Self Review Framework (SRF) is launched to ensure that it continues to fully meet the needs of schools.

2023

NAACE launches its latest iteration of what is now the EdTech Review Framework, ensuring it meets the ever-changing needs of the institutions it serves. Membership has grown exponentially.