

## Final recommendations from the validator of the award:

### Final Recommendations

It is abundantly clear that Chesterfield School has embraced digital learning across all stages and throughout the curriculum. The school was clearly already well advanced in the use of digital technology to support learning and teaching, yet in a short space of time since undertaking the use of the Awards4SELFIE self-evaluations tools, the school quickly took action to address the areas they had identified for themselves as areas for development, putting in place a range of enhancements. The leadership of the school, the staff, the pupils and the wider school community can all be justifiably proud in how the school is now using digital technology across the spectrum, whether for learning and teaching, assessment, educational administration and management, or communications within and beyond the school walls.

There is a clear passion from staff and pupils about the positive impact on learning and teaching of the use of digital technology, and the strong desire to invest time and enthusiasm to keep building skills is clearly evident.

I have no hesitation in recommending that Chesterfield Primary School has achieved the Awards4SELFIE Digital Schools Award Europe in all categories. I also recommend they become a mentor school in all categories as they have the experience, expertise, willingness and capacity to share and develop their skills with others.

## Awarded By

### Validator

**Name:** Malcolm Wilson **Email:** Malcolm@digitalschoolsawards.com **Awarded at:** 19 May 2023

### Coordinator

**Name:** Aoife **Coordinator Email:** aoife+1@digitalschoolsawards.com **Awarded at:** 29 May 2023

### Awards



**Leadership**  
Awarded at: 29 May 2023  
[View Description](#)



**Collaboration and Networking**  
Awarded at: 29 May 2023  
[View Description](#)



**Infrastructure and Equipment**  
Awarded at: 29 May 2023  
[View Description](#)



**Continuing Professional Development**  
Awarded at: 29 May 2023  
[View Description](#)



**Teaching and Learning**  
Awarded at: 29 May 2023  
[View Description](#)



**Assessment**  
Awarded at: 29 May 2023  
[View Description](#)



**Student Digital Competence**  
Awarded at: 29 May 2023  
[View Description](#)



**SELFIE**  
Awarded at: 29 May 2023  
[View Description](#)



**Mentor**  
Awarded at: 29 May 2023  
[View Description](#)

## Leadership

The school has demonstrated leadership and vision through a well-developed and widely understood digital strategy based on frequent consultation. The strategy supports innovation in learning and teaching in both face-to-face and blended learning formats and also supports the development of assessment and digital partnerships.

The school has a written digital strategy. It is shared, reviewed, and updated in consultation with teachers and helps focus on digitally rich teaching, learning, and assessment in face-to-face and blended learning formats. The strategy fosters partnerships and encourages internet security and copyright compliance.

### Collaboration and Networking

The school has an established culture of using digital technologies to communicate and share ideas and expertise within and beyond the school, including with key stakeholders. Teachers are empowered to act collaboratively to support effective learning and teaching and to improve their own digital competence. Learners are provided with opportunities to develop the skills to collaborate effectively and safely with others. The school continually reviews the quality and sustainability of its collaboration activities and seeks new opportunities for partnerships.

### Infrastructure and Equipment

The school has invested in a wide range of devices for learners and has developed excellent connectivity through secure networks so that classrooms are rich digital learning environments that are extended through blended learning. The infrastructure across the school includes technical and pedagogical support and digital learning spaces. There is an adequate number of devices and sufficient internet and wireless connectivity for a digitally rich experience for teachers to plan and deliver lessons. Students use digital devices for a range of deep learning experiences in face-to-face and blended learning formats.

### Continuing Professional Development

The school addresses teacher professional development needs through policy-led and consultation processes. CPD activities are informal and internal as well as formal and external and there is a strong culture of sharing and dissemination, particularly in relation to how these activities impact on learning. Much CPD is through and about blended learning and teaching.

Digitally focused Continuing Professional Development (CPD) activities are designed around identified teacher needs as well as regional and national policy-driven imperatives or accredited courses. Often, such CPD is in-house and colleague-led with examples of innovative practice being shared and disseminated. Other CPD is often cluster-based or conducted through online forums. Much CPD is teaching and learning focused and includes blended learning.

### Teaching and Learning

Teachers in the school use a range of digital technologies for teaching in class and in blended learning contexts. They also use these digital technologies for planning, administration and assessment in ways that foster collaboration, creativity, cross-curricular activities. Cyber resilience and internet safety are widely taught and encouraged.

Teachers routinely use digital technologies, including virtual learning environments for planning, for developing resources, for teaching, for collaborating and for administration. They use digital resources to provide students with opportunities to develop creativity, to engage in collaboration, to support independent learning and to participate in cross-curricular activities through face-to-face and blended learning formats. They use and foster strong security and internet safety practices. Where appropriate students use their own digital devices in their learning.

### Assessment

Teachers use digital technologies for formative and summative assessment. They use digital technologies to enhance feedback and to help students document their learning in their face-to-face teaching and in their blended learning activities. Teachers use data to inform the effectiveness of their teaching, to individualise learning and feedback. They also use data to support student and teacher-led target-setting.

### Student Digital Competence

Students in the school demonstrate a range of digital skills that are applied in class and in blended learning contexts. Their experiences are similar across subjects and phases of their learning. They demonstrate safe and responsible online habits and practices while using digital technologies to support a wide range of learning activities within and beyond the school.

### SELFIE

The school has completed at least one cycle of the SELFIE framework and has used its data to identify developmental goals and to place these goals in an action plan. The plan has identified the activities, resources, timeframe, personnel and partnerships needed to achieve success and has the consensus of most teachers.

### Mentor

The school is recognised as a digitally mature school through DSA or other award programmes. It has used social inclusion criteria to identify at least two partner schools and has begun to share its expertise based on the mentee schools needs (identified in part or in whole through each schools SELFIE action plan). Sharing is interactive and reciprocal with online and site mutual visits to support the implementation of support measures in the classroom.