Common characteristics of **successful realisation** of the **DCF**

Leaders

- Define clearly the **vision and strategic direction** for the school; this vision evolves as the school reviews its progress in realising the DCF
- Establish **professional values and behaviours** among staff to support continuous improvement and effective team work
- Establish and maintain a culture where **improving standards and wellbeing** for all pupils is the main priority
- Make **improving the provision for and the teaching of digital skills** a key process that contributes to improving standards in digital skills
- Deliver a **digital competence framework / curriculum** that fully **meets the needs of all pupils**
- Sustain a consistent focus on improving pupils' **digital** skills, including higher-order thinking, problem solving and reasoning skills
- Make sure that **professional learning** opportunities for staff improve the quality of provision and standards of digital skills for pupils
- Make all staff, especially those in management roles, **accountable** for successful realisation of the DCF
- Make sure that **self-evaluation** outcomes derive from **first-hand evidence** and are **linked closely to school improvement priorities**
- Provide **governors** with clear, understandable and honest analyses of how well the school is performing and encourage them to challenge underperformance

	Starting the journey	Making progress	Building momentum	Sustaining progress
Strategic vision	Establish a vision for realising the DCF	All staff and the school community understand the school's vision and aims. Leaders review the vision and strategic direction to ensure that it supports further improvement.	All staff and the school community develop the school's vision for continuous improvement and know their roles in achieving the vision. They review the vision and strategic direction to ensure that it supports further improvement.	The school continues with the vision and strategic direction to ensure that it sustains high standards and supports further improvement.
Developing the role of the digital lead and other leaders within the school	Establish a clear management structure to support the DCF. Appoint a digital lead who has the full support of the senior management team.	Develop the role of the digital lead and ensure that audits of hardware, network infrastructure and teacher skills are carried out. Ensure that the information from these audits inform planning for improvements and the training for staff. Distribute leadership opportunities and ensure that staff in these roles understand specifically what they are accountable for and have the skills to fulfil these duties.	The role of the digital lead, and distributed leadership, is well established and consistently successful in raising standards in the provision for and the teaching of digital skills. As a result, the school is ready to realise the DCF. All leaders clearly understand their responsibilities in relation to the provision of opportunities to develop digital skills and pupils' digital standards.	The role of the digital lead and distributed leadership is well established and highly successful in raising standards in the provision for and the teaching of digital skills. Leaders often help to improve systems beyond their own schools.
Improving teaching of digital skills	Set up systems to analyse self-evaluation information regarding the realisation of the DCF. Ensure that all staff understand what good teaching of digital skills looks like.	Embed systems to analyse self-evaluation information about the realisation of the DCF. Involve staff in this process. Ensure that all staff apply the good teaching of digital skills in lessons.	Systems to analyse self-evaluation information about the realisation of the DCF are effective. All staff in leadership positions are involved and make valuable contributions to this work. All teachers have a secure understanding of what constitutes good or excellent teaching of digital skills and most lessons are good or better.	Arrangements to analyse self-evaluation information about the realisation of the DCF are consistently effective and reliable. Aspects of this work fully devolved. The quality of teaching digital skills is consistently good and often excellent. As a result, nearly all pupils make particularly good progress and achieve very high standards.
Developing a digital curriculum to meet the needs of all pupils	Ensure that the curriculum and provision for digital skills meet the requirements of the DCF. Improve pupils' digital skills.	Ensure that the digital curriculum meets the requirements of the DCF and matches the needs and interests of all pupils, enabling them to make sound progress. Sustain the focus on improving pupils' digital and independent learning skills.	Ensure that the curriculum and provision for digital skills support high levels of engagement in learning and help all pupils to make good progress. All staff have a strong understanding of how to develop pupils' digital and independent learning skills to a high level.	Ensure that the curriculum and provision for digital skills are highly engaging and support all pupils to make consistent high progress. Aspects of this provision may be worthy of replication in other schools and the school shares its good practice effectively. All staff are highly successful in developing pupils' literacy, numeracy, ICT and independent learning skills.
Professional learning	Following an audit of staff's skills, establish professional learning arrangements to: • provide specific support for staff, including relevant and interesting digital skills in their teaching • provide specific support to enable staff to support the school to reach improvement goals • use CPD to establish and maintain high expectations in relation to the provision of digital skills for pupils Begin to develop opportunities for staff to contribute to working groups to focus on the realisation of the DCF.	Continue to broaden development opportunities for staff to engage in professional learning to improve their own practice and raise standards for pupils. Working groups begin to contribute successfully to the realisation of the DCF and its planning across the curriculum. They begin to engage with external partners to develop good practice.	CPD arrangements are effective in improving the quality of digital provision. They support improved provision for pupils consistently. Many staff engage in enquiry and reflection to improve teaching and learning of digital skills with good practice shared across the school. Teachers regularly network with colleagues in other schools to raise standards of teaching, learning and wellbeing through the DCF.	Arrangements for the CPD of all staff are highly effective and support a culture of continuous improvement of digital skills at the school. All staff engage regularly in effective professional learning individually or as part of a working group. They engage in research, coaching or mentoring activity to improve their own and others' professional practice in the use of the DCF.
Utilising pupils' digital skills	Establish arrangements to take account of and consider using the digital skills of pupils to train their peers and staff.	Further develop arrangements and training to use the digital skills of pupils to train their peers and staff.	The use of the digital skills of pupils to train their peers and staff is influential and an established part of realising the DCF.	The use of the digital skills of pupils to train their peers and staff has a regular and positive impact on raising standards of provision, learning and wellbeing.

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