

|  |  |
| --- | --- |
| **Validation Report** | |
| **School Name:** Sunnyside Primary School | **Name of Validator:** Jen McKay |
| **School Address:** Erskine St, Alloa, Clackmannanshire, FK10 2AT | **Date of Validation:** 5th November 2018 |
| **Principal/Head Teacher:** Denise Penman | **Digital Technology Co-ordinator:** Phillip Mathis |
| **School Reference No:** 5700728 | **Time of arrival: 09:15 Time of departure: 12:00** |

**Guidelines for marking:**

All statements are assessed using the three levels, “**Addressed**”, “**Partially** **Addressed**” or “**Not** **Addressed**”. Essential criteria, indicated with a ‘\*’, can achieve a score of 10 marks, 5 marks or 0 marks respectively while non-essential criteria can receive a score of 5 marks, 2.5 marks or 0 marks. The max and min mark acceptable for each section is provided at the bottom of that section. Validators may add up to 10 discretionary marks in each section where the school shows unique or outstanding innovation in that section.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership and Vision** | | | | | |
| ***In relation to policy and planning:*** | | | **A** | **PA** | **NA** |
| The distinctive contribution of digital technology is integrated into the whole school vision and the School Development Plan. \* | | | 10 | 5 | 0 |
| The digital technology policy is approved by the local authority and is informed by wider research and regional/national policy. | | | 5 | 3 | 0 |
| The digital technology leader/coordinator has a proactive, operational and evaluative role in supporting learners’ digital capability and teachers’ pedagogical deployment of digital technology. | | | 5 | 3 | 0 |
| The school frequently and collaboratively reviews its digital technology policy by evaluating the potential of emerging technologies and best practice scenarios. | | | 5 | 3 | 0 |
| The policy supports digital technology CLPL /CPD in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations/personnel and formal training. | | | 5 | 3 | 0 |
| ***In relation to learning and teaching, the school policy:*** | | | | | |
| Outlines the rationale for the use of digital technology and recognises the distinctive contribution of digital technology in learning and teaching. \* | | | 10 | 5 | 0 |
| Includes both external and school-generated curriculum links. | | | 5 | 3 | 0 |
| ***In relation to learners with additional support needs:*** | | | | | |
| The digital technology policy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support. | | | 5 | 3 | 0 |
| ***In relation to access to digital technology, internet use, internet safety, and cyber resilience the school policy:*** | | | | | |
| Plans for progression in teachers’, parents’/carers’ and learners’ understanding of the importance of e-safety and how they can remain safe online. | | | 5 | 3 | 0 |
| Provides guidance on the management of digital technology so that learners have regular access to digital technology in a safe environment. | | | 5 | 3 | 0 |
| Outlines how the internet is best used as a resource for learning, and teaching. | | | 5 | 3 | 0 |
| Includes an Acceptable Use Policy that is implemented throughout the school. \* | | | 10 | 5 | 0 |
| **Discretionary Mark (Max 10)** | **Total Mark: (Discretionary Mark + Score) = 61** | *Min score 57- Max score 75* | | | |
| *Comments on Leadership and Vision*  Sunnyside Primary School is committed to embedding digital technology across the curriculum and has a clear vision for the future with shared digital responsibility with the staff. Though their Digital Learning Strategy and Digital Use Policy they have defined guidelines which will help the school progress with its digital journey. The policy also aligns itself with both the School Improvement Plan and the Local Authority National Improvement Framework plan which ensures that a strategic approach is maintained across the authority. During my discussions with the Digital Technologies Coordinator he highlighted to me that parental engagement was a key driver in the development of the Digital Strategy, which is a progressive approach to take.  In addition to this policy, the school has created comprehensive Progression Pathways for both Computing Science and Digital Literacy, which highlight the experiences and outcomes from Early to Second Level and the associated skills, learning intentions, resources and web links so that staff at each stage can easily refer to them. Furthermore, teachers can also refer to an IDL Blooms Skills Toolkit for Digital Literacy at each stage and can highlight them after completion to ensure continuity within the school. All of these documents highlight to me that Sunnyside is forward thinking in their aims for the use of digital technology throughout the school.    The emphasis on developing self-aware and responsible digital citizens was apparent from observing the young people at work. Teachers clearly feel empowered to innovate and share how they use software and hardware to support learning and teaching. Differentiation is used to ensure that all learners are challenged and enthused. Those with both high and low attainment levels were able to show how ICT supported and enhanced their learning.  Finally, e-Safety is paramount to the learning and teaching across the school and as such, the school undertakes a variety of ways of ensuring that all pupils know how to stay safe online. This is also in line with guidance provided by the Local Authority. | | | | | |

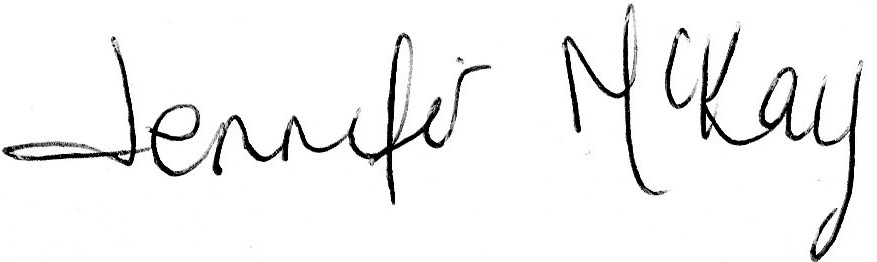
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Use of Digital Technology to Deliver the Curriculum** | | | | | |
| ***In relation to learning and teaching:*** | | | | | |
| Digital technology is a central consideration in all curriculum and assessment delivery across all year groups and all curricular areas. \* | | | 10 | 5 | 0 |
| Digital technology is used to enhance and extend learning experiences and to foster independent learning within and beyond the school. \* | | | 10 | 5 | 0 |
| Digital technology has a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced. \* | | | 10 | 5 | 0 |
| Digital technology is used to help learners create content as well as organise content provided by teachers. | | | 5 | 3 | 0 |
| Teachers integrate digital technology into their daily teaching and learning and provide learning experiences that support cross-curricular skills and the development of positive attitudes and dispositions.\* | | | 10 | 5 | 0 |
| Assistive Technologies and appropriate software are deployed across all age groups in ways that provide additional and/or differentiated learning for students with additional support needs. \* | | | 10 | 5 | 0 |
| Progressively, learners are provided with opportunities to learn independently.\* | | | 10 | 5 | 0 |
| **Discretionary Mark (Max 10)** | **Total Mark: (Discretionary Mark + Score) = 55** | *Min score 50 Max score 65* | | | |
| *Comments on Use of Digital Technology to Deliver the Curriculum.*  Across the various curriculum areas and year groups there is clear evidence that pupils are actively encouraged to learn independently as well as collaboratively using digital technologies. Whilst speaking with pupils it was evident that were engaged with the digital technology to an extent that it was a normal part of their learning. They all spoke enthusiastically how various apps/software had helped them achieve their learning outcomes. Staff were also keen to share their experiences and spoke about the impact that digital technologies had had on their learners.  The wide range of resources and apps available to the staff and pupils ensures that there is equitable and differentiated access to learning across all stages. Pupils with Additional Support Needs are supported with Clicker 6 to ensure that they are able to learn alongside their peers when using digital technologies. To enhance reading skills pupils who need help to progress with their reading use Rapid Reading to help then catch up with independent reading. In addition, the range of tools available within Glow are actively used across the school. The nursery also uses digital technologies in their literacy rich environment, which includes access to a Promethean Board for the pupils to engage with interactive tasks.  At present pupils in Primaries 5-7 have created and are maintaining an eportfolio, these are created as a Glow Blog which pupils can access both at home and in school to record their achievements and learning highlights. With 5 year funding from the Parent Council pupils from Primaries 1- 7 will be moving to using Learning Journals which will further enhance the home/school link for parents. The school already helps to support digital learning at home by providing a booklet that highlights not only useful websites to visit with their child/children, but guidance on internet safety.  Having taken time to evaluate the various array of software available to teach pupils about coding the school decided that Code.org provided the best learning opportunities and consistency of progression for their pupils. In addition to this the school has also invested in a range of robotics and coding hardware, which includes Lego Mindstorms. EV3 bots and Beebots for the younger pupils. As a result of their investment in coding resources pupils are able to participate in the Lego League and having seen the pupils work with Lego Mindstorms it is evident that this is paying off as they were engaged and highly motivated by the task that they were undertaking. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School Culture** | | | | | |
| ***In relation to the digital technology culture of the school:*** | | | | | |
| There is evidence of a strong digital technology presence throughout the school. \* | | | 10 | 5 | 0 |
| Teachers and learners demonstrate the motivational capacity of digital technology. \* | | | 10 | 5 | 0 |
| The school has a website that is updated regularly and features learning and achievements. \* | | | 10 | 5 | 0 |
| The school exploits the use of digital technology as a means of communication between learners, parents/carers, staff and the wider community. | | | 5 | 3 | 0 |
| Teachers use digital technology in their own planning and administration. | | | 5 | 3 | 0 |
| The school recognises and celebrates learners’ use of digital technology for their own learning. | | | 5 | 3 | 0 |
| The school uses a range of digital technology formats to collaborate with other schools or organisations in local, national or international project work. \* | | | 10 | 5 | 0 |
| **Discretionary Mark (Max 10)** | **Total Mark: (Discretionary Mark + Score) = 48** | *Min score 41 Max score 55* | | | |
| *Comments on School Culture.*  There is evidence of a strong digital technology presence throughout the school in which both teachers and learners demonstrate the motivational capacity and value of digital technology. The school has a comprehensive and up to date website, developed using Glow Blogs, that provides useful information for parents, carers and the wider community and includes access to the school newsletters. The website also incorporates individual class blogs which highlight the work going on at each stage. This is an excellent way of keeping parents up to date with what is going on in the school and stimulates discussion about learning at home.  The school exploits the use of digital technology as a means of communication using Twitter in addition to the school website and the Twitter feed is also embedded in the school website. The feed is lively and up to date providing news and highlighting achievements throughout the school. As the school understands that social media is the best way to communicate with parents and carers they ensure that staff are trained in its use and that they undertake an e-Learning course provided by the Local Authority, which is available through a tile in Glow. In addition, QR Codes are utilised to share learning at home with a sticker being placed on the front of each homework jotter to encourage parents to scan it and learn more about their child/children’s learning.  The school’s digital culture is further enhanced by the appointment of digital leaders from Primaries 2-7. To become a digital leader there is a ballot during the school’s Democracy Fortnight where pupils campaign for all groups including becoming a Digital Leader. On Council Voting Day all pupils have the opportunity to vote so the candidates are chosen by the pupils themselves, which I believe is a worthwhile and innovative way to make the appointment. The Digital Leaders take their role and responsibility very seriously and take minutes of their meetings which they share with peers through their dedicated noticeboard and pupils are encouraged to ask questions of the Digital Leaders at any time. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional Development** | | | | | |
| ***In relation to professional development:*** | | | | | |
| The digital technology policy facilitates professional development in, about and through digital technology. \* | | | 10 | 5 | 0 |
| The majority of staff have engaged in school-based and other relevant professional development programmes that are focused on enhancing learning and teaching through the use of digital technology. | | | 5 | 3 | 0 |
| Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching. | | | 5 | 3 | 0 |
| The school utilises the expertise in digital technology acquired among staff and collaborates with other schools and organisations to inform practice. | | | 5 | 3 | 0 |
| There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher competence in digital technology. | | | 5 | 3 | 0 |
| The majority of teachers are confident in the safe, secure and appropriate integration of digital technology in their daily teaching. | | | 5 | 3 | 0 |
| The school keeps abreast of developments in technological and professional practice in relation to digital technology and staff are aware of their professional development needs in relation to digital technology. \* | | | 10 | 5 | 0 |
| **Discretionary Mark (Max 10)** | **Total Mark: (Discretionary Mark + Score) = 39** | *Min score 34 Max score 45* | | | |
| *Comments on Professional Development:*  Sunnyside Primary is committed to its vision of their digital journey and they are fully aware that to achieve this suitable CLPL must be in place for the staff. Developing the staff and their capacity is vital to ensure that their journey continues smoothly and everyone benefits from the digital technologies available in the school. Delivering effective CLPL is done in a variety of ways and information is fed down regularly to ensure that the staff are kept up to date.  Staff have the opportunity to attend digital breakfast sessions which aim to upskill staff to enable them to deliver digital lessons with confidence and support pupils in their learning. These sessions have already included work on Plickers and Coding and this has had a beneficial effect on the staff and increased their confidence. In addition, dedicated CLPL sessions are built in to collegiate working time so that staff have an opportunity to work together to share and learn about uses of digital technologies available in the school. Local Authority training opportunities are also available and staff can receive training in the use of Clicker 6 from the Support for Learning teacher in the school.  With regard to social media, training is provided on both Twitter and Glow Blogs for the website and very clear guidelines are set out in the Digital Learning Strategy and Digital Use Policy. Finally, to ensure that all staff are able to reinforce their knowledge and skills a CLPL folder is available at all times for staff to refer to. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Resources and Infrastructure** | | | | | |
| ***Hardware:*** | | | | | |
| There is widespread access to computers, laptops and/or tablet devices, where appropriate. \* | | | 10 | 5 | 0 |
| The school deploys digital technology resources in the most appropriate manner to maximise opportunities for effective learning. | | | 5 | 3 | 0 |
| Online environments, including Glow are used to support a wide range of learning activities within and beyond the school. | | | 5 | 3 | 0 |
| ***Infrastructure:*** | | | | | |
| The local authority network is used effectively to create, record, store and share resources and learners’ work. Learners and staff can create and comment on e-portfolios. \* | | | 10 | 5 | 0 |
| The school has sufficient internet access throughout. \* | | | 10 | 5 | 0 |
| ***Software:*** | | | | | |
| The school’s content-rich and content-free software covers a wide range of curricular areas and learning needs. \* | | | 10 | 5 | 0 |
| Teachers frequently use age and ability-appropriate software applications to support differentiated and targeted learning. | | | 5 | 3 | 0 |
| The school is fully compliant with all software licencing requirements. \* | | | 10 | 5 | 0 |
| **Discretionary Mark (Max 10)** | **Total Mark: (Discretionary Mark + Score) = 60** | *Min score 50 Max score 65* | | | |
| *Comments on Resources and Infrastructure*  Sunnyside Primary has worked hard to ensure that there is equitable access to digital technologies throughout the school and provides learners with a wide variety of differentiated software. They currently have 60 Netbooks available for pupils to access and there is a router in each classroom. The Netbooks are allocated as class sets and there is a timetable to reserve these for use though this is flexible and additional requests can easily be accommodated. During discussions with the Digital Technologies Coordinator it was highlighted that WiFi provision wasn’t as fast and reliable as they would like but it is improving.  In addition, through PEF money iPads have been purchased and there are currently a minimum of 6 iPads available for each class. Apps for the iPads can be installed on request but many of the ones already preinstalled are being used throughout the school. Each member of staff also has been issued with their own iPad to enable them to have access to digital technology as all times. Staff are also able to access various school shared drives which ensures that that they have access to information that they need both in and out of school.  Despite having access to a wide range of digital resources I recognise that the school moves forward with caution and deploys technology with purpose whilst ensuring that staff are confident with the ever changing digital landscape. | | | | | |

|  |
| --- |
| *Noteworthy examples of digital technology integration in the school:*  During my visit to Sunnyside Primary I saw and heard about many examples of digital technology being integrated across the school. Initially I was able to meet with a member of the Parent Council who was able to tell me about how the use of digital technologies in school had impacted on both themselves and their children. They explained that at home apps and the creation of Powerpoints for class topics was popular, giving her the opportunity to see what her children are learning about and being able to be more involved. Learning Journals, which are already available in the nursery were highlighted as an excellent way of promoting the home/school link and had been valuable in the nursery to Primary 1 transition with all parents being involved in the learning that their children were involved in at school. To further enhance the digital home/school link the use of Twitter was highlighted and the fact that this is also shared on the Parent Council Facebook page as well. The class blogs on the website were highlighted as being very popular with parents as it allows them to read about their child’s activities during the school day. Finally, we spoke about general communication and the parent mentioned the use of texts, emails and newsletters which helped to make interaction with the school easier and more streamlined.  I then had the opportunity to speak to pupils from Primaries 2- 4 and amongst other things they explained to me how they had used Adobe Spark and greenscreens as part of their topic work to make a presentation. They all spoke enthusiastically about how they used the technology and it was apparent that this had given a different dimension to their learning experience.  Pupils from Primaries 5-7, who were Digital Leaders in the school told me about a Mock Court that they had taken part in and how they had used Stop motion to create cases for both the prosecution and the defence. The animations were very entertaining and clearly a lot of thought and planning had gone in to their creation. In addition, they mentioned using iMovie to create a trailer for a book which they very much enjoyed doing. They also told me about their use of Excel to collect data on such things as favourite subjects and how they could present the data in a variety of different ways for display purposes. |
| *General comments:*  It is apparent that Sunnyside Primary has a clear vision of where their digital journey will take it in the future and the staff and pupils are on board to make this happen. The array of technologies and software used effectively by the school helps to ensure that every pupil has an opportunity to become a confident individual. During my discussions with individual teachers it was apparent that they saw digital technologies as embedded in the curriculum and they used it effectively to enhance the learning experiences of the pupils.  It is, therefore, my recommendation that the School has achieved the Digital Schools Award (Scotland).  Possible next steps for Sunnyside Primary could be to consider looking at VR headsets which would be a great asset for the school as this takes the youngsters in to worlds that they have never/will never experience and this has a tremendous impact on their learning, in particular in literacy. These do not have to be expensive as there is a wide range available in the market beginning with the simple Google Cardboard. The school already makes good use of the tools within Glow, including Microsoft Office 365 but they may want to explore the use of Teams which integrates the O365 tools in to a structured collaborative tool that can be used with both staff and pupils. Finally, if this has not already been considered, the school may want to look at HP Reveal which can be added to the iPads to explore the opportunities offered by augmented reality in the classroom. |

****

**Signed: External Validator**

**Growing the Community**

**Become a mentor digital school**

A key objective of the Digital Schools Awards Scotland is to help best-practice sharing across schools. To facilitate this aim, we are inviting schools that successfully complete the programme and achieve digital school status to become a *Mentor Digital School*. Being a mentor school will involve;

* Being listed as a *Mentor Digital School* on the Digital Schools website
* Being recommended by the Digital Schools Awards programme
* Agreement to be contacted by other schools seeking advice

You may request to be removed as a *Mentor Digital School* at any time by emailing [info@digitalschoolsawards.co.uk](mailto:info@digitalschoolsawards.co.uk).

Would you like to be a Mentor Digital School?

Circle: Yes | No

School Contact: Philip Mathis - CLpmathis@glow.sch.uk

**Share digital media links**

Share any digital media links that you would like us to follow (e.g. school website, Twitter, Facebook, Vimeo, YouTube, etc.)

|  |  |
| --- | --- |
| **School Name:** | |
|  |  |
|  |  |
|  |  |
|  |  |

Sharing of Information

* We are happy to share this report with Education Scotland Yes I No
* We are happy for Education Scotland to contact us to highlight our practice Yes I No
* We are happy to share this report with the local authority Yes I No