



# Dunscore and Moniaive Partnership Digital Learning and Teaching Strategy (January 2024)



## Convention on the Rights of the Child

Article 28: Young people should be encouraged to reach the highest level of education they are capable of.

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures.

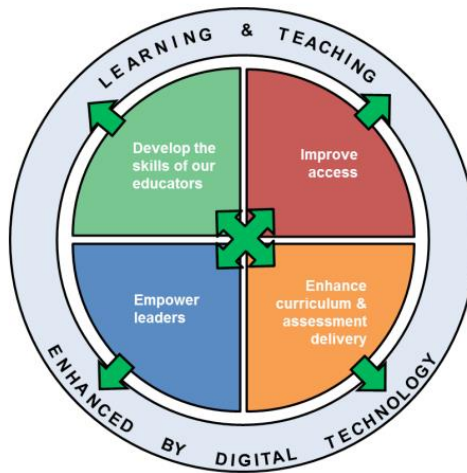


## National Strategy

The Scottish Government launched a digital learning and teaching strategy for Scotland, Enhancing Learning and Teaching through the use of Digital Technology, in September 2016. Scotland's refreshed digital strategy was launched in March 2017, setting out the vision for Scotland as a vibrant, inclusive, open and outward looking digital nation, Realising Scotland's full potential in a digital world: a digital strategy for Scotland. The national strategy papers indicate the actions for government, local authorities and schools. This strategy reflects the actions identified with clear alignment to the national objectives.

'The world is going more digital so we need to learn this in school.'

P4 Pupil



## Dumfries and Galloway Digital Strategy for School 2020-2025

The Dumfries and Galloway Digital Strategy for schools identifies how it will contribute to ensuring children and young people have the right skills for learning, life and work.

In order to achieve this in an ever-changing environment, it is vital that we ensure our children and young people aspire to use the most up to date technology possible, to allow full access to all learning pathways.

<b>SKILLS OF OUR EDUCATORS:</b> Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.	<b>ACCESS TO TECHNOLOGY:</b> Improve access to digital technology for all learners and staff.
<b>CURRICULUM AND ASSESSMENT:</b> Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.	<b>LEADERSHIP:</b> Empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

## **Dunscore and Moniaive Partnership – Digital Schools**

At Dunscore and Moniaive Primary Schools we aim to ensure that, from the earliest stages of their education, children begin to develop digital literacy and use digital technology to enrich their learning across the curriculum. Throughout the course of their education, our pupils will develop increasingly sophisticated technical skills and become confident in the creation, as well as use of, digital materials. Across a range of different curricular areas, they will develop computational thinking, taking a logical and creative approach to problem solving. They will learn more about different jobs, the use they can make of their digital skills in a wide range of careers and the pathways that they can take to reach them. All pupils will value their digital skills and the opportunities they offer for learning, life and work.

In order to realise our vision, we will work with partners at a local and national level to achieve all four of the objectives that are central to successful digital learning, teaching and assessment from the National Strategy:

- develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
  - improve access to digital technology for all learners.
  - ensure that digital technology is a central consideration in all areas of the curriculum and assessment delivery.
- empower all to drive innovation in digital technology for learning and teaching.

‘Links to our school improvement Plan.’

Staff Member

'Clear and easy to understand.'

Staff Member

## **Our Key Actions**

### **Staff Skills**

- Encourage all staff to share innovative and effective practice both face-to-face and through digital platforms.
- Ensure that students and newly qualified staff are sufficiently supported in the appropriate and effective use of digital technology.
- Look for opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in education.
- Ensure that appropriate career-long professional learning opportunities are offered to all staff.
- Ensure learners are involved in sharing their digital experiences and skills and that they are given opportunities to comment on the use of digital technologies to deliver learning and teaching.

### **Improve Access to Digital Technology**

- Work with Dumfries and Galloway Council to obtain appropriate digital hardware and software that can support learning and teaching.
- Ensure all learners, including those with additional support needs, are able to access appropriate digital technology for learning and teaching.
- Ensure that all learners become resilient users of digital technology and can stay safe online.

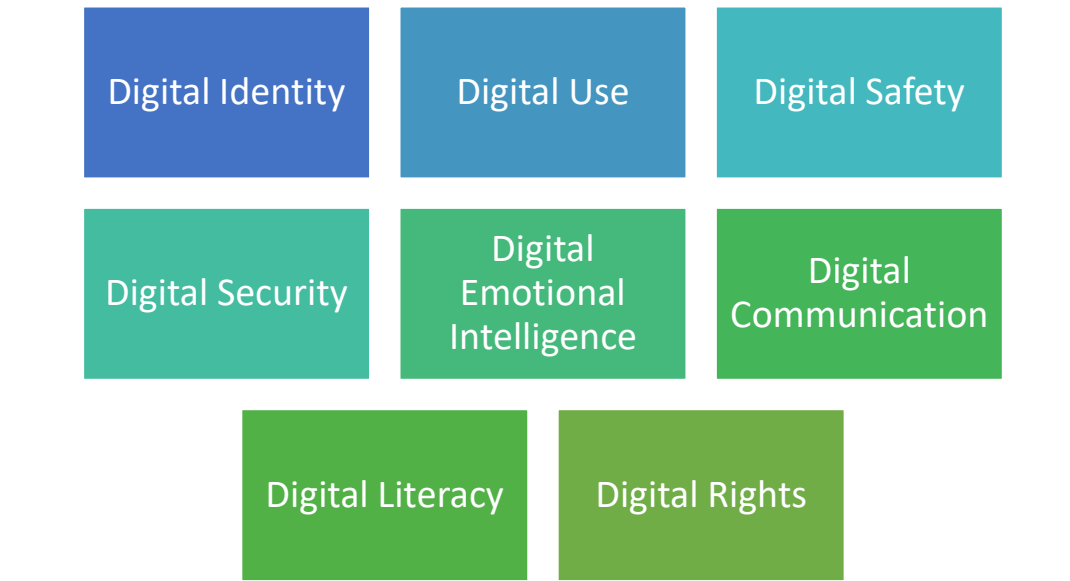
### **Curriculum and Assessment**

- Ensure that the use of digital technology is a central consideration in the planning and delivery of any learning and teaching across Curriculum for Excellence.
- Provide a range of opportunities for learners to develop their digital skills across Curriculum for Excellence.
- Work to identify opportunities to enhance assessment using digital technologies.

### **Innovation in Digital Technology**

- Identify existing expertise within the staff and pupil community (Digital Leaders) and ensure that their knowledge is shared.
- Ensure that cyber resilience and internet safety is central to all digital technology use.

## Outcomes for Learners:



**Digital Identity** - The ability to create and manage your online identity and reputation. This includes an awareness of your online persona and management of the short-term and long-term impact of your online presence.

**Digital Use** - The ability to use digital devices and media, including the mastery of control in order to achieve a healthy balance between life online and offline.

**Digital Safety** - The ability to manage risks online (e.g. cyberbullying, grooming, radicalisation) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.

**Digital Security** - The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.

**Digital Emotional Intelligence** - The ability to be empathetic and build good relationships with others online.

**Digital Communication** - The ability to communicate and collaborate with others using digital technologies and media.

**Digital Literacy** - The ability to find, evaluate, utilise, share and create content as well as competency in computational thinking

**Digital Rights** - The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech

'These are skills we need for the future.'

P4 Pupil

## **Outcome for Staff**

All practitioners will have opportunities to engage in professional learning to develop digital literacy skills in:

- Using digital products and services in a variety of contexts to achieve a purposeful outcome.
  - Searching, processing and managing information responsibly.
  - Cyber resilience and internet safety.
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## **Outcomes for Parents and Carers**

Access for parents and carers to information on children and young people's progress will improve through digital technology. Opportunities to engage with parents will be more innovative, improving collaboration and communication. Parents and carers will be supported in improving children and young people's digital literacy and understanding of e-safety.

'Teachers helping us to learn how to be safe online and how to use technology safety.'

P3 Pupil