

# Kirkcolm, Leswalt and Portpatrick Primary Schools

## Digital Schools Awards Scotland Primary Endorsement

### Leadership and Vision

In what ways has the school further developed its digital leadership and vision since the original DSAS award? (Include how the school views its future direction in digital learning and teaching). Please provide a brief description of how the school has progressed in this area since the award was first conferred (250 words max). Please provide no more than two different forms of evidence that exemplify how the school has either maintained its currency or further enhanced its digital experience of learners.

Evidence should consist of a range of examples including:

Links to key policies:

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Validation:

Awarded  Mentor

Validator comments:

The Kirkcolm, Leswalt and Portpatrick Partnership of schools is to be commended on how, under the leadership of Sheila Baillie (Headteacher of Kirkcolm and Leswalt Primary Schools), and Mandy Whorlow (Headteacher of Portpatrick Primary School partnered with St Joseph's RC Primary School, and who took on the digital lead of the Kirkcolm, Leswalt and Portpatrick Partnership) supported by a group pupil Digital Leaders (two pupils in each school within the partnership schools), it has continued to build on previous digital learning achievements, since gaining the Digital Schools Award recognition previously. It is very positive to see that the partnership of schools has worked closely together with the local authority Dumfries and Galloway Council Digital Leaders, Principal for STEM Karen Creighton, and Education Scotland DigiLearnScot team's George Milliken, to improve the competencies of practitioners in the schools cluster through designing and delivering a programme of digital professional learning for

colleagues (which aligns with Teacher Digital Literacy Framework and the Teacher Digital Skills Teacher Toolkit). It is notable that the Kirkcolm, Leswalt and Portpatrick Partnership of schools has developed a learning plan to develop children's skills in a range of digital competencies/meta-skills as aligned with the Digicomp framework, as well as Digilearn's Digitally Literate Learners. The Kirkcolm, Leswalt and Portpatrick Partnership of schools is to be commended for having secured Digital Xtra funding to purchase robotic/coding resources with which to develop computational thinking skills of children, and for the recognition in recent HMIE inspections of schools within the partnership where the use of digital in learning and teaching was commended.

## Career Long Professional Learning

**How has CLPL changed and/or contributed to any developments since receiving the Digital Schools Award Scotland and what impact has that CLPL had? Please provide a brief description of how the school has progressed in this area since the award was first conferred (250 words max). Please provide no more than two different forms of evidence that exemplify how the school has either maintained its currency or further enhanced its digital experience of learners.**

**Evidence should consist of a range of examples including:**

**Staff development plan** that includes details of staff training in digital technology provided externally; details of staff training in digital technology provided in-house; audit of staff professional development needs in relation to digital technology including online safety.

**Three Departmental plans** that demonstrate how: Digital technology is being used to support teaching and learning in creative and innovative ways.

Staff attendance sheet for a CLPL event in digital technology.

Planning and evaluations for CLPL events in digital technology.

A set of minutes from a meeting of teacher digital champions.

**Links to key policies:**

**Validation:**

**Awarded**  **Mentor**

**Validator comments:**

It's clear that staff in the Kirkcolm, Leswalt and Portpatrick Partnership of schools continue to engage in a variety of CLPL related to digital learning, notably including leading a cluster-wide professional development project to support practitioners to achieve essential and core skill requirements of Education

Scotland's Digital Literacy Framework, which has resulted in all cluster primary/secondary settings embedding the planned digital strategic change initiative within School Improvement Plans and Working Time Agreements. The Digital Lead for the Kirkcolm, Leswalt and Portpatrick Partnership of schools engaged with Education Scotland to develop tailored webinar training for staff, resulting in the participation of 54 practitioners and in the setting up of a Stranraer cluster support group sharing resources matching the Digital School Improvement Plan and skills within the digital literacy framework, and a mechanism by which to measure children's digital literacy competencies.

## Digital Learning and Teaching

**In what ways has the classroom experience of learners changed, developed or improved since the DSAS award? (Include where appropriate, classroom practices, assessments and blended learning initiatives). Please provide a brief description of how the school has progressed in this area since the award was first conferred (250 words max). Please provide no more than two different forms of evidence that exemplify how the school has either maintained its currency or further enhanced its digital experience of learners.**

### **Evidence should consist of a range of examples including:**

Details of how digital technologies are being deployed to support teaching in creative and innovative ways and to foster independent learning.

Information as to how teachers engage with educational partners such as other schools, local employers, further/higher education institutions and other education agencies.

Information as to how the school recognises pupil excellence in the use of digital technology.

Examples from different year groups that demonstrate the use of an online environment.

Examples from each of three year groups that demonstrate the teaching of online safety.

Two Individual Education Plans from each of three year groups.

### **Links to key policies:**

### **Validation:**

 **Awarded**  **Mentor**

### **Validator comments:**

It's praiseworthy to note the teachers in the Kirkcolm, Leswalt and Portpatrick Partnership of schools are planning collaboratively for purposeful and relevant use of Digital technologies to support learning and teaching, including pupils being offered personalisation and choice in how they demonstrate their

learning (making choices as digital platforms such as PowerPoint, Sway, podcasts, video/photographs/screenshots or blogpost), and encouraging pupils to use child friendly search tools. It is also noteworthy that connecting virtually across the Kirkcolm, Leswalt and Portpatrick Partnership of schools is undertaken across a range of groups (including pupil Digital Leaders in each school, the House Captains, and Pupil Council, just as examples), tinker tables have been introduced into classrooms (which supports independent learning), and the partnership schools engage with wider partners including Further Education college (DG College Stranraer campus), MyWorldOfWork, and Education Scotland's DigiLearnScot team. Practitioners have undertaken personalised on-demand professional learning online, including Sphero online training, Micro:bits, Immersive Reader, MS Forms, OneDrive, and Microsoft Learn/Microsoft Educator (some staff within the partnership of schools have achieved Apple Teacher and Microsoft Educator recognition). Pupil Digital Leaders undertake training (having their own space within Microsoft Teams facilitates collaboration across the partnership schools) and their achievements are recognised through awarding of certificates. Additional needs are supported with appropriate digital technology such as Nessy to support pupils with dyslexia, Accelerated Reading and Sumdog, Immersive Reader, QR codes to narrated YouTube videos of authors, MS Translator app and online translation tools for documents for pupils with EAL. Digital wellbeing is now incorporated into Health and Wellbeing planning by staff to ensure progression and reinforcement of key messaging.

## Resources and Infrastructure

**What improvements have been made to resources and infrastructure since the DSAS award was conferred? (include any new hardware or software initiatives, BYOD, privately funded initiatives or network improvements). Please provide a brief description of how the school has progressed in this area since the award was first conferred (250 words max). Please provide no more than two different forms of evidence that exemplify how the school has either maintained its currency or further enhanced its digital experience of learners.**

### **Evidence should consist of a range of examples including:**

An explanation or description as to how workstations, WIFI points and other resources are allocated across faculties for staff.

Examples or description of how hardware used across the school maximise opportunities for independent learning for pupils.

Describe how the school ensures that all pupils have equity of access.

A list showing the allocation of subject specific software for each faculty.

Describe how the school tracks and complies with licensing regulations.

Guidance for staff in relation to compliance with software licensing requirements.

## Links to key policies:

## Validation:

🟢 Awarded 🟡 Mentor

## Validator comments:

It's clear that the Kirkcolm, Leswalt and Portpatrick Partnership of schools has continued to commit to enhancing digital technology provision within the school. Since the school first achieved the Digital Schools Award, the school has now acquired a bank of iPads used daily, with a device to pupil ratio of 1 to 2. The school has also procured laptops with charging trolleys. The school is now set up with Bring Your Own Device (BYOD) connectivity. Pupil Digital Leaders take responsibility for managing and maintaining the school's devices, as well as providing peer support. Licencing is managed centrally by the local authority, and the school takes guidance from the local authority digital policy. The school is to be commended for having successfully secured funding from Digital Xtra to purchase coding resources (as part of which a partnership-wide action plan of technology-focused learning experiences has been developed for pupils, and professional learning for staff), and for sharing resources across the partnership schools.

## Innovations and Initiatives

**What (if any) innovation has there been since the school received the DSAS? (E.g., infrastructure, leadership, teaching and learning, CLPL, student digital experience.) Please provide a brief description of how the school has progressed in this area since the award was first conferred (250 words max). Please provide no more than two different forms of evidence that exemplify how the school has either maintained its currency or further enhanced its digital experience of learners.**

### **Evidence should consist of a range of examples including:**

**A link to an up to date school website** that contains: photographs and descriptions of pupil achievements including achievements in digital technology; links to digital educational resources for a range of year groups across a range of subject areas; links to online safety resources; relevant school documentation for parents e.g. school holidays, events, policies, contact information.

Examples that show how attendance and assessment results are recorded and used where appropriate e.g. tracking, monitoring or reporting or attendance calendar

Examples showing how the school is ensuring that pupils have the opportunity to develop computer or coding skills within and outside of school.

A pupil evaluation of a collaborative local, national or international project facilitated by digital technology.

A teacher evaluation of a collaborative local, national or international project facilitated by digital technology.

A description of how the school has overcome an obstacle to using a specific digital technology.

**Links to key policies:**

**Validation:**

✔ Awarded ✔ Mentor

**Validator comments:**

The innovations and initiatives of the Kirkcolm, Leswalt and Portpatrick Partnership of schools includes engaging and informative school websites with regular posts about learning activities (which also provides families with access to guidance on staying safe online, and links to curricular support resources), piloting ParentPortal for the local authority (through which the school shares calendars, newsletters, and announcements), using Microsoft Teams to share learning resources with pupils that are accessible anytime/anywhere, and also making use of social media (YouTube channel, Wordpress blogs, and Facebook via Parent Council and local community pages) and MS 365 Outlook emails and email groups for classes via Glow. In addition, the school makes effective use of digital tracking and monitoring for attendance, attainment and achievement, has created a digital progression skills tracker, and providing virtual/digital ways for pupils to overcome the challenge of the rural location of the school. It's noteworthy that the schools actively seek feedback from pupils on their digital learning experiences, and act on their responses (such as Digital Xtra funding for Sphero devices, funding from local windfarm to support purchasing iPads, and sharing/pooling resources across the school partnership to extend what would be able to be offered, such as coding devices.

### Overcoming challenges (Optional)

**What challenges have you faced in digital deployment since the original award and how are you overcoming them? Please provide a brief description of how the school has overcome challenges since the award was first conferred (250 words max).**

**Evidence should consist of a range of examples including:**

**Links to key policies:**

**Validation:**

✔ Awarded ✔ Mentor

### Validator comments:

The Kirkcolm, Leswalt and Portpatrick Partnership of schools is to be commended for continuing to make a commitment to make the most of digital technologies for supporting and enhancing learning and teaching, for seeking ways to fund and resource equipment and take part in initiatives where this will enhance what's available for the learners of the partnership schools. Overcoming the challenge of ensuring skills and resources remained current and functioned with a new local authority operating platform (where some hardware and software became obsolete, including visualisers and digital cameras, now replaced with the use of iPads and mirror function) were overcome by seeking funding to enable the purchase of compatible resources, making use of external support to deliver workshops in coding using different platforms e.g. Scratch, Micro:bits, Spheros and Soundtrap, and also collaborating and learning from each other. The issue of lack of a suitable mechanism by which to assess and track pupil progression in digital literacy was overcome with the creation of a digital progression framework which tracks pupils across four stages within each primary level (which was piloted and has now been adopted in other schools, and being further developed in collaboration with schools elsewhere).

### Other (Optional)

**Other information that may enhance your application. (E.g., Collaboration with other schools, industry-education links, specific leadership of cluster groups or new/enhanced infrastructure). Please outline how it has impacted learning and teaching, assessment and/or any other aspect of school life. Please provide a brief description of other ways the school has progressed since the award was first conferred (250 words max).**

**Evidence should consist of a range of examples including:**

**Links to key policies:**

**Validation:**

Awarded  Mentor

### Validator comments:

The Kirkcolm, Leswalt and Portpatrick Partnership of schools admirably demonstrates an ongoing commitment to continuous improvement in Digital Technology, with a strong practice of collaboration across the school partnership, cluster, local authority and in working with national partners to enhance and ensure quality digital learning and teaching experiences. Primary 1 transitions are supported with the

use of Book Creator and Sway (also used to share work, and feedback from consultations with parents). The partnership of schools has been recognised for leading within the school cluster on professional development, and has showcased practice at local authority STEM conferences. Positive feedback about digital learning and teaching has been reported from pupils and parents (as well as in recent HMIE reports).

## Final Recommendations:

It is a privilege to have undertaken the validation process for the Kirkcolm, Leswalt and Portpatrick Partnership of schools to confirm the Endorsement Award to the Digital Schools Award, conferred previously to the partnership of schools. It is a pleasure to be a part of this reaffirmation of the continuing journey of self-reflection and development in digital learning and teaching in these schools. In the validation for this Endorsement Award, the Kirkcolm, Leswalt and Portpatrick Partnership of schools was able to present ample evidence to illustrate that the schools have maintained their digital currency and, throughout the schools, there continues to be a level of consistency of digital experience for learners. The school demonstrated, through its continuing development of effective and varied digital learning and teaching, an understanding of up-to-date stakeholder and policy-informed definition of what it means to be digitally literate schools. Since achieving the Digital Schools Award, previously, it is clear that the Kirkcolm, Leswalt and Portpatrick Partnership of schools has built on previous successes in embracing emerging digital technologies and digital pedagogies where these enrich learning and teaching. I am therefore pleased to be able to confirm the Endorsement Award to the Digital Schools Award, conferred previously to the Kirkcolm, Leswalt and Portpatrick Partnership of schools, and to recommend the partnership of schools as Mentor schools for others undertaking the Endorsement Award to the Digital Schools Award.

## Awarded By

### Validator

**Name:** Malcolm Wilson **Email:** Malcolm@digitalschoolsawards.com **Awarded at:** 2024-06-11 11:59:20

### Coordinator

**Name:** Aoife Coordinator **Email:** aoife+1@digitalschoolsawards.com **Awarded at:** 2024-06-11 11:59:20