DIGITAL SCHOOLS
AWARDS SCOTLAND

Step 2: Self-Evaluation Unplugged Guidance

Dumfries and Galloway

RAiSE
Raising Aspirations in STEM Education

3 Steps to Become a Digital School

Step 1: Registration

Register at https://www.digitalschoolsawards.co.uk to create your school profile for the Digital Schools Awards Programme. Your school profile contains relevant contact details and stores your self-evaluation information and documentation.
Your profile is private and protected by secure password.

Step 2: Self-Evaluation

Each school must fully complete the online self-evaluation in order to apply for accreditation. During this stage, schools are evaluating their performance against five Digital Schools criteria and are preparing to meet the necessary requirements for validation such as Acceptable Usage Policy, Digital Technology Plan, the school website and a short statement outlining their recent achievements and highlighting effective use of any tools, practices or initiatives which the school feels deserve recognition. **This document has been created to allow professional dialogue and discussion prior to completing the online section.**
Once you are ready to complete the online version any responses are saved so you may return to the online form at any stage to review, update or change your self-evaluation form.
Finally, when you are satisfied that you meet the programme criteria and have successfully completed the self-evaluation, you can upload the supporting documentation to your profile and request a programme validator to visit your school.

Step 3: Validation

After successfully completing the self-evaluation you will be prompted to request a validation visit at the end of the process. Programme validators are approved by Education Scotland and C2k in Northern Ireland. The role of the validator is to meet the Head Teacher and SMT, visit the classrooms and assess the self-evaluation submission. The visit takes approximately two hours. The validator will submit a

School Validation Report to the Digital Schools Awards committee for review and adjudication.

Schools that successfully achieve the criteria will be recognised and awarded Digital School status. New Digital Schools will receive ongoing practical support and resources as part of the community of Digital Schools in Scotland, Northern Ireland and the Republic of Ireland.

Schools that do not meet the required criteria will receive feedback, guidance and support in order to reapply for validation.

Step 2 - Self Evaluation

Each school must fully complete a self-evaluation in order to apply for validation and accreditation. During this stage, schools are evaluating their performance against 5 Digital Schools criteria and are preparing to meet the necessary requirements for validation.

The 5 Digital Schools criteria are:

- **Leadership & Vision**
- **Use of Digital Technology to Deliver the Curriculum**
- **School Culture**
- **Professional Development**
- **Resources & Infrastructure**

Within each criteria there are a number of statements for the school to assess against.

- Each statement should be assessed using the 3 supporting options :-
  - Addressed
  - Partially addressed
  - Not addressed
- Schools should select the supporting option that is consistent with the position of the school.
- Statements that are considered **essential** to be addressed are marked with a ∞

- Within each criteria, a minimum score of **70%** must be achieved before a school can apply for validation.
  - Be aware that some statements score more highly than others. This weighting is used to calculate the score, which will be displayed once a school saves responses to their online profile.
  - An ***** indicates that there is further information included to support the statement or supporting options.

Finally, schools can get help in a number of different ways;

- through the Digital Schools online information and resources
- peer support from other Digital Schools located on the map
- request call back from our programme coordinators

Leadership and Vision

The school can show evidence of: A whole-school ICT policy that outlines a vision and strategy and conveys a positive attitude to the use of ICT in our school. The policy addresses curriculum linkage, planning for structured ICT access for all and Internet safety.

In relation to policy and planning

1: The distinctive contribution of digital technology is integrated into the whole school vision and the School Development Plan ∞ *

> ** Throughout this Framework, the term "Digital Technology" (formerly "ICT") describes the wide range of digital tools, resources, environments and services that support learning.*

- The use of digital technology is central in the School Development Plan
- The use of digital technology is included in the School Development Plan
- The use of digital technology is not included in the School Development Plan

2: The digital technology policy is approved by the local authority and is informed by wider research and regional/national policy.

- The digital technology policy is approved by the local authority and is informed by research and regional/national policy *

  > **Statements in the approved policy show that regional/national policy requirements and research have informed its development*

- The digital technology policy is not yet approved by the local authority but has some references to research or national/regional policy
- The digital technology policy has not yet been informed by research or wider regional/national policy and has not been approved by the local authority

3: The digital technology leader/coordinator has a proactive, operational and evaluative role in supporting learners' digital capability and teachers' pedagogical deployment of digital technology.

- The digital technology leader/coordinator supports pedagogy and learners' digital capability *

  > ** The digital technology leader/coordinator works with teachers to support pedagogy in addition to any technical and administrative support he/she may offer.*

- The digital technology leader/coordinator's role is mainly planning and management of digital technologies
- The role of the digital technology leader/coordinator needs to be developed

4: The school frequently and collaboratively reviews its digital technology policy by evaluating the potential of emerging technologies and best practice scenarios.

- The digital technology policy is reviewed regularly and systematically *

  **The school can demonstrate that policy review is by consensus among teachers and, where appropriate, other stake holders, and that the review includes best practice in teaching and learning.*

- The digital technology policy is reviewed annually
- The digital technology policy is has not been reviewed for over a year

5: 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. *

**Career Long Professional Learning and Continuing Professional Development are the terms used to describe a range of structured and unstructured professional learning scenarios.*

- There are structures that support CLPL/CPD for all staff
- Staff are encouraged to engage in digital technology-focused CLPL/CPD
- There is little mention of CLPL/CPD in the policy

In relation to learning and teaching, the school policy

6: Outlines the rationale for the use of digital technology and recognises the distinctive contribution of digital technology in learning and teaching. ∞

- The digital technology policy promotes varied and effective pedagogical approaches
- The digital technology policy briefly mentions learning and teaching *

  **The digital technology policy makes clear reference to a range of learning contexts and sets clear expectations for varied pedagogical approaches when using digital technology.*

- The digital technology policy does not promote effective learning and teaching

7: Includes both external and school-generated curriculum links.

- The digital technology policy has many references to national and local curricular guidance *

  **The digital policy is shaped in part by references to relevant national and local guidance including Curriculum for Excellence*

- The policy has some references to national and local curricular guidance
- The policy has no references to curricular links

In relation to Special Education Needs

8: 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.

- The policy supports a range of additional support needs and provides guidance for teachers*

  **The policy should include statements to support a range of additional support needs that are designed to guide teachers in such contexts.*

- The policy makes limited reference to learners with additional support needs
- There are opportunities to develop the digital technology policy to include a range of issues relating to learners with additional support needs

In relation to ICT access, Internet use and e-safety, the school policy

9: Plans for progression in teachers', parents'/carers' and learners' understanding of the importance of e-safety and how they can remain safe online.

- The digital technology policy details how progression in e-safety should be planned monitored and evaluated *

  **The digital technology policy details how the progressive integration of e-safety in teaching and learning should be implemented throughout the school.*

- The digital technology policy has some support for e-safety progression
- The policy does not mention e-safety progression

10: Provides guidance on the management of digital technology so that learners have regular access to digital technology in a safe environment.

- The policy details how resources should be managed *

  **The policy provides some detail on how digital technology resources and services should be managed to meet learners' needs.*

- The policy supports some aspects of resource management
- The policy does not provide guidance on the management of digital technology resources

11: Outlines how the internet is best used as a resource for learning, and teaching.

- The policy provides a comprehensive guide for teachers' use of the Internet *

  **The policy provides some guidance for teachers' use of the internet for learning and teaching.*

- The policy makes some reference to the effective use of the Internet
- Although the Internet is mentioned, this aspect of the policy is underdeveloped

12: Includes an Acceptable Use Policy that is implemented throughout the school. ∞

- The Acceptable Use Policy provides detailed support for all digital technology users *

  **The acceptable use policy provides detailed support for all digital technology users, including parents/carers, with clearly written structures of accountability*

- The Acceptable Use Policy has guidelines for the main digital technology users
- The school needs to develop an Acceptable Use Policy

Use of Digital Technology to Deliver the Curriculum

In relation to learning and teaching:

1: Digital technology is a central consideration in all curriculum and assessment delivery across all year groups and all curricular areas. ∞

- Most teachers and learners use digital technology extensively when engaging in learning experiences *

  **In most classrooms, teachers consider how to integrate the use of digital technologies in their teaching. Learners use digital technologies to engage in a range of learning experiences.*

- Some teachers and learners use digital technology extensively when engaging in learning experiences
- Teachers mainly focus on skill development or software knowledge rather than using digital technology to enhance learning and teaching

2: Digital technology is used to enhance and extend learning experiences and to foster independent learning within and beyond the school. ∞

- There are many examples of enhanced, independent and extended learning *

  **In most classrooms, digital technology-focussed learning strategies provide opportunities for learners to collaborate beyond the classroom and outside school hours.*

- There are some examples of enhanced, independent and extended learning
- Digital Technology is used to replicate traditional teaching rather than enhance learning and teaching

3: Digital technology has a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced ∞

- Most learners and teachers can clearly identify how digital technology makes a difference to their learning and teaching *

  **Most teachers provide opportunities for learners to reflect on and evaluate their learning.*

- Some learners and teachers can identify how digital technology improves their learning
- Teachers seldom encourage learners to reflect on the impact of digital technology on their learning

4: Digital technology is used to help learners create content as well as organise content provided by teachers.

- Most teachers provide opportunities for learners to create their own content *

  **Most learners and teachers create content by using a range of digital technologies to gather relevant information and/or resources. This information is then collated and developed in such a way that it contributes to learning and teaching.*

- Some teachers provide opportunities for learners to create their own content
- Digital technology is used mainly to reorganise or present the content learners are given

5: 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.

- Most teachers design cross-curricular activities to enhance attitudes and dispositions to learning *

  **Digital technology-focussed activities are deployed where, for some learners, there is a lack of engagement. Teachers try to generate more positive attitudes and dispositions to learning.*

- Some teachers design cross-curricular activities to help some learners improve attitudes
- Teacher planning and teaching does not include attitudinal factors

6: 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. ∞

- All teachers use a range of assistive technologies to support learners with additional support needs *

  **In many classrooms, learners with additional support needs use appropriate software to support their needs and where appropriate, learning assistants have the expertise to support such learners.*

- Some teachers use assistive technologies to support learners with additional support needs
- There are few, if any assistive technologies deployed

7: Progressively, learners are provided with opportunities to learn independently.

- Most teachers progressively use digital technology to develop learners' self-directed learning. Learners can set goals, plan and evaluate their learning *

  **Digital technology is used to help learners self-manage their learning through goal-setting, planning and evaluation.*

- Some teachers progressively use digital technology to develop learners' self-directed learning
- Progression in self-directed learning is planned but not reviewed or evaluated

School Culture

In relation to the ICT culture of the school

1: There is evidence of a strong digital technology presence throughout the school. ∞

- Most classrooms are mature digital learning environments *

> **Most classrooms are digitally mature learning environments where learners naturally engage in a variety of digital technology focussed learning and teaching activities.*

- The use of digital technology to support learning and teaching is growing across the school
- Digital technology is used periodically or in a minority of classes *

> **Digital Technology may be confined to a bookable suite or other resource where learners gain access on a weekly basis. Teachers do not or cannot access any other form of digital technology to support their children's learning.*

2: Teachers and learners demonstrate the motivational capacity of digital technology. ∞

- Most teachers deploy digital technology in ways that help learners improve their motivation and self-esteem *

> **Most teachers can show that they purposefully deploy digital technology to help learners improve their motivation for learning and self-esteem.*

- Some teachers deploy digital technology in ways that improve learners' motivation and self-esteem
- Teachers' use of digital technology does not take into account its motivational potential

3: The school has a website that is updated regularly and features learning and achievements. ∞

- The website is up-to-date, showcasing many examples of learning and achievement *

> **The website is more than just an information source. It reflects the life of the school and is frequently updated with learners' achievements, and activities.*

- The school website is mainly an information source
- The website is limited and/or its content dated

4: The school exploits the use of digital technology as a means of communication between learners, parents/carers, staff and the wider community.

- Most teachers use a range of digital tools to communicate with parents/carers and others *

  **Whole school/class and individual communication is carried out by most teachers using a range of digital technology tools.*

- Some teachers use digital technologies to communicate with some parents/carers and others
- Teachers use traditional formats to communicate with parents/carers and others

5: Teachers use digital technology in their own planning and administration.

- Most teachers use a variety of digital technology tools in their planning and administration *

  **Digital technology tools are used to plan teach and to develop learning resources. Folders or e-portfolios help teachers record, maintain, develop and share learner work and, where appropriate, help assessment processes*

- Some teachers use a range of digital technology tools for planning and administration
- Planning is mainly paper-based and/or word-processed

6: The school recognises and celebrates learners' use of digital technology for their own learning.

- There is a school-wide scheme for recognising and celebrating learners' digital technology achievements *

  **There is a school-wide scheme (such as Digital Leaders or Champions) for recognising and celebrating learners' digital technology achievements or potential.*

- Individual teachers recognise and celebrate their learners' digital technology achievements
- Nothing is yet in place to recognise and celebrate learners' digital technology achievements

7: The school uses a range of digital technology formats to collaborate with other schools or organisations in local, national or international project work. ∞

- There is a range of digital technology-based collaborative projects where learners engage with other schools or organisations *

  **Teachers use tools such as email, videoconferencing, discussions and/or real-time editing in collaborative projects with other schools or organisations.*

- There is collaboration with other schools but with a limited digital technology focus
- There is no digital technology -based collaboration with other schools

Professional Development

In relation to professional development

1: The digital technology policy facilitates professional development in, about and through digital technology. ∞

- Most, if not all teachers have engaged in professional development in digital technology, based on a school policy-led approach. Others such as classroom assistants and support staff are involved in such activities *

  **Teachers and where appropriate, support staff have engaged in policy-led professional development in digital technology.*

- Teachers engage in professional development but rather than being policy-led, it is usually through individual requests, emerging courses or other sources
- The school policy may mention digital technology-focused professional development but there is no expectation within the policy that there is a whole-school approach

2: 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.

- Teachers use reviews of their teaching to evaluate the impact of digital technology-focused CLPL/CPD on classroom practice. These, in turn, are disseminated among other teachers as part of a school-wide approach to the development of digital technology *

  **Teachers review their teaching and evaluate the impact of digital technology-focussed CLPL/CPD on classroom practice. These outcomes are shared across the school to support the development of digital technology.*

- While professional development in digital technology is strong there is less evidence of its impact on learning and teaching and less evidence of a school-wide approach
- There is little professional development in digital technology-focused learning

3: Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching.

- Many teachers in the school are self-directed in their learning. They take calculated risks in innovating where appropriate and take the lead with other teachers in disseminating and developing resources. In some cases, teachers engage in local school cluster meetings to share and develop best-practice in the use of digital technology *

  ** Many teachers in the school are self-directed, innovative and disseminate their good practice. In some cases, teachers take part in local school cluster meetings to share and develop best practice.*

- Some teachers are self-directed. Sharing is generally among individuals or among small groups of teachers
- Most teachers' use of digital technology is limited to what they know and are comfortable deploying

4: The school utilises the expertise in digital technology acquired among staff and collaborates with other schools and organisations to inform practice.

- The school has links with a range of external organisations or other schools where expertise is shared and brought into the school. In some cases, the school will be a leader in such innovation *

  **The school has links with one or more schools or organisations to help build capacity among teachers and learners.*

- Some teachers use outside sources to inform their practice and there is some whole-school or group approach to the development and implementation of that expertise
- There are few outside links

5: There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher competence in digital technology.

- Many teachers can demonstrate that their competence has been the result of systematic and informal reviews and that there is a strong culture of sharing and commenting on each other's work *

  **Teachers engage in systematic and informal reviews to develop their digital competence. There is also evidence of a culture of sharing and commenting on each other's work.*

- Some teacher development takes place but this is mainly at the point of use and among a group of teachers who are interested in digital technology
- There is no whole-school review of teacher competence

6: The majority of teachers are confident in the safe, secure and appropriate integration of digital technology in their daily teaching.

- Every teacher implements frequent safe, secure and appropriate digital technology -focused learning. Learners are fully aware of the importance of e-safety and cyber resilience and there is strong guidance around the school or in the classroom about how to stay safe online. In some cases, schools may have e-safety champions (learners) *

  **Teaching is frequently infused with e-safety and security guidance and expectations. Learners show that they are aware of the importance of e-safety and e-safety guidance is prominent around the school or in classrooms.*

- Most teachers implement safe, secure and appropriate digital technology-focused learning several times each week
- Safe, secure and appropriate digital technology-focused learning is undertaken only by some teachers and online safety reminders take place infrequently

7: 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. ∞

- There is at least one teacher with the responsibility of maintaining up-to-date knowledge of developments and policy initiatives in digital technology. This knowledge is systematically incorporated into the school policy and into classroom teaching. There is an annual staff audit of skills and needs that helps inform professional development programmes and activities *

  **An annual audit of staff skills and needs is informed by policy and developments in digital technology. This, in turn, informs the school policy and classroom teaching.*

- There are annual reviews of best practice that are focused on staff needs
- There are few reviews of best-practice support or developments in teacher competence

Resources and Infrastructure

Hardware

1: There is widespread access to computers, laptops and/or tablet devices, where appropriate. ∞

- Digital technology is prominent and the school has given particular consideration to how digital technology can best enrich learning and teaching in their context and the school has procured digital devices accordingly *

  ** Hardware provision is consistent with the school's digital technology strategy. The school may supplement procurement with revenue sources such as grant applications, sponsored activities and parent/carer involvement to support hardware purchases.*

- Digital technology is not sufficiently prominent in the school but there has been consideration of how digital technology can best enrich learning and teaching in their context and the school has procured some digital devices accordingly
- There is limited provision for digital technology in the school

2: The school deploys digital technology resources in the most appropriate manner to maximise opportunities for effective learning.

- There is a school-wide structured approach to help maximise effective digital technology deployment around the school *

  **A school-wide structured approach to allocating resources maximises the use of digital technology (eg shared equipment, collaborative curriculum activities etc.)*

- Digital technology resources are shared/timetabled for some classes
- There is one computer suite to which some learners have infrequent or little access

3: Online environments, including Glow are used to support a wide range of learning activities within and beyond the school.

- A range of online environments, including Glow support learning for most age groups *

  **A range of online environments, including Glow, is used to support learning. These may include open-source software and other learning environments such as licenced sites.*

- Teachers have access to a small number of online learning environments, including Glow.
- Teachers limit learners' online experiences to simple information searches

Infrastructure

4: 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. ∞

- A mix of network facilities are used to record, store and evaluate learning *

  **A mix of network facilities means that learners are provided with opportunities to record and store their work. Learners can work remotely and extend their learning beyond the classroom. In some cases they can build an e-portfolio of their achievements.*

- There is some storage of learners' work, mainly on hard drives or other devices (CDs, Tablets etc.).
- Learner work is generally printed out and/or stored on the teacher's computer.

5: The school has sufficient Internet access throughout. ∞

- All classrooms have Internet access and learners can access the internet whenever required *

  **Most classrooms have internet access with sufficient bandwidth that allows teachers and learners to frequently and flexibly integrate digital technology with their teaching.*

- Only some classrooms have Internet access or all classrooms have access but insufficient bandwidth prevents learners accessing the Internet when necessary
- Internet access is available only in a dedicated computer room

Software

6: The school's content-rich and content-free software covers a wide range of curricular areas and learning needs. ∞

- Teachers deploy software in a range of curricular areas to provide integrated and varied learning activities *

  **Most teachers use a range of software titles that provide appropriate cross-curricular approaches and integrated and varied learning activities.*

- Digital technology-focused teaching uses a small range of software titles
- Digital technology-focused teaching is supported mainly by a single software package

7: Teachers frequently use age and ability-appropriate software applications to support differentiated and targeted learning.

- Teachers demonstrate differentiation and targeted teaching practices *

  Teachers deploy saoftware to target individual and group learning needs. Dedicated programmes can target individual learners and in some cases record/report on their progress.

- Teachers use digital technology in mainly whole-class teaching contexts
- Teachers use digital technology solely in whole-class contexts

8: The school is fully compliant with all software licensing requirements ∞

- The school is fully compliant with all software licensing requirements
- The school is not compliant with software licensing requirements