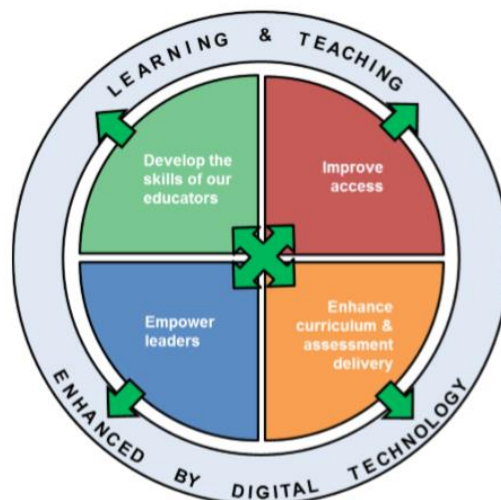# Bellsbank Primary School and Early Childhood Centre

Digital Learning Policy

Date : Draft 4 (November 2022)

Rationale

Technology has played a critical role in enabling students to stay connected, engaged, and motivated. Teachers around the world are continuing the learning journey for their classes by integrating video, game-based learning, and powerful collaboration tools into their virtual lessons, and students are experiencing a new type of learning, which will have an important, lasting impact.

Microsoft - Education Reimagined: The Future of Learning

Digital technology can make a substantial contribution to this improvement agenda by enriching education across all areas of Curriculum for Excellence. If used effectively and appropriately, digital technology can enhance learning and teaching, equip our children and young people with vital digital skills and crucially, it can lead to improved educational outcomes.

Scottish Government – A Digital Learning and Teaching Strategy for Scotland 2016

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale ... All teachers have opportunities to apply, reinforce and extend ICT skills within and across curriculum areas to equip children and young people with the learning and employability skills required for the 21st century.

CfE Technologies – Principles & Practice

Aim

Bellsbank Primary School and Early Years Centre aims to empower all learners to use skills such as: exploration, imagination and perseverance whilst encouraging the world's future Changemakers by fostering a love of technology and new digital initiatives. We are committed to delivering the best possible life chances for all our learners via enriched technological lessons which equip our children with the vital digital skills to improve education outcomes and prepare them for the ever changing and developing technological world.

In line with the National Strategy, it is our aim at Bellsbank primary to:

- **Empower leaders of change to drive forward new initiatives via appropriate and effective use of digital technology to support learning and teaching across the curriculum**

- **Foster a shared vision amongst educators to equip all learners with lifelong skills inspiring creativity through exploration-based learning opportunities**

- **Improve access to digital technology for all learners and ensuring equity for all learners**

- **Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery**

- **Invest in new technology to promote modernisation of a curriculum tailored to all learners which equips them with skills required to be the world's future Changemakers.**

We achieve these aims by:

- Creating a shared digital learning strategy, policy and plan, involving all stakeholders, to drive forward improvements in digital learning across the school.
- Establishing a digital learning environment that supports discovery, questioning, relevance, experimenting and most of all enjoyment.
- Planning learning and teaching using the EAC Technologies (Digital Literacy & Computing Science) progression frameworks.
- Engaging in cross curricular links and real-life situations so giving children opportunities to develop high levels of skills across the curriculum and to make connections.
- Focusing our assessment on practical, problem-solving and collaborative activities which enable our children to show that they know, understand and can use digital skills and concepts across all the contexts for learning
- Having a clear picture of the progress of each child across all aspects of Digital Literacy & Computing Science.
- Working in partnership together and with ECC and Secondary School Staff to ensure smooth transitions.
- Involving other agencies where additional support is required.
- Ensuring staff, partners, parents/carers and pupils are aware of the policy and their role in making it successful.
- Taking forward the key actions detailed in the National *Digital Learning & Teaching Strategy for Scotland* i.e.

DEVELOP THE SKILLS OF OUR EDUCATORS

- Ensure Professional Standards for Registration and for Career Long Professional Learning reflect the importance of digital technology and skills.
- Ensure that Initial Teacher Education (ITE) providers instil the benefits of using digital technology to enhance learning and teaching in their students, in line with GTCS Standards for Registration.
- Ensure that a range of formal and informal professional learning opportunities are available to educators at all stages to equip them with the skills and confidence to utilise digital technology appropriately and effectively, in line with GTCS Standards for Career Long Professional Learning.

IMPROVE ACCESS

- Continue national investment into initiatives that support digital access in education establishments.
- Provide guidance at a national and local level around learner access to digital technology.
- Promote approaches to digital infrastructure in education that put users' needs at the heart of the design.
- Encourage and facilitate the development of partnerships that will improve digital access and digital skills development opportunities for our learners.

ENHANCE CURRICULUM AND ASSESSMENT DELIVERY

- Ensure aspects of Curriculum for Excellence relating to the use of digital technology and the development of digital skills are relevant, ambitious and forward looking.
- Support, develop and embed approaches to assessment that make effective use of digital technology.

EMPOWER LEADERS

- Ensure that the vision laid out in this strategy is adequately captured in Professional Standards, self-evaluation guidance and inspections of educational provision in Scotland.
- Support local leaders and decision makers to lead change in their local contexts through accessing and sharing relevant research in order to identify effective approaches to the use of digital technology in education.

Digital Learning & Teaching Strategy for Scotland

Responsibilities

Management Team
The MT is responsible for:
- Overseeing progress of digital pace throughout establishment
- Supporting Digital Leaders, Practitioners and Class Teachers to implement the policy.
- Ensuring that a 'whole school/campus' approach is implemented, consistent across all stages.
- Identifying expertise within the staff and ensuring their knowledge is shared.
- Facilitating the sharing of innovative & effective practice across the campus.
- Monitoring planning, learning, teaching and assessment across the school/campus.
- Self -assessment & reviewing policy regularly to ensure continued improvement.

Digital Leader

The Digital Leader is responsible for:

- Develop a working knowledge of National policy and expectations for digital learning, teaching & assessment within the Early Years and Primary sectors.
- Develop a working knowledge of any EAC policies, central resources, PLC Teams, progression grids etc.
- Build banks of resources to support learning and teaching throughout all levels of Digital Literacy & Computer Science in the Technologies Planners (e.g. Cyber Resilience, Internet Safety, Coding).
- Research, develop guidance and encourage the use of digital/online learning environments & tools to enhance learning, teaching & assessment.
- Provide short blocks of modelled best practice pedagogy with class teachers to build confidence and capacity for the development of their own professional practice where required.
- Provide advice & guidance to teaching staff where required.
- Pilot & coordinate the roll-out of EA Blogs to enhance high-quality feedback.
- Coordinate & provide guidance on the development and upkeep of the school's Glow blog.
- Suggest and promote programs of training and continual professional development.
- Link with ECC and Doon Academy to ensure strong transitions are in place.
- Oversee the sharing & use of physical digital learning resources (e.g. programmable toys, programmable lego etc.)
- Create a campus wide policy for Digital Learning from ECC – P7.
- Keep parents up to date with Digital Learning.
- Gather & submit evidence required for 'Digital Schools Award' accreditation

Class Teachers and Practitioners

The class teachers/ practitioners are responsible for:

- Planning and delivering learning and teaching using the EAC Technology frameworks for Digital Literacy & Computing Science.
- Providing rich experiences in day-to-day learning and teaching programmes and engaging in cross curricular links and real-life situations.
- Proactively looking for opportunities to use digital technology to enhance learning & teaching across the curriculum.
- Using a wide range of innovative strategies and resources to inspire and motivate learners and ensure that lessons are active.
- Ensuring cyber resilience & internet safety is central to all digital technology use.
- Assessing and recording children's progress, achievements and skills development.
- Taking part in regular CLPL opportunities to improve their professional skills and competencies.
- Using digital technology to engage with parents & carers.
- Ensuring that a consistent approach, in line with this policy, is used for all children.

Parents / Carers

Parents / Carers have an important role to help and support staff to support their children's learning using digital technology including:

- ensuring cyber resilience and internet safety when using digital technology out with school (e.g. parental controls, maximum screen time, social media limits)
- supporting the school to enable anytime/anywhere learning via the use of digital technologies (e.g. learning at home)
- engaging with the school and allowing communication through the use of digital technology (e.g. School App, School or Class Blogs)
- communicating with the school about any health & wellbeing concerns regarding the use of Digital Technology (e.g. cyber bullying, social media, self-esteem, addiction)

Digital Learning

Digital Literacy

- As with literacy, numeracy and health & wellbeing, digital literacy should be placed at the heart of all learning, and not limited to the technologies curricular area. Our aim is that learners should experience opportunities to develop their digital literacy across all curricular areas, using a range of digital tools and applications.

- Digital literacy is described as the ability to produce clear information through various forms of communication on a digital platform. Being digitally literate means that pupils will be able to do more than just use technology. They will be able to use their digital skills to support and develop their learning throughout the curriculum. It means they will have the skills needed to thrive in a digital world.

'It is only when digital technology finds a place in all curriculum areas that our learners will be able to fully benefit from an education enhanced by digital technology.'
The Scottish Government (2016)

Digital Learning Plan

- **Appendix 1** outlines the digital leaders plan for improving digital literacy and digital learning within the school in session 2023/2024. It provides a useful breakdown of our current school aims prioritising the key drivers we need in place to enhace our digital journey leading into the next academic year.
- **Appendix 2** provides a clear breakdown of current training requirements for pupils and staff as a first phase, requirements to develop skills within a second phase and requirements for enhanced skills in phase 3.

Digital Planning

In a pedagogical shift, teaching staff will have opportunities to enhance paper-based planning into a modernised digital planning format. Teachers can utilise Microsoft suite to create PowerPoints/One Note/Word Documents to represent their daily/weekly/termly planners and yearly overviews. Staff can use the '*Digital_Session_2022-2023'* TEAM to track progression of experiences and outcomes across a variety of curricular areas as well as present a backdrop planner. Teaching staff can choose to present their planners in a pupil friendly way which will be displayed on the Promethean Board throughout the day. This does not replace the visual timetable, but should enhance it. Planners should include:

- o Learning intentions
- o Task Outlines
- o Resources/Websites
- o Groupings/Differentiation
- o Task Maps (if required)

Planners can be stored digitally within Microsoft Teams '*Digital_Session_2022-2023*.' Within this TEAM, each class teacher can upload their planners weekly/daily into their own class folder with a clear title and in an organised format to ensure ease of access by any other member of the TEAM in a supply/cover circumstance. Teacher's Backdrop and long term planners should also be stored here too alongside progression grids for access by SMT for monitoring and tracking purposes demonstrated in **Appendix 3**. Planners in this format can also be archived digitally when needed for reference and destroyed by the appointed SMT person after the relevant time period has passed.

This digital approach to long term planning and tracking progression will provide consistency of appoach within the classroom and home learning environment (if required.) Pupils will be familiar with approaches used in class and will be able to replicate this at home independently. Primary 4-7 Pupils will have access to classwork or homework via a Class TEAMS which they will be able to log into and access unassisted. These children will be able to electronically complete tasksand return them to their teachers using this digital platform.

Communication

Communication Platforms
Glow

✓ **Purpose**

GLOW is East Ayrshire Council's central storage for different sharepoints. Teachers can access GLOW for CLPL, resources, authority wide policies and progression frameworks amongst other things. All pupils have a GLOW account and this is required for access to the Microsoft suite of software and in particular MS Teams. All staff and pupils are able to download Microsoft Office for free on any of their devices through GLOW. This includes access to Word, Excel, PowerPoint, Access, Publisher, OneNote and Outlook.

✓ **How we use it**

GLOW is used throughout the school as our main tool for sharing the learning between staff and parents. Teachers will share termly overviews as well as a weekly update in regards to the current learning happening within the classroom including pictures. As part of our long term digital vision, we aim to enhance children's abilities over the next few years encouraging them to take ownership of their learning via their own e-portfolio whereby they can update their targets and display work they are proud of on this platform. We aim to take this initiative forward in Session 2023-2024. GLOW can also be used to share FORMS and important information running alongside with the School App.

Communication Platforms
MS TEAMS

✓ **Purpose**

MS Teams should be the main sharepoint for staff and pupils within Bellsbank Primary School. Here teachers should upload all weekly plans and resources for pupils to acces both in school and at home. In order for MS Teams to be utilised effectively, specific lessons should be planned regularly to ensure pupils learn how to use it correctly and practise the skills required regularly to encourage independence. The use of Teams across the curriculum improves digital literacy and provides the foundations for readiness and early success in secondary. By fostering this independence, children will become flexible, adaptible and develop the capacity to cultivate new skills which they will need for the rapidly changing challenges of life, learning and work in the modern world. All teaching staff will need to undergo CLPL to ensure they are efficient in using MS Teams for both teaching and learning and curriculum development.

✓ **How we use it**

At Bellsbank we use MS TEAMS as our main sharepoint to organise curriculuar resources as well as planning essentials for class teachers. It is utilised by multiple staff who are able to access and manipuate documents as part of a school working party. This also enables staff to remotely meet authority wide colleagues to collaborate within wider working parties. We use MS Teams to ease transitions for pupils. Pupils are able to access their class team to share work with their classmates and teacher, we ensure to deliver MS Teams training for all pupils as an essential part of our digital literacy progression.

Communication Platforms
School App For Parents

✓ **Purpose**

Primary School App (available on android and ios devices) provides updates from East Ayrshire Council on all matters relating to education including updates on transport, free school meals and individual school closures.

✓ **How we use it**

At Bellsbank we utilise the School App to efficiently deliver notifications and messages to parents' primary digital device. Parents receive notifications directly to their mobie phone within seconds to ensure they are kept up to date with the most recent activities within our school. Official letters and documents can also be shared via the school app straight from EA centre.

✓ **Purpose**

To share learning from or school which reaches a wider audience, connecting with educators from all over the world, we utiise Twitter.

✓ **How we use it**

At Bellsbank we run a Twitter Page (@BellsbankPS) and SMT regularly post photos and information to celebrate and publicise our learning and achievements. Photographs of children are only used where parental permission has been received.

We are committed to enhancing our communication with parents/carers through the use of Digital Technologies and social media.

Digital Resources

The school has obtained a range of appropriate digital hardware and software to support learning including:

Hardware

- ✓ An ActivPanel and teacher's desktop/laptop in every classroom (including Nurture rooms)
- ✓ 77 Family IPads and 25 School iPads stored in school and rotated in a charging cabinet in the open area
- ✓ 2 additional School IPads
- ✓ 36 HP Laptops in a charging cabinet in the open area
- ✓ Additional Laptops (DARK GREY)
- ✓ 8 IPods allocated to teachers (e.g. for taking photos and uploading to communication platforms)
- ✓ 1 projector, screen and sound system in the Gym Hall
- ✓ 1 'loop system' microphone and speaker
- ✓ Programmable Beebots and Probots
- ✓ 5 Digital microscopes and capture software
- ✓ 5 Video and 5 Voice Recorders
- ✓ 2 Programmable LEGO 'We-do LEGO'
- ✓ 1 Programmable LEGO 'We-do CROCODILE'
- ✓ 20 Programmable Microbits

Software

- ✓ Yearly school subscription to 'Accelerated Reader'
- ✓ Yearly school subscription to 'Sumdog' (maths, reading, spelling)
- ✓ Yearly school subscription to 'Heinemann Active Maths'
- ✓ Yearly school subscription to 'Access Studio' for French
- ✓ Yearly school staff subscription to 'Twinkl'
- ✓ School campus licence for Clicker 7
- ✓ EAC subscription to 'Giglets'

- ✓ EAC subscription to 'Charanga' (music)
- ✓ EAC subscription to 'MS Office 360' via Glow
- ✓ Software for Storyworlds Reading scheme (located on BellsPrApps)
- ✓ Software for Jolly Phonics (located on BellsPrApps)
- ✓ Software for writing (e.g. VCOP, Big Writing games) (located on BellsPrApps)
- ✓ EDPAX Software for maths & science (located on BellsPrApps)

The school has access to an East Ayrshire lending Library whereby the following resources are available to book and use within our establishment to enhance children's learning:

- ✓ Marty the Robot
- ✓ Green screen
- ✓ Lego - Mindstorm kits
- ✓ BEE BOTS and mats
- ✓ Programmable rugged cars
- ✓ Sphere BOLT

Equity

The 2020 lockdown and home learning situation highlighted that there was a lack of access to IT equipment and broadband services in many homes leading to an inequity in the ability to learn via Digital Learning devices out-with school.
In response to this, Bellsbank Primary School secured funding for each family in the school to be provided with an iPad for home learning purposes. There are 72 iPads in total. All children and parents are required to sign a user agreement before iPads are used in school or sent home, agreeing to appropriate use. These iPads are used regularly in school in order to practise accessing GLOW and MS Teams but are able to be sent home at any time for home learning purposes.

"No child or young person should be disadvantaged or denied the opportunity to fulfil their potential due to their family circumstances… by working in partnership with other organisations, families and the local community, schools and nurseries can help to reduce the impact of some of the challenges by building connection and understanding."
National Improvement Hub, Equality and Equity Toolkit - 2021

Digital Schools Scotland
Programme

The Digital Schools programme – which includes the Digital Schools Award – provides schools with a framework to embed digital technology within learning and teaching. Education Scotland's Digital Skills Team works with schools to raise awareness of the importance of digital skills and to boost teachers' confidence and capacity in this field. This includes providing advice, guidance and support packages for all teachers in digital learning and teaching, digital literacy and computing science. The team provides professional learning opportunities for teachers in partnership with industry and professional bodies such as BT and the British Computer Society.

We will work in partnership with the Digital Skills Development Officer and the Cyber Resilience Education Officer for our region and work towards achieving our Digital Schools Award.

Digital Schools Scotland
Awards and Accreditation

As a participating school in the Digital Schools award Scotland, we will self assess our developments in digital teachnology under the 5 step criteria of:

- ✓ *Leadership & Vision Knowledge Based Resource*
- ✓ *Digital Technology in the curriculum*
- ✓ *School Culture*
- ✓ *Professional Development*
- ✓ *Infrastructure and Resources*

We will encourage teachers to identify and develop classroom activities that promote skills such as digital innovation and creativity; collaborative and self-directed learning; problem solving & computational thinking.

Appendix 4 includes a self-registration checklist of actions required under each of the 5 criteria with links and resources to assist in developing our practice in each area.

CR-IS is a Special Recognition Badge for Cyber Resilience and Internet Safety. It has been designed to provide education professionals with the resources and support required to help pupils safely navigate the digital world.

There are the four steps in the programme:

Registration ➡ Self Evaluation ➡ Validation ➡ Award

We will begin our journey toward this award through self-evaluation and improving our practice. **Appendix 5** includes a checklist of actions required to achieve the award.

Focused Programmes

Effective Learning and Teaching

Children should experience certain aspects of Digital Learning through focused programmes and links with all other areas of the curriculum reinforce learning and provide relevant, enjoyable and active experiences. Effective Learning and Teaching within Digital Learning engages children and helps them to develop:

- ✓ curiosity and problem solving skills, a capacity to work with others and take initiative
- ✓ planning and organisational skills in a range of contexts
- ✓ creativity and innovation though
- ✓ skills in using different ICT equipment and software
- ✓ skills in collaborating, leading and interacting with others
- ✓ critical thinking through exploration and discovery within a range of learning contexts
- ✓ discussion and debate
- ✓ searching and retrieving information to inform thinking within diverse learning contexts
- ✓ making connections between specialist skills developed within learning and skills for work
- ✓ evaluating products, systems and services
- ✓ presentation skills

Digital learning taps into children's and young people's natural inventiveness and their desire to create and work in practical ways. It is motivation for

progressively developing skills, knowledge, understanding and attitudes, and so maximise achievement.

Effective learning and teaching will draw upon a wide variety of approaches to enrich the experience of children and young people, particularly through collaborative and independent learning.

Proficiency in ICT is an ideal vehicle for shared learning between and amongst children and teachers. Many teachers may need to build their own knowledge and confidence, often learning with and from children and young people, in this area of continually evolving developments.

Within these programmes, the school will often draw on the expertise of others. For example, when cyber resilience and internet safety is being considered, specialists within and out with the learning community working together are able to ensure that our children learn in the most effective ways.

Planning Digital Literacy and Computing Science
The Technologies curriculum area within CfE contains outcomes for both Digital Literacy and Computing Science. These are split into the following organisers:

Digital Literacy
- ✓ 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.

Computing Science
- ✓ Understanding the world through computational thinking.
- ✓ Understanding and analysing computing technology.

Digital Literacy & Computing Science should be planned in a long term (backdrop) planner for the year and in teacher's weekly planners for their class. Weekly planners should include LIs, Activities & Resources to be used. Digital Literacy, including Internet Safety, should be planned for and embedded in learning every year.

Supporting resources and links for Internet Safety can be found within the EAC Heath & Wellbeing tile on GLOW.

The school's 3 year Technologies planner should be used to determine when Computing Science should be the focus during that academic year. The EAC Technologies progression frameworks should be used when planning to

ensure planning is focused on the outcomes and benchmarks and appropriate progression throughout each level. These should be highlighted to show coverage/achievement of the outcomes at the appropriate level. This information should be kept and available for planning in following years.

Curriculum Development work will continue to create specific programmes of study for Digital Literacy and Computing Science.

"In tandem with enriching the learning experience, digital technology can also enhance teaching. This potential lies not in the technology itself but in our educators. If used appropriately, digital technology can act as a powerful, flexible and engaging tool for educators that can enhance what they already do so well; teach our children and young people."
Scottish Government – A Digital Learning and Teaching Strategy for Scotland 2016

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Progression of Digital Literacy and Computing Science
Through the Experiences and Outcomes within Curriculum for Excellence and the EAC Technologies Progression Frameworks, we aim to provide learners with the opportunity to develop their knowledge and skills through cumulative growth in terms of their understanding and application.

EAC Progression Frameworks exist for Digital Literacy and should be used. Progression frameworks for Computing Science are under development.

On-going collaboration within the Doon EG Digital Learning Team, the EAC PLC for Digital Leaders Team and the EAC Digital Support & Professional Learning Team encourages a shared understanding of expectations of standards as well as effective learning and teaching within Digital Learning.

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Assessment
Teacher assessments at class level should be carried out on an on-going basis through observations, discussions, questioning and day to day learning.

Assessment will focus on practical, problem-solving and collaborative activities which enable our children to show that they know, understand and can use digital skills and concepts across all the contexts for learning.

AifL strategies should be used to include peer and self-assessment where age and stage appropriate. Teacher comments should refer to the Learning Intention and Success Criteria, as well as the level of effort from the pupil.

Assessment information should also be recorded in a manner that can be passed on at transitions. This, together with the highlighted progression frameworks will allow the next teacher to better understand the progress of the children and lessons already covered throughout the current session.

Appendix 1 – Digital Leaders Action Plan

Digital Champion Action Plan August 2023-June 2024

Aims and objectives for session 23-24

- Building on last year's introduction, all teaching staff to become confident in using the school blog to celebrate and promote learning across the school
- Continue to support parents in using and becoming familiar with the school blog to access a wide range of information with a clear focus on learning and teaching.
- Upper school pupils (P5-7) to become familiar with navigating the school blog and understand how it can be used to record individual pupil learning.
- Upper school pupils (P5-7) continue to develop knowledge of coding equipment.
- Staff becoming increasingly confident with coding tools.
- Pilot an interactive virtual school environment to engage and reconnect with parents.

What actions are required?	Who	By when
• All staff refresh on class/school blog posts including uploading weekly updates and important information. (including nurture)	G.Ferguson & All Staff	Term 1
• Offer open afternoon to model navigating the blog for parents.	G.Ferguson & L. Currie	Term 1
• Continuous development of Scratch and MicroBits to ensure breadth and depth of knowledge of the coding curriculum outcomes.	G.Ferguson	2023/2024
• Use East Ayrshire Blog daily as main tool for communication with parents/form distribution/daily updates etc ensuring staff familiarity and confidence in exploring all features.	All Staff	June 2024

• Use Safer Schools App as main communication tool to parents.	G.Ferguson & G.S/J.M/D.C	June 2024
• Maintaining relevant and up to date information is readily available and easily accessible for all via blog. (Including extra-curricular pages i.e school choir updates/parent council etc)	G.Ferguson	December 2022 June 2023
• Children develop individual e-portfolios updating current learning.	G.Ferguson	June 2023
• Digital Xtra Funded After School Photography Club	G.Ferguson	June 2023

Evidence of Impact against outcomes for learners

- By June 2024 all parents will be able to regularly use the school blog to engage in purposeful discussions with their children about their learning in school.
- Parents will be confident accessing information on the school app.
- Pupils will become familiar with how to use the blog to record learning that is relevant to them as individuals. They will be able to use the blog to record next steps in learning and develop a sense of ownership of their own learning.
- Staff will develop confidence in coding and using Scratch and Microbits.

Appendix 2 – Outline Phased Requirements
(CURRENTLY BEING UPDATED!!)

Phase 1 - Training

These are the initial steps taken to increase children's confidence in using ICT and requirements for accessing TEAMS directed work. This is to ensure all children are well equipped with the basic skills required for home learning or a blended learning model of education.

Pupils	Staff
Access/Connect Internet	Refresh on assigning work via TEAMS.
Download Microsoft Office	NCCT teachers to refresh TEAMS and access
Access Notes to Locate Passwords	relevant classes to deliver agreed work.
Copy and Paste Without Deleting	Develop Engagement Tracking Information.
How to Access Teams - Log in and Locate Class team	
How to access work and files	Refresh assigning work within ActiveLearn and
How to Download, Edit and Send work into TEAM	Sumdog.
How to log into Sumdog/locate work	
How to log into Active Learn/locate work	Familiarisation with Giglets and assigning
How to log in to Giglets and locate work	books and tasks via this software.
How to log in to Accelerated Reader (P3-7) for STAR reader test and to take quizzes.	
How to log in to Charanga and locate tasks.	Familiarisation with Charanga and assigning
Experience 'Lockdown Situation'	work with this software.
	Implement Digital Planning (Teacher's daily planning/progression grids/backdrop planners)

Phase 2- Development

These are the skills children will naturally require and develop via enriched digital learning opportunities. Focussing on Microsoft applications initially will give children a variety of methods to display work and creativity. This will give them the basic understanding of applications and can lead them to discover their

own digital learning pathways.

Pupils	Staff
Gain experience of Microsoft Office Access a range of external websites/resources (i.e YouTube/top marks) Access a variety of school approved apps	Incorporate M.O into Technology lessons When planning, assign a variety of websites/apps to enhance learning

Phase 3 - Enhance

Driven by school's digital leader; digital leaders committee and environment/contacts for learning. These skills are considered the long term aims and goals to implement an embedded digital vision in our school ensuring equity and enhancement of the school curriculum and learning opportunities for all children.

Staff Training Digital Schools Award Change Passwords (managed method) Digital leaders taking forward new initiatives Coding Clubs E-portfolios via Glow School Blog (replacing Class Dojo) Digital permission slips/letter etc. Parents Night Virtual Meetings/Report Cards Parent Workshops Peer Working Across Stages (ie digital library Resourced Schemes of learning (Powerpoints/Sway)	

Appendix 3 – Planning Organisation

Weekly Planning Organisation Example

Planning_Session_2022-2023 > P2.3_Miss Whitelaw > General Planning > Term 2 - Miss Whitelaw > **[November 2022]**

	Name ∨	Modified ∨	Modified By ∨	+ Add column ∨
📄	Week 12 - [07.11.22].pptx	November 10	Miss Whitelaw	
📄	Week 13 - [14.11.22].pptx	November 17	Miss Whitelaw	
📄	Week 14 - [21.11.22].pptx	6 days ago	Miss Whitelaw	

Progression Planners Organisation Example

Planning_Session_2022-2023 > P2.3_Miss Whitelaw > Progression Grids > **Literacy**

	Name ∨	Modified ∨	Modified By ∨
📄	Listening & Talking Progression Framework ...	June 14	Miss Whitelaw
📄	Reading Progression Framework Early-Seco...	June 14	Miss Whitelaw
📄	Writing Progression Framework Early - Sec...	June 14	Miss Whitelaw

Backdrop Planners Organisation Example

	Name ∨	Modified ∨	Modified By ∨
📁	Additional Planners	August 7	Miss Whitelaw
📄	Backdrop Planner [22-23].odt	June 23	Miss Whitelaw

Planning_Session_2022-2023 > P2.3_Miss Whitelaw > **Backdrop Planner**

Appendix 4 – Digital Award Checklist

5 Step Criteria	Area	Checklist	Resources	Checklist
Leadership and Vision Knowledge Base Resources	Policies and Planning	Developing a whole-school ICT policy.	The ICT Planning section of PDST Technology in Education website https://www.pdsttechnologyineducation.ie/en/Technology/	
		developing Acceptable Use Policies	https://www.webwise.ie/teachers/acceptable-use-policy/sample-acceptable-use-policies-2/	
		provides parents, teachers, and children with educational resources, advice and information about potential dangers on the Internet	https://www.webwise.ie/category/parents/advice/ https://www.webwise.ie/category/teachers/advice-teachers/	
Digital Technology in the Curriculum	the potential it has for learning and teaching	Embedding digital learning and teaching	https://www.gov.scot/publications/enhancing-learning-teaching-through-use-digital-technology/pages/0/ https://blogs.glowscotland.org.uk/glowblogs/digilearn/what-digital-learning-might-look-like/	
		The Digital Learning Community	https://blogs.glowscotland.org.uk/glowblogs/digilearn/	
		Glow – a purpose built digital learning solution which supports the delivery of Curriculum for Excellence	https://glowconnect.org.uk/	
School Culture	Use digital Learning and Teaching (DLT) to promote, encourage and share the benefits DLT offers to all practitioners and learners.	focuses on the Digital Learning Community and specifically on sharing experiences and best practice of Digital Learning and Teaching	Practice Pipeline section of the site. https://blogs.glowscotland.org.uk/glowblogs/digilearn/	
Professional Development	to inform, support and encourage teachers at all stages in their careers	inform, support and encourage teachers at all stages in their careers	https://www.education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/about-developing-the-education-profession	
Infrastructure and Resources	Hardware/ Software/ Infrastructre	using the local authority network effectively to create, record, store and share resources and learners' work.	The National Improvement Hub Online environments, including Glow are used to support a wide range of learning activities within and beyond the school. practice exemplars provided by Education Scotland	

Criteria 1	Checklist	√
Leadership and Vision Knowledge Base Resources In relation to strategy and planning	1: The distinctive contribution of digital learning and teaching is integrated into the whole school vision and the School Development Plan.	
	2: The digital learning and teaching strategy is approved by the local authority and is informed by wider research of the regional/national guidance, advice and information.	
	3: The digital learning and teaching leader/coordinator has a proactive, operational and evaluative role in supporting learners' digital capability both in school and in their blended learning activities. They also support teachers' pedagogical deployment of digital technology.	
	4: The school frequently and collaboratively reviews its digital learning and teaching strategy by evaluating the potential of emerging technologies and blended learning strategies and best practice scenarios.	
	5: The strategy supports digital learning and teaching CLPL in a range of face-to-face and blended learning contexts including whole-school teaching, peer-to-peer learning, the use of external organisations/personnel and formal training.	
Leadership and Vision Knowledge Base Resources In relation to the school digital learning and teaching strategy	6: Outlines the rationale for the use of digital technologies and recognises the distinctive contribution of digital learning and teaching in school and online.	
	7: Includes links to both external and school-generated curriculum links.	
	8: The digital learning and teaching strategy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support particularly when they are working online.	
Leadership and Vision Knowledge Base Resources In relation to internet safety and cyber resilience, access to digital technologies and internet use, the school digital learning and teaching strategy	9: Develops teachers', parents'/carers' and learners' understanding of the importance of internet safety and cyber resilience and how they can remain safe online.	
	10: Provides guidance on the management of digital technologies so that learners have regular access in a safe environment in school and at home.	
	11: Outlines how to make best use of the internet as a resource for learning and teaching in a safe and responsible manner.	
	12: Includes an Acceptable Use Policy for working in school and at home. It is implemented throughout the school and shared with parents.	

Criteria 2	Checklist	√
Use of Digital Technology to Deliver the Curriculum In relation to learning and teaching	1: Digital technologies are a central consideration in all areas of the curriculum and its assessment, at all levels.	
	2: Digital technologies are used to enhance and extend learning experiences and to foster independent learning within and beyond the school.	
	3: Digital technologies have a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced.	
	4: Digital technologies are used creatively by learners and teachers to engage with learning, teaching and assessment in school-based and blended learning contexts.	
	5: Teachers integrate digital technologies into teaching and learning and provide learning experiences that support the transfer of digital skills across the curriculum	
	6: Assistive Technologies and appropriate software/apps are deployed across all age groups to provide additional and/or differentiated learning for students with additional support needs	

Criteria 3	Checklist	√
School Culture In relation to the digital technology culture of the school	1: There is evidence of a strong digital technology presence throughout the school.	
	2: Teachers and learners demonstrate the motivational capacity of digital technologies	
	3: The school has a website/blog or twitter account that is updated regularly and features learning and achievements.	
	4: The school has positive transition links to ensure there is progression of digital skills for learners.	
	5: Teachers use digital technologies in their own planning and administration.	
	6: The school recognises and celebrates learners' use of digital technologies for their own learning.	
	7: The school uses digital technology to collaborate with other schools or organisations in local, national or international project work.	

Criteria 4	Checklist	√
Professional Development In relation to professional development	1: The digital learning and teaching strategy facilitates professional development in, about and through school-based and online digital technologies.	
	2: The majority of staff have engaged in school-based and other CLPL programmes that are focused on enhancing learning and teaching through the use of digital technologies for in-school and blended learning situations.	
	3: Teachers are encouraged to be innovative and self-directed learners by exploring new strategies for class-based and blended learning pedagogies.	
	4: The school utilises the expertise in digital technologies acquired among staff and collaborates with other schools and organisations to inform practice.	
	5: There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher pedagogical competence in school-based and online teaching and learning formats.	
	6: Teachers are confident in the safe, secure and appropriate integration of digital technologies in their daily teaching. Learning and teaching is in line with the Internet Safety and Cyber Resilience curriculum.	
	7: The school keeps abreast of developments in technological, professional practice and the curriculum in relation to digital technologies Staff are aware of their professional development needs in relation to digital learning and teaching	

Criteria 5	Checklist	√
Resources and Infrastructure Hardware	1: There is widespread access to computers, laptops and/or tablet devices and other physical devices where appropriate in school and outside.	
	2: The school deploys digital resources in the most appropriate manner to maximise opportunities for effective learning in school and at home.	
	3: Online environments, including Glow are used responsibly to support a wide range of learning activities within and beyond the school and GDPR issues have been considered.	
Resources and Infrastructure Infrastructure	4: The local authority network is used effectively to create, record, store and share resources and learners' work.	
	5: The school has sufficient internet/wifi access throughout.	
Resources and Infrastructure Software	6: The school's software/apps cover a wide range of curricular areas and learning needs.	
	7: Teachers frequently use age and ability-appropriate software/apps to support differentiated and targeted learning.	
	8: The school is fully compliant with all software/app licencing requirements and are GDPR compliant	

Appendix 5 – Cyber Resilience Checklist

Cyber Resilience	Checklist	√
Leadership and Vision	1: The school has a culture that supports the implementation of the three main aims of the National Action Plan on Internet Safety for Children and Young People and this is integrated into the whole school vision and the school development plan.	
	2: The school provides guidance to teaching and non-teaching staff to further their understanding of good cyber hygiene and why it is essential to enable teachers to act in a safe and responsible manner when engaging with digital learning and teaching.	
Digital Teaching and Learning	3: Teachers adopt the school's cyber resilience and internet safety guidance appropriately for their subject and for the age and abilities of their learners.	
School Culture	4: Cyber resilience and internet safety is a central consideration in the curriculum and its assessment at all levels.	
	5: The school encourages parents/carers to be involved in their child's cyber resilience and internet safety education throughout the key stages of development.	
	6: The school has implemented strategies to raise awareness of the links between digital technology and young people's mental wellbeing.	
Professional Development	7: Staff engagement in relevant professional development programmes shows impact on teaching and learning in relation to cyber resilience and internet safety	