DIGITAL SCHOOLS AWARDS

Validation Report	
School Name: Kirkhill Primary	Name of Validator: Jen McKay
School Address: Kirkhill Road, Newton Mearns, Glasgow G77 5RJ	Date of Validation: 18th June 2018
Principal/Head Teacher: Yvonne Donaldson	Digital Technology Co-ordinators: Gordon Edge/Jane Tees
School Reference No: 8601224	Time of arrival: 09:15 Time of departure: 11.15am

Guidelines for marking:
All statements are assessed using the three levels, "**Addressed**", "**Partially Addressed**" or "**Not Addressed**". Essential criteria, indicated with a '*****', can achieve a score of 10 marks, 5 marks or 0 marks respectively while non-essential criteria can receive a score of 5 marks, 3 marks or 0 marks. The max and min mark acceptable for each section is provided at the bottom of that section. Validators may add up to 10 discretionary marks in each section where the school shows unique or outstanding innovation in that section.

Leadership and Vision			
In relation to policy and planning:	A	PA	NA
The distinctive contribution of digital technology is integrated into the whole school vision and the School Development Plan. *	10	5	0
The digital technology policy is approved by the local authority and is informed by wider research and regional/national policy.	5	3	0
The digital technology leader/coordinator has a proactive, operational and evaluative role in supporting learners' digital capability and teachers' pedagogical deployment of digital technology.	5	3	0
The school frequently and collaboratively reviews its digital technology policy by evaluating the potential of emerging technologies and best practice scenarios.	5	3	0

The policy supports digital technology CLPL /CPD in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations/personnel and formal training.	5	3	0

In relation to learning and teaching, the school policy:

Outlines the rationale for the use of digital technology and recognises the distinctive contribution of digital technology in learning and teaching. *	10	5	0
Includes both external and school-generated curriculum links.	5	3	0

In relation to learners with additional support needs:

The digital technology policy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support.	5	3	0

In relation to access to digital technology, internet use, internet safety, and cyber resilience the school policy:

Plans for progression in teachers', parents'/carers' and learners' understanding of the importance of e-safety and how they can remain safe online.	5	3	0
Provides guidance on the management of digital technology so that learners have regular access to digital technology in a safe environment.	5	3	0
Outlines how the internet is best used as a resource for learning, and teaching.	5	3	0
Includes an Acceptable Use Policy that is implemented throughout the school. *	10	5	0

Discretionary Mark (Max 10)	Total Mark: (Discretionary Mark + Score) = 73	Min score 57- Max score 75

Comments on Leadership and Vision

Kirkhill Primary School is committed to embedding digital technology across the curriculum and as such have made a major 2-3 year commitment to digital technologies in their School Improvement Plan. During discussions with the Headteacher and the Digital Technologies Coordinators they commented that they knew what they wanted to do but needed 'hands on' to empower the staff to drive them along to where they wanted to be on their digital journey. As such, the school made a commitment to having a teacher out of class for the year to team teach and model for the staff and this has made for a very positive impact on the use of digital technologies across all stages as well as making for a more confident and enthusiastic staff.

The school has a comprehensive Digital Technologies Plan which outlines how their digital journey will develop with progression for computer science in Primaries 1- 7 being an important focus, I particularly liked the 'Computer Science Vocabulary' section from

Code.org that the school has added to the plan. The plan further highlights the relevant Local Authority policies that relate to Digital Technologies as well as links to school policies and GTCS guidance. I was impressed also to see that these can also be accessed through a QR code added to the plan, thus giving a truly digital feel to it!

It is evident that Kirkhill Primary strives to educate their pupils in eSafety and to ensure that they provide a safe and nurturing environment for the pupils to use the digital technologies available to them. An Acceptable Use Policy, generic to East Renfrewshire schools which was added as part of the documentation for validation, clearly defines the responsibility of the pupils for appropriate conduct and expected behaviours. The document is very clear and when shared with parents sets out clear guidance for the safe use of the internet.

Use of Digital Technology to Deliver the Curriculum			
In relation to learning and teaching:			
Digital technology is a central consideration in all curriculum and assessment delivery across all year groups and all curricular areas. *	10	5	0
Digital technology is used to enhance and extend learning experiences and to foster independent learning within and beyond the school. *	10	5	0
Digital technology has a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced. *	10	5	0
Digital technology is used to help learners create content as well as organise content provided by teachers.	5	3	0
Teachers integrate digital technology into their daily teaching and learning and provide learning experiences that support cross-curricular skills and the development of positive attitudes and dispositions.*	10	5	0
Assistive Technologies and appropriate software are deployed across all age groups in ways that provide additional and/or differentiated learning for students with additional support needs. *	10	5	0
Progressively, learners are provided with opportunities to learn independently.*	10	5	0
Discretionary Mark (Max 10)	**Total Mark: (Discretionary Mark + Score) = 65**	*Min score 50 Max score 65*	
Comments on Use of Digital Technology to Deliver the Curriculum.			

During the visit I saw a range of learning experiences and observed pupils from three distinct stages. The technology used in each class was integrated into the teaching and learning activities either with groups or with structured whole-class teaching. In each case,

the teacher had structured activities that promoted dialogue, development and creativity. In some cases pupils were creating their own content based on previous research activities and collaboration. When I spoke to the pupils they were all able to describe clearly the activities in which they were engaged. I feel that this is a clear indication that digital technologies are fully embedded across the curriculum in Kirkhill Primary.

As confidence amongst the staff in using digital technologies has grown, and continues to grow, they can identify ways in which their teaching can and has been enhanced, thus providing the pupils with a more varied learning experience. Pupils with Additional Support Needs are provided for with differentiated learning opportunities with Chromebooks being used, for example, to support pupils with dyslexia with voice recognition being used for story writing. Pupils with more complex needs are supported in their use of digital technologies by Jane Tees, the other Digital Technologies Coordinator, who ensures that assistive technologies and specific apps are used effectively with these pupils.

To enhance and extend learning experiences and to foster independent learning within and beyond the school Kirkhill worked alongside other cluster schools to develop a policy for ePortfolios. Pupils in Primaries 6b and 7 add regular posts to their blogs to celebrate their achievements in school and out with which they can share at home with their parents. The good practice will no doubt continue when the cluster looks at alternatives to the existing ePortfolio solution to be in line with the High School.

School Culture			
In relation to the digital technology culture of the school:			
There is evidence of a strong digital technology presence throughout the school. *	10	5	0
Teachers and learners demonstrate the motivational capacity of digital technology. *	10	5	0
The school has a website that is updated regularly and features learning and achievements. *	10	5	0
The school exploits the use of digital technology as a means of communication between learners, parents/carers, staff and the wider community.	5	3	0
Teachers use digital technology in their own planning and administration.	5	3	0
The school recognises and celebrates learners' use of digital technology for their own learning.	5	3	0

The school uses a range of digital technology formats to collaborate with other schools or organisations in local, national or international project work. *	10	5	0

Discretionary Mark (Max 10)	Total Mark: (Discretionary Mark + Score) = 50	Min score 41 Max score 55

Comments on School Culture.

There is evidence of a strong digital technology presence throughout the school in which both teachers and learners demonstrate the motivational capacity and value of digital technology. The school has a comprehensive and up to date website, built on Glow Blogs, that provides useful information for the wider community and which features work produced by the pupils celebrating their learning and achievements. I was particularly impressed by the 'Friday Bundle' feature on the website which provides parents with a weekly opportunity to catch up on newsletters and curriculum news specific to their child/children. In addition, it is planned that each class will have their own blog on the website so that this can enhance class/home engagement. These are already created and are currently private but it is hoped that they will be available on the website as soon as possible – I feel that they will be a great asset to the site!

In addition, the school exploits the use of digital technology as a means of communication by using Twitter. The Twitter feed is vibrant and current and clearly highlights all the great work going on in the school. It highlights the achievements of the pupils and allows parents and the wider community to engage instantaneously with the life of the school in a really positive way thus enhancing the profile of the school itself.

As parental engagement is such an important part of the school culture in Kirkhill they have embraced this by running Parental Workshops where children can showcase the work that they are doing in school, including working with digital technologies, and set tasks that the parents have to complete. This is a fantastic way to encourage parents and children to learn together and fosters digital citizenship in the pupils themselves.

The motivational aspect of digital technologies is highlighted in the Kirkhill Media Group, comprising of pupils in Primaries 4-7 who act as Digital Leaders in the school. They help to support the staff and their peers with the technology in the school and as part of their role went to visit the Sky Academy and working in groups created a full length film – what an achievement, well done!!

Professional Development			
In relation to professional development:			
The digital technology policy facilitates professional development in, about and through digital technology. *	10	5	0
The majority of staff have engaged in school-based and other relevant professional development programmes that are focused on enhancing learning and teaching through the use of digital technology.	5	3	0
Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching.	5	3	0
The school utilises the expertise in digital technology acquired among staff and collaborates with other schools and organisations to inform practice.	5	3	0
There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher competence in digital technology.	5	3	0
The majority of teachers are confident in the safe, secure and appropriate integration of digital technology in their daily teaching.	5	3	0
The school keeps abreast of developments in technological and professional practice in relation to digital technology and staff are aware of their professional development needs in relation to digital technology. *	10	5	0

Discretionary Mark (Max 10)	Total Mark: (Discretionary Mark + Score) = 43	*Min score 34 Max score 45*

Comments on Professional Development:

In discussions with various members of staff it is clear that CLPL is an integral part of making the continuation of the school's digital journey possible. The Digital Technology Plan facilitates professional development and staff engage in professional development programmes that focus on enhancing learning and teaching using digital technology. The Digital Technologies Working Party in the school work to develop aspects of the curriculum and deliver appropriate CLPL training sessions for the staff. These sessions have focussed on effectively using Google Classroom, Microsoft Office eg Sway and Forms and other relevant software and apps to enhance teaching and learning in the classroom.

As in any school, the staff are at different levels of confidence and ability and the school is working hard to address this with Gordon Edge being out of class this year to enable him to team teach with staff and pupils. This is an excellent way to model lessons for staff and support and encourage them to develop their own digital skills as well as their confidence. Due to the success of this initial year of Gordon being out of class, the school is intending to continue this again in the next academic year, which I feel, will be a great investment in the CLPL of the staff and also help to build capacity.

From discussions with staff it was evident that teachers in Kirkhill Primary are encouraged to be innovative and self-directed by exploring new ideas in digitally enhanced learning and teaching. In addition, and the school utilises the expertise acquired among staff shares it to inform practice. There is definitely an ethos of self and collaborative review with a focus on improvement in teacher competence in digital technology within Kirkhill Primary.

Resources and Infrastructure			
Hardware:			
There is widespread access to computers, laptops and/or tablet devices, where appropriate. *	10	5	0
The school deploys digital technology resources in the most appropriate manner to maximise opportunities for effective learning.	5	3	0
Online environments, including Glow are used to support a wide range of learning activities within and beyond the school.	5	3	0
Infrastructure:			
The local authority network is used effectively to create, record, store and share resources and learners' work. Learners and staff can create and comment on e-portfolios. *	10	5	0
The school has sufficient internet access throughout. *	10	5	0
Software:			
The school's content-rich and content-free software covers a wide range of curricular areas and learning needs. *	10	5	0
Teachers frequently use age and ability-appropriate software applications to support differentiated and targeted learning.	5	3	0
The school is fully compliant with all software licencing requirements. *	10	5	0
Discretionary Mark (Max 10) **Total Mark: (Discretionary Mark + Score) =** 65		*Min score 50 Max score 65*	
Comments on Resources and Infrastructure Kirkhill Primary has worked hard to ensure that there is equitable access to digital technologies throughout the school. Pupils have access to desktop computers in each classroom and class sets of laptops and Chromebooks which are timetabled. In addition, the school has made provision for pupils with Additional Support Needs with the provision of Chromebooks for individualised support. With			

the wide range of devices available to the pupils, including Fire Tablets and Kindles, I was pleased to hear that the school felt that the WiFi provision in the school had improved and was continuing to improve thus supporting the variety of devices.

The school also strives to provide age appropriate software which can be differentiated including Education City, Sumdog and the Office 365 tools. Pupils with Additional Support Needs are also able to use the accessibility features installed on the Chromebooks and they have made use of the CALL Scotland Apps for Support and Books for All. In doing so the school has ensured that pupils of all ability can access digital technology to enhance their learning and that no pupil feels at a disadvantage.

The school has also invested in Green Screen technology using Chroma key, which has allowed pupils in Primaries 5-7 to undertake interdisciplinary projects, which not only has been engaging for the pupils, but also enriched their learning experience across the curriculum. As with all East Renfrewshire schools, Kirkhill has been fortunate to receive a set of VR Headsets which, at the time of my visit, were just beginning to use them in the classrooms. I wish them well with this and also the purchasing of Raspberry Pis for Primaries 5- 7, which I am sure will help develop their digital literacy even further.

However, I recognise that the school moves forward with caution and deploys technology with purpose whilst ensuring that staff and pupils are confident with the ever changing digital world that we live in.

Noteworthy examples of digital technology integration in the school:

During my visit to Kirkhill Primary I was able to see a variety of ways in which digital technologies have been integrated into the life and work of the school.

Kirkhill is a large school with a Primary 1 class of 39 pupils. During my visit to this class I was able to see how eSafety was addressed with the large number of pupils. Having watched a 'Think U Know' video about sharing names and addresses with strangers the pupils engaged with the teacher in, what was, a very lively discussion about staying safe online. They talked about staying safe online by using nicknames and never sharing personal information with anyone you don't know. It was apparent that the pupils were fully engaged in the discussion and were learning a great deal from the video. To follow this up the children then went on to complete a worksheet about what makes them unique, which was a lovely way to highlight how special they are and how they need to keep themselves safe.

In the Primary 5 class the pupils were busy on Chromebooks researching countries taking part in this year's World Cup tournament. Having been given a country to research, they were asked to find specific information using Kiddle (Google for Kids) some of which was necessary eg climate/capital city and also some ideas that could be added optionally. As the pupils worked 1-1 with the Chromebooks they were given the option of displaying their research as a Word document, a Powerpoint or a Sway. I particularly liked this approach which allowed pupils to work with a programme that they were comfortable with. The pupils worked with purpose and were making great progress with their presentations, I understand that the final presentations were to be shared with the whole class which is a great way of highlighting an individual's achievements – and learning lots about countries around the world!!

In the Primary 7 class the pupils were using Scratch to create a multiplication game. I was most impressed by the way that the pupils developed their games as well as their numeracy skills! Once complete the pupils would have the opportunity to share their game with their peers so that they could try out the activity and share their ideas about how the game was created. The pupils were at ease with the coding element of the task and some were showing creativity and problem solving as they worked. In discussion with the pupils they told me that they also enjoy using Sumdog and have been making use of Google Classroom, in particular they highlighted its use to help with the preparation of the upcoming school show Aladdin, which I thought, was a great idea!

General comments:

It is apparent that Kirkhill Primary has developed and continues to develop a clear vision of where their digital journey will take them in the future and the staff are all on board to make this happen. The array of technologies and software used effectively by the school helps to ensure that every pupil has an opportunity to become confident individuals. During my discussions with staff it was apparent that they saw digital technologies as embedded within the curriculum and they strive to use it effectively to enhance the learning experiences of the pupils.

The Digital Technologies Coordinators, are very enthusiastic and dedicated teachers who are striving to make digital technologies easily accessible to staff and pupils, they are a real credit to the school and should be commended on the work that they have undertaken.

It is, therefore, my recommendation that the School has achieved the Digital Schools Award (Scotland).

Possible next steps for Kirkhill Primary could include exploring the programmable devices available from the Local Authority's Digital Innovation Hub which would allow them to explore their use with staff and pupils before purchasing some for the school itself. Initial thoughts would be to try using micro:bits, Code-a-pillars and/or Spheros or similar as a starting point that can easily be built upon as staff confidence in their use increases.

Signed: *Jennifer McKay* **External Validator**

Growing the Community

Become a mentor digital school

A key objective of the Digital Schools Awards Scotland is to help best-practice sharing across schools. To facilitate this aim, we are inviting schools that successfully complete the programme and achieve digital school status to become a *Mentor Digital School*. Being a mentor school will involve;
- Being listed as a *Mentor Digital School* on the Digital Schools website
- Being recommended by the Digital Schools Awards programme
- Agreement to be contacted by other schools seeking advice

You may request to be removed as a *Mentor Digital School* at any time by emailing info@digitalschoolsawards.co.uk.

Would you like to be a Mentor Digital School?

Circle: Yes | No

School Contact: _____

Share digital media links

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

School Name:	
1.	**2.**
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Sharing of Information

- We are happy to share this report with Education Scotland   <mark>Yes</mark> I No

- We are happy for Education Scotland to contact us to highlight our practice   <mark>Yes</mark> I No

- We are happy to share this report with the local authority   <mark>Yes</mark> I No