

This policy has been written by the school, building on national best practice, East Renfrewshire Council guidance and the Scottish Digital Learning Strategy 2016.



### **Convention on the Rights of the Child**

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

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

### **RATIONALE**

The Scottish Government priorities for Education are:

- **excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **achieving equity:** ensuring that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

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.

Young people need to develop digital skills in order to thrive in modern society and the workplace. At Our Lady of the Missions Primary we aim to ensure that, from the earliest stages of their education, children begin to develop digital literacy and use digital technology to enrich their learning across the curriculum. Throughout the course of their education, our pupils will develop increasingly sophisticated technical skills and become confident in the creation, as well as use of, digital materials. Across a range of different subjects, they will develop computational thinking, taking a logical and creative approach to problem solving. They will learn more about different jobs, the use they can make of their digital skills in a wide range of careers and the pathways that they can take to reach them. They will develop their technical expertise both in the classroom and through after-school clubs. All pupils will value their digital skills and the opportunities they offer for learning, life and work.

### **AIMS**

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

- develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.

- improve access to digital technology for all learners.
- ensure that digital technology is a central consideration in all areas of the curriculum and assessment delivery.
- empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

In order to achieve our shared objectives, we will take forward the following key actions:

### DEVELOP THE SKILLS OF OUR EDUCATORS

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

### IMPROVE ACCESS TO DIGITAL TECHNOLOGY

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

### ENHANCE CURRICULUM AND ASSESSMENT DELIVERY

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

### EMPOWER LEADERS

- Ensure that the use of digital technology in our school aligns closely with evolving self-assessment and improvement guidance such as 'How Good is Our School?'
- Identify existing expertise within the staff and pupil complement (Digital Leaders) and ensure that their knowledge is shared with the management team.
- Ensure that cyber resilience and internet safety is central to all digital technology use.
- Involve parents and carers in discussions around the use of digital technology to help realise anytime/anywhere learning.

## OUTCOMES

### Time Allocation

All classes have weekly timetabled access to a class set of laptops and/or Chromebooks as well as full access to networked systems in the classroom. In addition, a range of digital devices are available to use throughout each day and can be booked for group/class use through the school online booking system.

### Learning and Teaching Approaches

To ensure that digital learning and teaching is effective at Our Lady of the Missions Primary it is essential that our approaches reflect the learning and teaching outcomes of Curriculum for Excellence. Our approaches must stimulate children's interest and motivation. Our programmes of study and methodology must be challenging, engaging and enjoyable.

In a school year, each child will have access to hardware and software to allow them to support and enhance all aspects of the curriculum and their learning. Pupils will also develop knowledge, skills, attributes and capabilities around the following key concepts/significant aspects of learning in relation to digital technologies:

- Awareness of technological developments (Past, Present and Future), including how they work.
- Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.
- 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
- Understanding the world through computational thinking
- Understanding and analysing computing technology
- Designing, building and testing computing solutions
- Representing ideas, concepts and products through a variety of graphic media

Activities will be planned according to the different levels of children's skills, previous knowledge and in accordance with the authority ICT skills framework for Curriculum for Excellence. The skills framework is sequenced to ensure continuity and progression, and should be used to support cross-curricular links where possible. In addition to this, pupils from Primary 1-5 share learning through their individual class blogs and P6-7 pupils through personal e-portfolios.

Where possible at Our Lady of the Missions Primary School the progression of ICT, Digital Literacy and Computing Science skills is taught through other curriculum contexts. This will ensure pupil learning is seen in a meaningful context.

Digital learning and teaching at Our Lady of the Missions Primary School depends upon the skillful use of varied approaches, including:

- Direct class teaching to introduce a specific program or skill
- Practical tasks using the appropriate hardware and software
- Collaborative and independent working
- Real experiences in the practical application of digital technology skills.
- Pupil involvement in the planning of their learning – learning intentions and agreed success criteria.
- Learning maintains an element of challenge

- Active learning
- The use of Assessment is for Learning strategies

### **Planning**

The development of all significant aspects of learning within technologies is of vital importance.

In Forward Planning files there should be a Curriculum Map overview, which outlines the E&Os to be taught at each level and the benchmarks that should be achieved as a result of the related learning and teaching.

It is the teacher's responsibility to ensure that the children's learning experiences are determined by the learning and teaching approaches as outlined above.

There is a commitment at Our Lady of the Missions Primary to continually improve planners. Planners should regularly be reviewed and updated.

### **Support for Pupils**

Provision for children with ASN in relation to Digital; Technology is the responsibility of the class teacher, support staff and the ASN Coordinator as appropriate. Where possible, specific hardware and software to support pupils is made available for certain children. Specialist support may also be available through referral to Psychological Services.

(Please refer to GIRFEC Policy)

### **Assessment**

Our Lady of the Missions Primary is an AiFL school. The principles of assessment for learning, in line with school policy and practice, should be followed. Progress and attainment in learning will be developed and monitored by assessment that is an integral part of learning and teaching. Digital learning lends itself to using and supporting formative assessment strategies. The process of assessing pupils' progress will be set in a context of effective learning and teaching that takes account of the five key teacher activities of planning, teaching, recording, reporting and evaluating.

### **Recording and Reporting**

(Please refer to the Assessment Policy)

### **Nursery/ Primary/ Secondary Transition**

Transfer of information is crucial at transition stages. All relevant staff are involved in communicating prior learning and knowledge of individual learners to ensure progression of knowledge and skills.

### **Continuing Staff Development**

Staff development needs will be identified through the staff development and review process. Regular Drop-In sessions will be provided by the Principal Teacher where staff can request support informally, or CLPL can be organised on a more formal basis.

## **ROLES AND RESPONSIBILITIES**

### **Management**

The ICT Coordinator will manage the implementation of the school policy, curriculum, resources and staff development.

#### **Their duties include:**

- ensuring that user lists are kept up to date
- relaying account information and passwords to users

- advising support service of faults or support needs
- discussing with support team arrangements for special occasions
- advising support teams on suspected or actual misuse of systems or network facilities
- taking suitable action when misuse of network systems is identified
- ensuring that all users have completed a responsible user agreement
- ensuring that staff are aware of Standard Circulars 69 & 78 on the use of Digital Technology
- ensuring that the school Digital Learning policy relates to East Renfrewshire policies.
- ensuring the school website is updated
- ensuring the staff website is updated
- the use of Social Media to share school events and achievements

### **Teachers**

Teachers will ensure that the policy is fully implemented across the curriculum and is delivered with reference to the outlined learning and teaching approaches, where it enhances learning and teaching and contributes to raising attainment and achievement.

All teachers must also ensure that they are aware of the content of Standard Circulars 69 & 78.

### **Parents/ Carers**

Parents/ Carers will be encouraged to, and supported in, playing an active role in their child's learning, thereby fostering the home/ school partnership. Parents/ Carers take responsibility for ensuring that the terms of the Responsible User Agreement are adhered to. All Parents/ Carers complete a Responsible User Agreement and Digital Photography/ Filming Permission (*Please refer to Appendix 3*) on their child's entry to Our Lady of the Missions Primary School.

The Scottish Government strongly recommends that parents/carers refer to available advice about safe use of the internet, email and mobile technologies and ensure that they are aware of any access that is taking place. Guidance is available from a number of websites listed in *Appendix 4*.

### **Pupils**

Pupils will work to the best of their abilities. Pupils will also take responsibility for ensuring that the terms of the Responsible User Agreement are adhered to.

### **All**

It is the responsibility of all to report to the ICT Coordinator any misuse of the facilities, and/ or any event where inappropriate material has been unavoidably displayed so that the correct procedures can be followed – loss of privileges in using digital technology within the school for misuse, and/ or referral of inappropriate website address to relevant authority personnel.

### **RESOURCES**

The ICT coordinator will ensure Our Lady of the Missions Primary has up-to-date and appropriate resources to ensure effective learning and teaching. The ICT Coordinator will also ensure that the organisation of resources is clearly understood by all staff, that inventories are kept up to date, and that resources are easily accessible to all staff and pupils.

## **MONITORING AND EVALUATION**

Digital learning in Our Lady of the Missions Primary will be monitored by the staff member with responsibility for ICT and by all members of the management team during classroom observations and school self-evaluation. These will consider the impact of digital technology on teaching and learning.

The ICT Coordinator in collaboration with pupils, staff and parents, will annually review this policy to take account of latest guidelines and to ensure best practice.

## **The Use of Mobile Technologies and Communication Applications**

*Please refer to East Renfrewshire Standard Circular 69 and 78 (Appendices 1 and 2)*

### ***Mobile Technologies***

- Laptops
- Chromebooks
- Digital cameras and video cameras
- iPads
- Kindle Fires
- USB Pen Drives
- Mobile Phones

### ***Communication Applications***

- Email
- Video Conferencing
- Websites
- Blogs/e-portfolios
- Online Discussion Forums – Yammer, Twitter, Facebook etc.
- Video Streaming

Other than, with the express permission of the class teacher, any communications device must not be used during lessons/meetings or assemblies. Any devices which remain 'on' during such times must be set to silent mode.

To ensure the security of the education network, mobile technologies, including laptop computers, may only be connected to the education network following acceptance of the terms outlined in the school's Bring Your Own Device Policy (Appendix 3).

The Responsible User Agreement (*Please refer to Appendix 4*) outlines the rights and responsibilities of pupils in respect of mobile technologies.

If a mobile technology or communication application is misused the device may be confiscated and/or privilege of use removed. However, the pupil must be given the facility to make any reasonable call to a parent/carer. In some situations the Head Teacher may request a meeting with a parent or carer before releasing the item.

The Head Teacher has the right to refuse any person, temporarily or permanently, the use of mobile technologies and communication applications on school premises. Head Teachers have the right/responsibility to involve the police if criminal activity by any person is suspected.

## APPENDICES

1. East Renfrewshire Standard Circular 69
2. East Renfrewshire Standard Circular 78
3. Bring Your Own Device Policy
4. Responsible User Agreement
5. Relevant Websites

Think U Know	<a href="http://www.thinkuknow.co.uk">http://www.thinkuknow.co.uk</a>
Respect Me	<a href="http://www.respectme.org.uk/">http://www.respectme.org.uk/</a>
Chat Danger	<a href="http://www.chatdanger.com">http://www.chatdanger.com</a>
Kidsmart	<a href="http://www.kidsmart.org.uk">http://www.kidsmart.org.uk</a>
The Internet Safety Resource	<a href="http://www.fkbko.co.uk/">http://www.fkbko.co.uk/</a>
Get Safe Online	<a href="http://www.getsafeonline.org/">http://www.getsafeonline.org/</a>
Parents Online	<a href="http://www.parentsonline.gov.uk">http://www.parentsonline.gov.uk</a>
Be Safe Online	<a href="http://www.besafeonline.org">http://www.besafeonline.org</a>
Digizen	<a href="http://www.digizen.org/">http://www.digizen.org/</a>
Childnet International	<a href="http://www.childnet-int.org">http://www.childnet-int.org</a>
Have Fun – Stay Safe	<a href="http://www.havefunstaysafe.info/cms/">http://www.havefunstaysafe.info/cms/</a>
Cyber Cafe	<a href="http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/">http://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/</a>
Know IT All	<a href="http://www.childnet-int.org/kia/">http://www.childnet-int.org/kia/</a>
ERC Child Protection Information about Community and Online Safety	<a href="http://www.eastrenfrewshire.gov.uk/article/2837/Child-Protection-Information-about-Community-and-Online-Safety">http://www.eastrenfrewshire.gov.uk/article/2837/Child-Protection-Information-about-Community-and-Online-Safety</a>