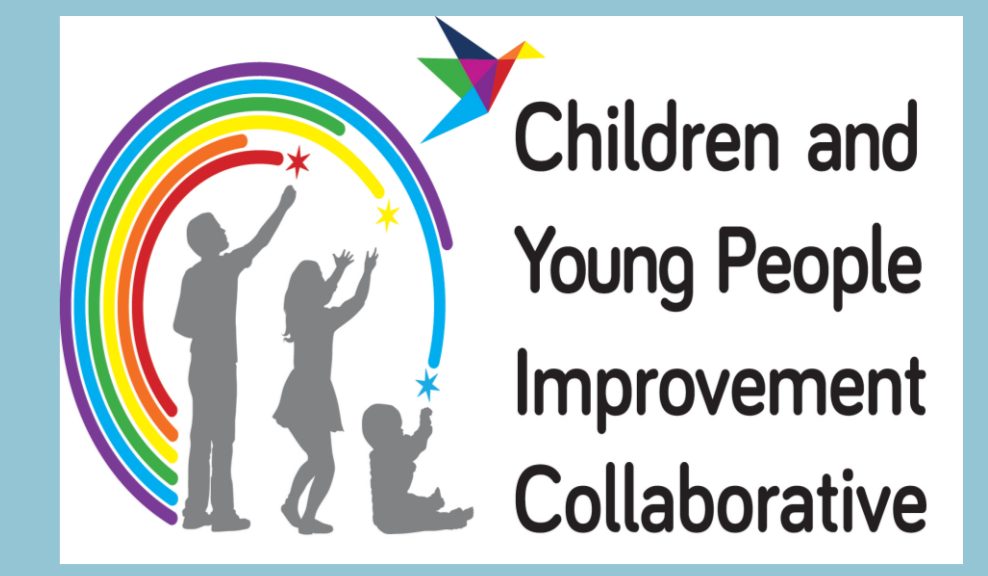
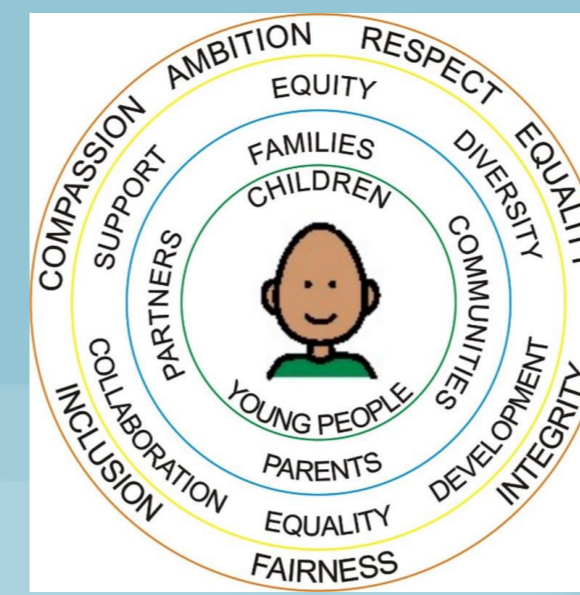


The use of digital technologies to raise attainment

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Rationale

Fife's equity-based approach involves the roll out of 12500 Chromebook devices and 1000 mobile WiFi solutions. To gain a better understanding of how current devices are being used, a Digital Pilot was created.

Stretch Aim

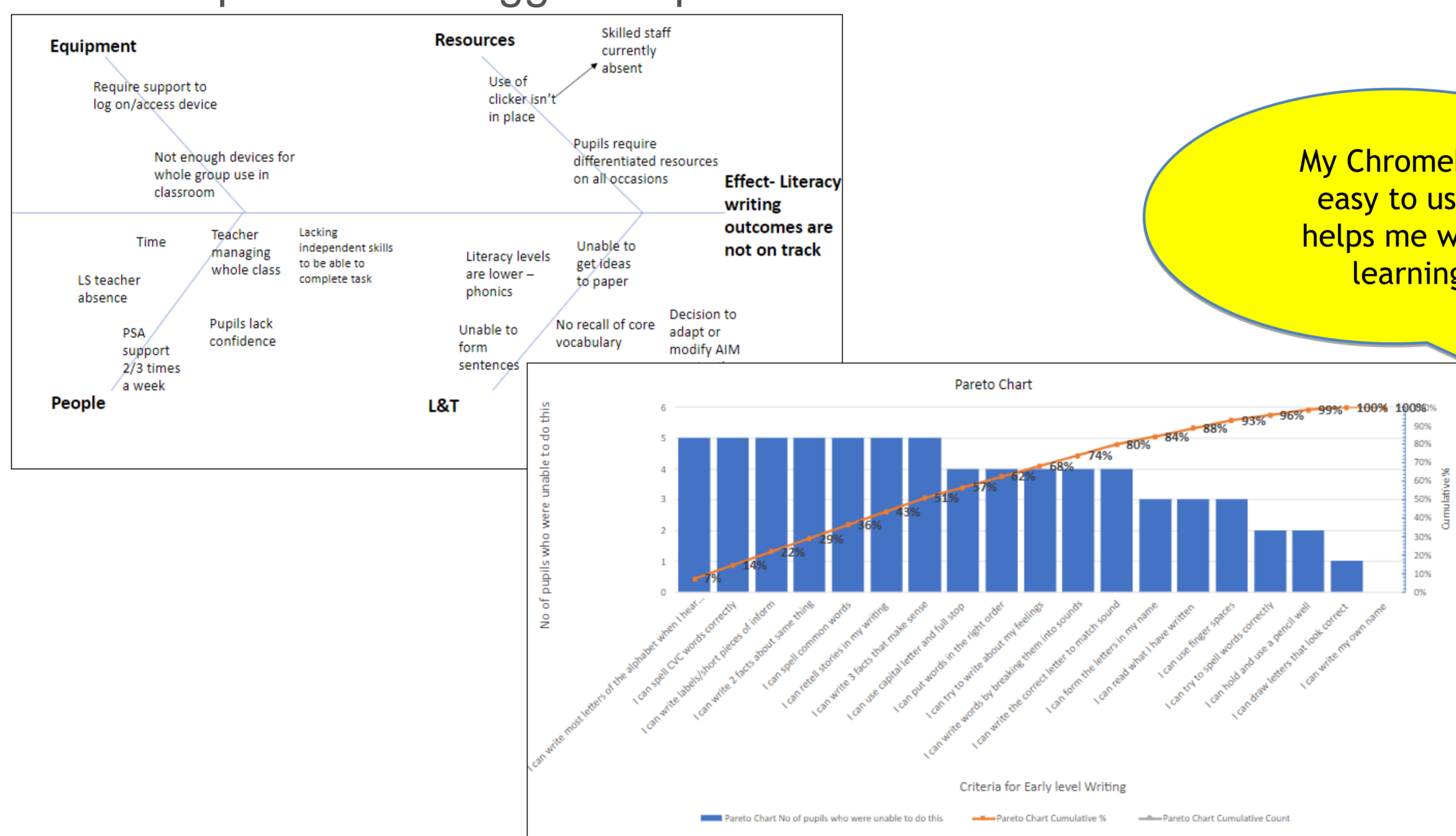
By June 2022 100% of targeted group (5) will improve in writing from Early level to First Level initial engagement (baseline 0%).

Aim 1 – By May 2022 100% of pupils (with baseline 0%) will be able to write 3 sentences, with a capital letter and full stop, independently.

Aim 2 – 100% of pupils (baseline 40%) will engage and interact with Seesaw at home .

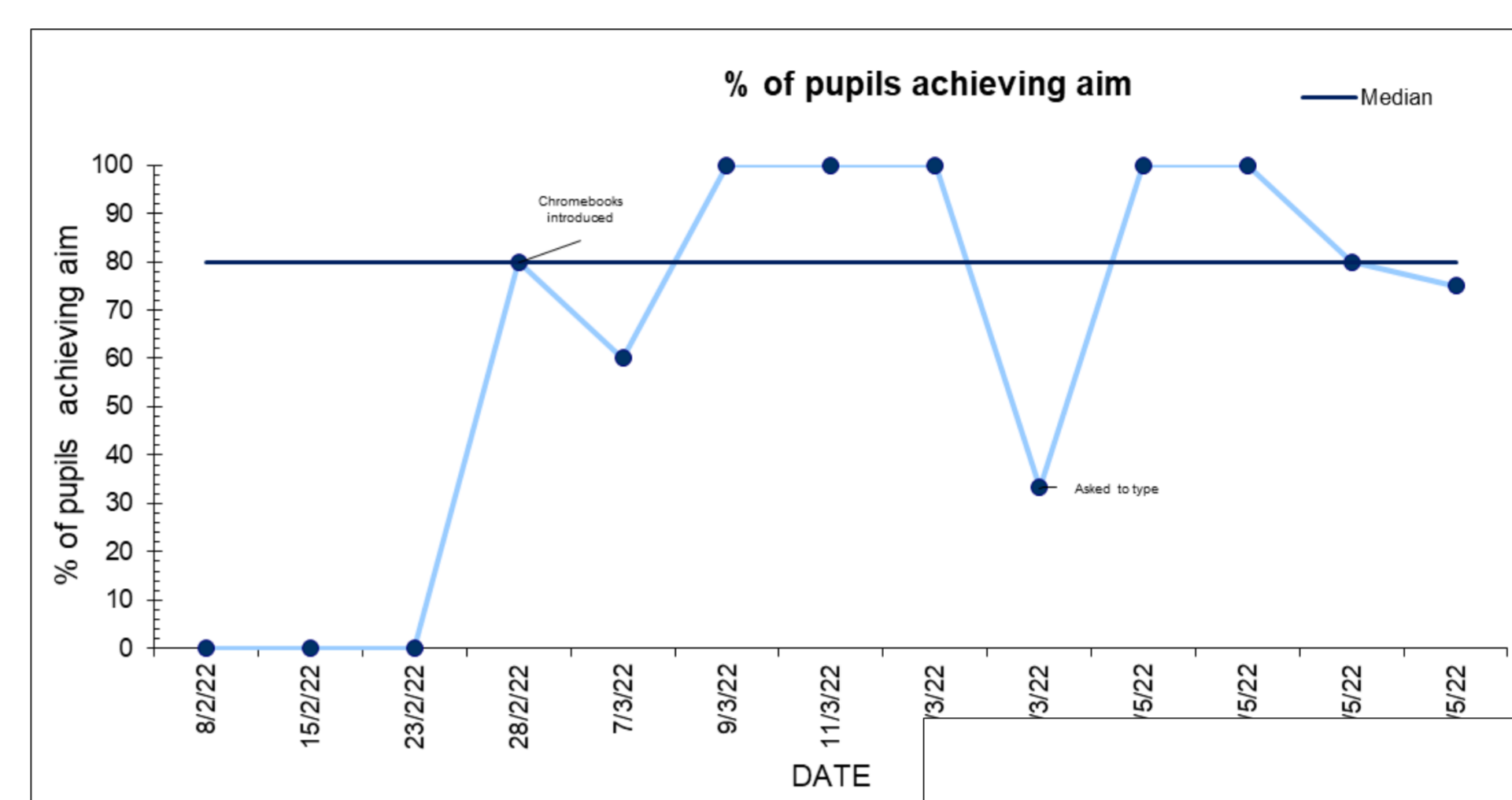
Method

- A fishbone diagram (image 1) to establish root areas of challenge for learners. This flagged challenges around lack of resources and independent skills
- Assessed 2 pieces of cold writing for each learner, using Early/First Level Writing Criteria to establish individual levels and key areas of focus
- The number of instances where a learner was unable to meet the criteria was marked on grid and collectively considered
- A Pareto (image 2) was used to establish which areas of focus would provide the biggest impact



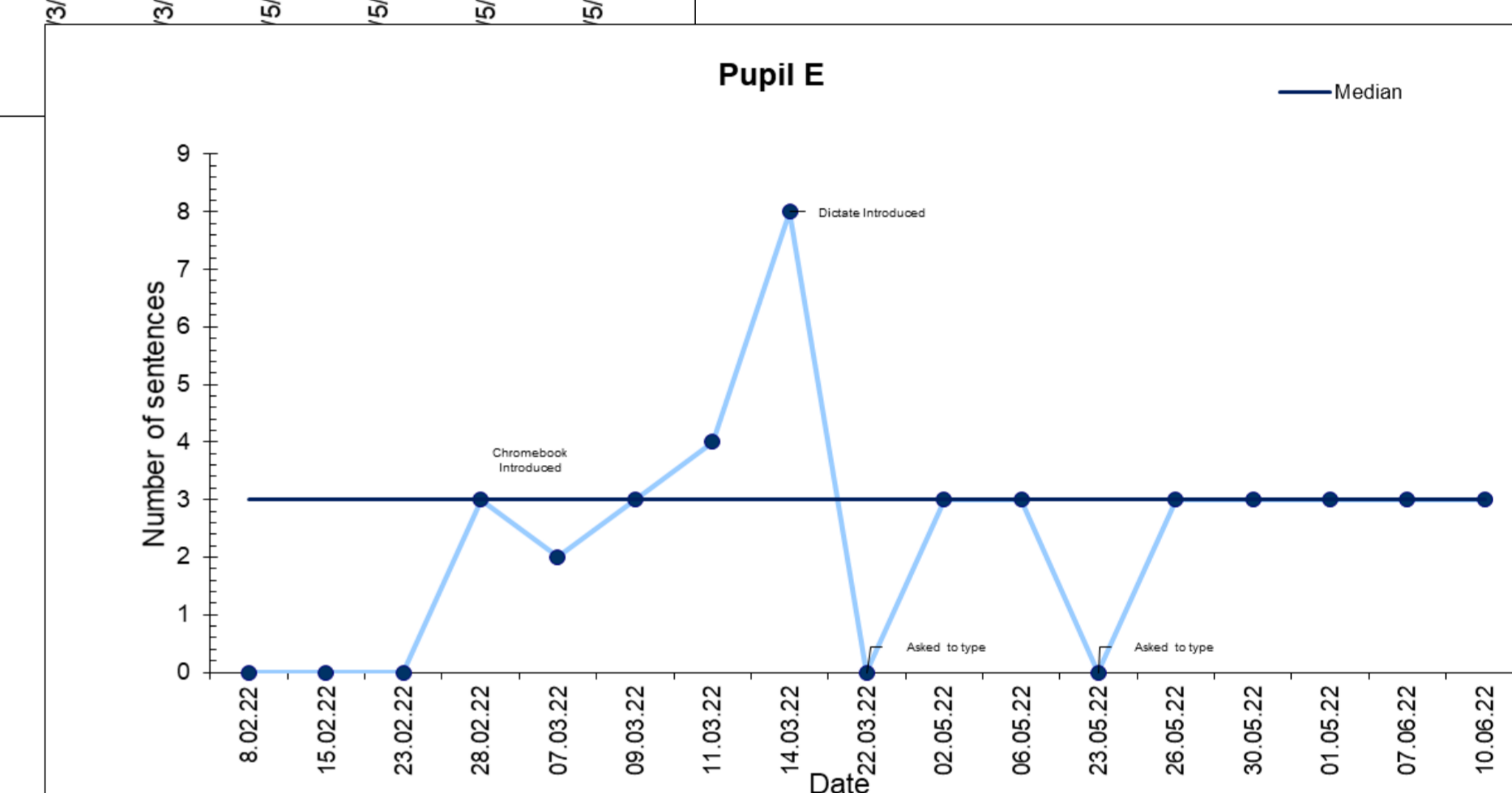
My Chromebook is easy to use and helps me with my learning...

Results



What a difference in the learners' independence!

I use my Chromebook for writing, I speak to it and type..



Conclusions

- Absence impacted hugely on progress
- All learners achieved the stretch aim.
- All learners benefited from the use of technology to develop confidence in writing
- The use of Dictate for one specific learner increased confidence, demonstrated her ability to form structured sentences independently and supported the development of writing using typing/written form. When this was not used her writing outcomes were impacted upon.
- A balance of tools should be used to support writing progression and reflect expectations across Education
- The ability to 'write' should not be determined by one form.
- Using technology demonstrated the existing ability in all learners
- Aim 2 Some learners previously had devices for home use that were not utilised. Reluctance to issue additional devices. Those that did receive them home – accessed them for games not Seesaw.

Process Change

AIM	PRIMARY DRIVERS	SECONDARY DRIVERS	CHANGE IDEAS
By June 2022 100% of targeted group (baseline 0%) will have achieved Early Level Writing.	High Quality Learning & Teaching	Teacher modelling good examples Clear & Visible Learning Intentions Clear & Visible Success Criteria	SC/LI in place and modelled
	Understanding Pupil Need	Focus on aspect of improvement until it is achieved consistently over time Personalisation in place for all learners	LI/SC - differentiate success criteria
By May 2022 100% of pupils (baseline 0%) will be able to write 3 sentences, with a capital letter and full stop independently.	Pupil Participation	Clear understanding of pupil ASN All children have appropriate supports in place	A device for all pupils for home and school use
	Assessment	Pupils involved in assessing writing Pupils setting individual targets Pupils choosing date Pupils writing 15-20 minutes 3 times per week 3-4 times per week Measurement aligned to aim Displaying regular data over time Assessment & Feedback against Success Criteria	Software identified through assessment of need

- The first change idea we focused on was to issue the digital device; a chromebook in this instance
- Support from Assistive Technology Support Service was provided
- All learners required time spent with them to demonstrate functionality, accessibility and keyboard use
- All learners were initially provided with some core tools e.g., GLOW/Word
- As the learners became more confident with use other tools were introduced - Dictate and Clicker
- Opportunities were provided for use during formal and informal writing tasks

Achievements

- All learners could recognize the letters on the keyboard, log in successfully and save – all independently
- All learners successfully met Aim 1 with the assistance of technology
- All learners benefited from the use of Dictate. One in particular demonstrating Increased confidence and self-esteem in writing

Key Learning Points

- A focus on absence would support an increase in attainment
- Providing a device to a learner is not enough – time spent to assess and explore the most effective tools is essential
- Consideration has to be given to core skills and equipment when engaging with technologies. The learners had to have some fundamentals to access word/type/save etc. Headsets were tested and sometimes proved challenging when using speech to text functionality

Next steps

- Consideration for class teacher to extend use of device into other areas of the curriculum
- Use of device across home and school should be explored fully
- Combination of approaches to literacy is most beneficial for this group of learners, this should be noted as part of their transition to new class