



**KINGSBARN'S PRIMARY**  
*Where learning is an adventure*

# Kingsbarns Digital Literacy and Internet Safety Parent Session

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# Transforming Learning Fife

## Intro – Transforming Learning

The Transforming Learning programme will provide staff and learners with the tools needed to transform the ways we engage with **teaching, learning and assessment**; this will provide enhanced experiences, **improve outcomes**, develop vital skills and nurture individual creativity.

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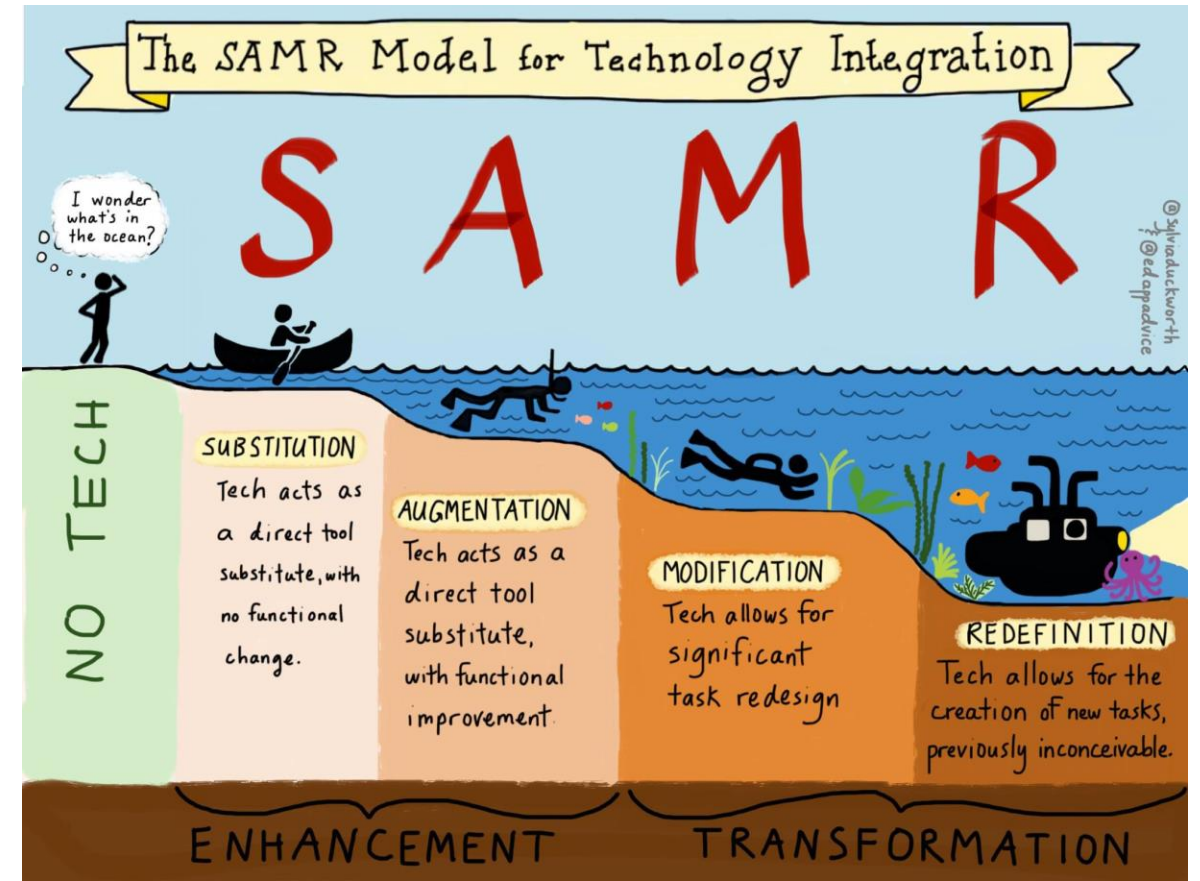
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# Transforming Learning Fife

## 5 Year Goal

In 5 years time, teachers in Fife will have transformed learning by:

- integrating **digital skills** throughout the learning process to engage and motivate learners
- using technology for **effective explanations** and **modelling** to learners
- providing **personalised learning experiences** and facilitating learners to lead their own learning
- improving **assessment** and **feedback** with digital tools



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## Our Progress



So far we have deployed



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## Impact So Far

Although we are still at the early stage of our Transforming Learning journey, we are already starting to see the **impact** of such an ambitious move and hear **success stories** from across various schools.



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## Organisation and Study Efficiency



**“It’s made it so much easier to take notes and study”**

Pupils report that digital tools streamline the process of capturing and reviewing classroom information.

**“Keeps all my notes in one place, makes revision a lot easier”**

The iPad acts as a centralised hub, reducing the loss of physical papers and simplifying the revision process.

## Accessibility and Inclusion



**“Because it helps people who need extra help”**

The technology provides targeted support for students who require additional assistance to keep pace with the curriculum.

**“Since am dislesc  
It’s been eser.”**

Digital tools provide specific accessibility features that alleviate the challenges associated with dyslexia (Note: pupil’s original spelling preserved).

**“My dislexia”**

Direct evidence of students identifying the iPad as a tool that specifically addresses their personal learning hurdles.

## Enhanced Learning and Resource Access



**“I have understood things better with the iPad”**

Visual and interactive elements on the device help clarify complex concepts for students.

**“Easier to access resources in Showbie and teams”**

Integration with platforms like Microsoft Teams and Showbie ensures learning materials are always available to pupils.

**“It made learning more fun.”**

Gamification and interactive apps increase student engagement and enjoyment in the classroom.

**“It has made learning better by allowing us access to the internet, online learning and different apps...”**

Students appreciate the breadth of modern resources available, helping them learn new things in a way that reflects the modern world.

# Teacher Feedback: Transforming Learning with Digital Tools



## Streamlined Feedback & Workflow

**"Showbie - Quicker  
feedback. More regular  
summative assessments  
using the Socrative  
assessment features."**

Educators report that digital platforms facilitate faster assessments and easier management of lesson stages.



## Streamlined, more efficient, better pace, faster feedback

Digital integration improves the overall rhythm of teaching and the speed of student responses.

**"Showbie has been  
amazing for starters,  
plenaries, and feedback.  
Super easy to use!"**

## Personalised Support & Engagement



**'iPad allows me to  
offer differentiation  
and tailored  
support without  
without fear of  
stigma.'**

Technology enables personalised instruction that feels natural and inclusive for all students.



## Greater range of evidence gathering

Digital tools provide diverse ways to document and review student progress.

**"Things are more  
motivating for children  
when they are completing  
work on their iPads."**

Live recordings allow children to review teaching inputs and explore new ways of learning.

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Our focus now is to support teachers in **effectively utilising** digital technology to improve learning, teaching and assessment.

Teachers improve outcomes, **not technology.**



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## Why are we doing this?

There have been several studies into the impact of digital devices in classrooms with evidence highlighting **positive impacts**, when used correctly.

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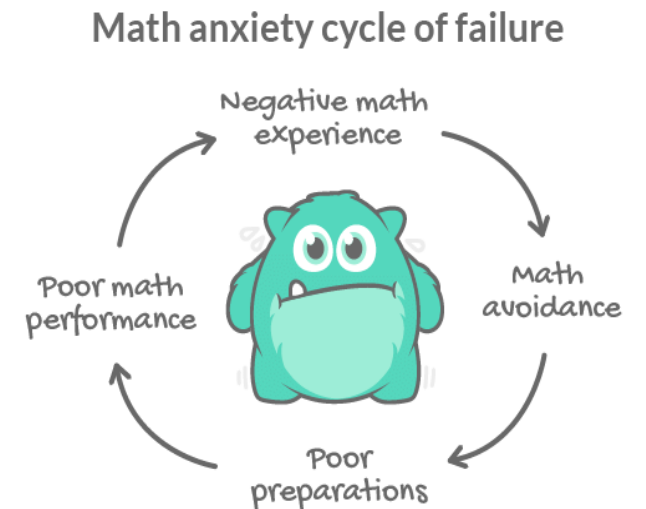
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## Making Maths Count

A 2016 study identified an ongoing “problem” within maths in Scotland, where many us, adults and children, were too happy to label ourselves as “no good with numbers”.

This deep rooted attitude was deemed to be holding our country back both educationally and economically.



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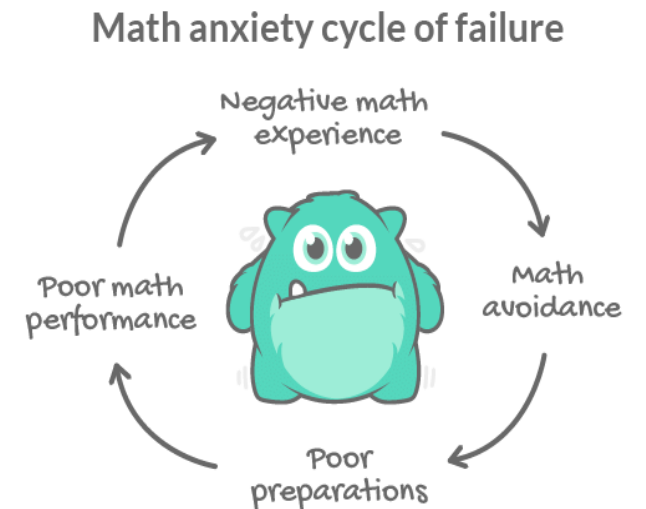
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## Making Maths Count

The study found that pupils felt they wanted more ways to make maths **more engaging** and that parents felt maths should be made **more relevant and enjoyable** for learners.

Parents also sought more opportunities for school and home engagement in order to **better understand** the ways in which maths is being taught in schools.



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## OECD – PISA Results 2022

In 2022, the Organisation for Economic Co-operation and Development, (OECD) carried out the Programme for International Student Assessment, (PISA) – a global study into academic achievement.



The findings identified a decline in academic performance, however they highlighted **marked academic improvement** when **moderate use** of digital devices was used for learning.

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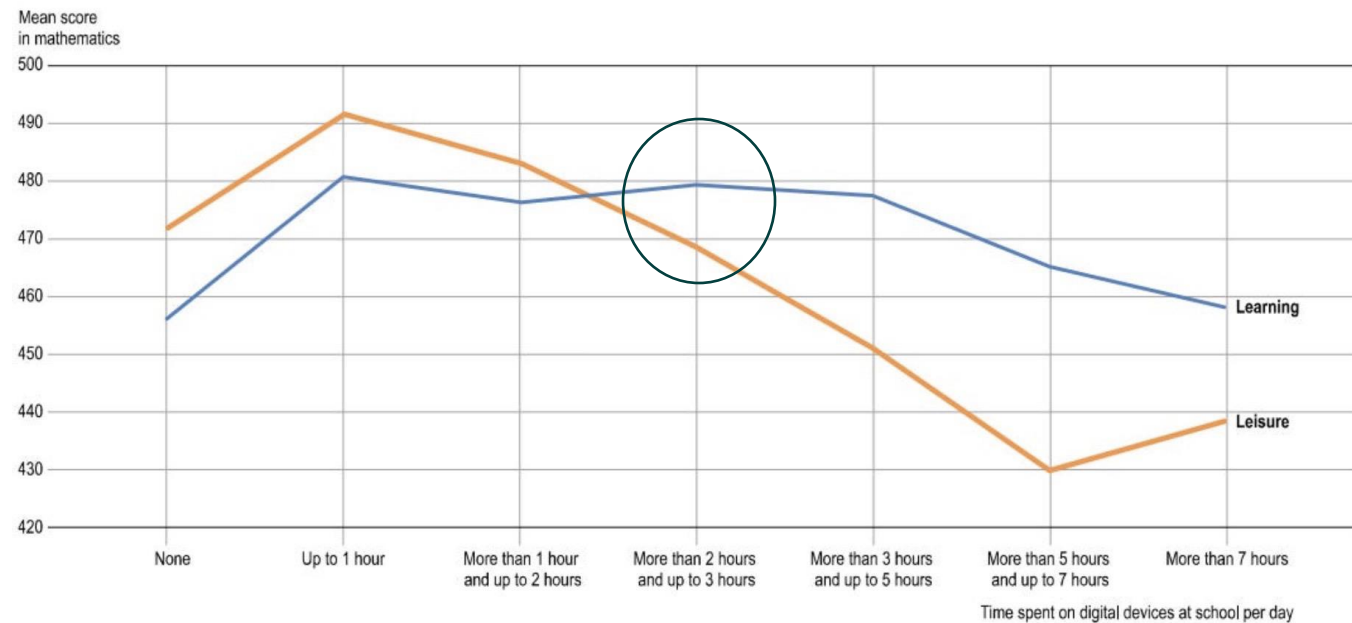
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## OECD Results in Relation to Maths

- Improved academic performance
- Reduced maths anxiety
- Higher perceived quality of instruction
- Pupils more likely to name maths as a favourite subject

Figure II.5.14. Time spent on digital devices at school and mathematics performance

Based on students' reports; OECD average



Note: Differences between categories are all statistically significant (see Annex A3). Source: OECD, PISA 2022 Database, Annex B1, Chapter 5.

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## Parental Concerns

- Balance of paper/digital work
- Screen time/impact on wellbeing/ impact on eyes
- Appropriate blocking and safeguarding
- Misuse, damage and losing devices

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## Balance of Paper/Digital

Best practice is when traditional “paper” learning and digital learning work together to **compliment** one another.

Professional learning offerings support and promote the **integration of digital** – **not replacement of traditional**.

### PARENT FEEDBACK



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## Leisure vs Learning – Screen Time

As outlined in the research, the best impact on academic performance is **moderate** usage of digital devices.

OECD also conducted research into the use of devices for leisure time and found that negative impact on wellbeing was present after **excessive screen** time for **leisure** purposes.

Content matters!

### PARENT FEEDBACK



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## Screen Time – Impact on Eyes

We understand that overuse of digital devices can cause **eye strain, fatigue and headaches**.

However, in the majority of cases this is **temporary**. There is a growing concern of increase rates of myopia. But, the biggest factor in this is **lack of outdoor time**.

**We will never spend a full day staring at a screen, we have plenty of opportunities for outdoor time and will always follow the 20, 20, 20 rule.**



**20-20-20  
RULE**

**20 min**  
Every 20 minutes

**20 sec**  
Take a 20 second break

**20 ft**  
And look at something 20 feet away

 ALL ABOUT VISION

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## Appropriate Blocking and Safeguarding

- Lightspeed filtering – part of the iPad build
- Industry leading organisation in school based web filtering
- 99.9% success rate
- Database of over 60 million websites
- Constantly evolving, as is online content

PARENT FEEDBACK



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## Digital Technologies in P1-3

- Multimedia environments support **early maths, spatial reasoning, and problem-solving**
- Moderate, active use (e.g., creating, exploring) provides **mental stimulation and cognitive engagement**

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## Promoting Digital Skills

Asian Institute of Research (Aug 2025) found over 60 studies reviewed indicate a trend that moderate and supervised use of electronic devices can promote digital and educational skills. However, excessive or uncontrolled use of educational technologies is associated with attention problems, sleep disorders, impaired social relationships, and risks to children's physical health

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# Transforming Learning Life

## Language and Literacy Development

- Many studies show **improvements in language and literacy** through e-books and digital programs
- Digital media (like video calls) can support **multilingual development and communication skills**
- Interactive reading apps can increase **engagement and comprehension**

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## Engagement, Motivation and Participation

- Around **76% of pupils report higher engagement** with digital tools
- Interactive apps and games make learning **more engaging and memorable**
- Technology can increase participation, especially for **quiet or less confident learners**

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## Access, inclusion, and personalised learning

- Digital tools provide **access to learning for children with additional support needs** – iPad accessibility tools.
- They enable **personalised learning paths and flexible pacing**
- Access to information and resources is significantly expanded
- Showbie etc.

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## Safeguarding and iPad use at home

The device will support young people's education and creativity – but it also comes with responsibilities around online safety and wellbeing.

### How you can support at home

- Talk regularly with your child about their online experiences – what they enjoy, what worries them, and who they interact with.
- Set boundaries for screen time and device use, especially around bedtime and social media.
- Encourage responsible behaviour- remind them what they post online can have lasting consequences.
- Know where to go for help – you can also use CEOP and Fearless to learn more about online risks and how to respond.



**DIGITAL  
CITIZENSHIP**

BEING A RESPONSIBLE DIGITAL  
CITIZEN INCLUDES:

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**RESPECTING OTHERS ONLINE**

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**PROTECTING PERSONAL  
INFORMATION**

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**REPORTING HARMFUL OR  
INAPPROPRIATE CONTENT**

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## Safeguarding and iPad in school

Lots of work has been going on to **include learners** in conversations surrounding safeguarding and what that means for them.

Over the last couple of weeks in school, we have had assemblies on being safe online as well as being safe with AI.

We also have our Noodles our digital charter which we refer to within lessons.





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## Safeguarding and iPad use at home

This information has then been used to support in the creation of Safeguarding guidance which is shared with learners during iPad deployment.

**Discussing this with your young people can be a very important conversation.**



**Primary Safeguarding Guidance**



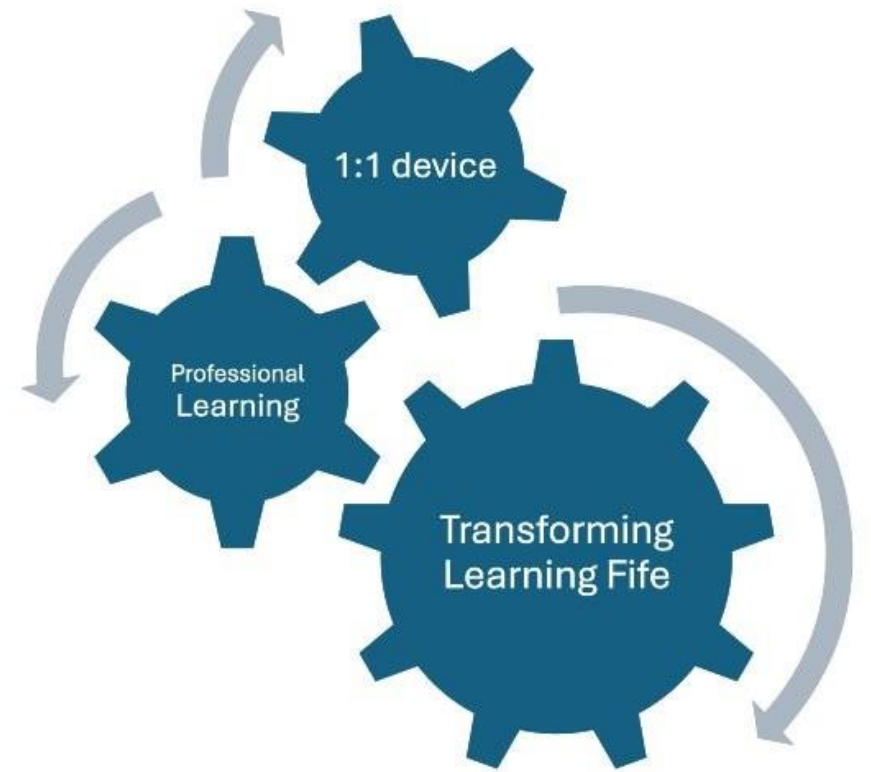
**Secondary Safeguarding Guidance**



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## Feedback

Is there any specific feedback you would like to share with us or are there any questions you would like to ask? I can feedback to the team



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## Helpful websites to support online safety

### CEOP (Child Exploitation and Online Protection)

A trusted site where children can report concerns about online behaviour, including inappropriate contact or content.

<https://www.ceop.police.uk/Safety-Centre/>

### Fearless by Crimestoppers

A youth-friendly platform offering advice on crime and safety, and a way to report concerns anonymously.

<https://crimestoppers-uk.org/fearless>



CEOP (Child Exploitation and Online Protection)



Fearless

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## Helpful websites to support online safety

**What I wish my parents or carers knew...': A guide for parents and carers on managing children's digital lives**

<https://www.childrenscommissioner.gov.uk/resource/what-i-wish-my-parents-or-carers-knew-a-guide-for-parents-and-carers-on-managing-childrens-digital-lives/>





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**Please see our school's Glow Blog**

<https://blogs.glowscotland.org.uk/fi/kingsbarnsps>



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