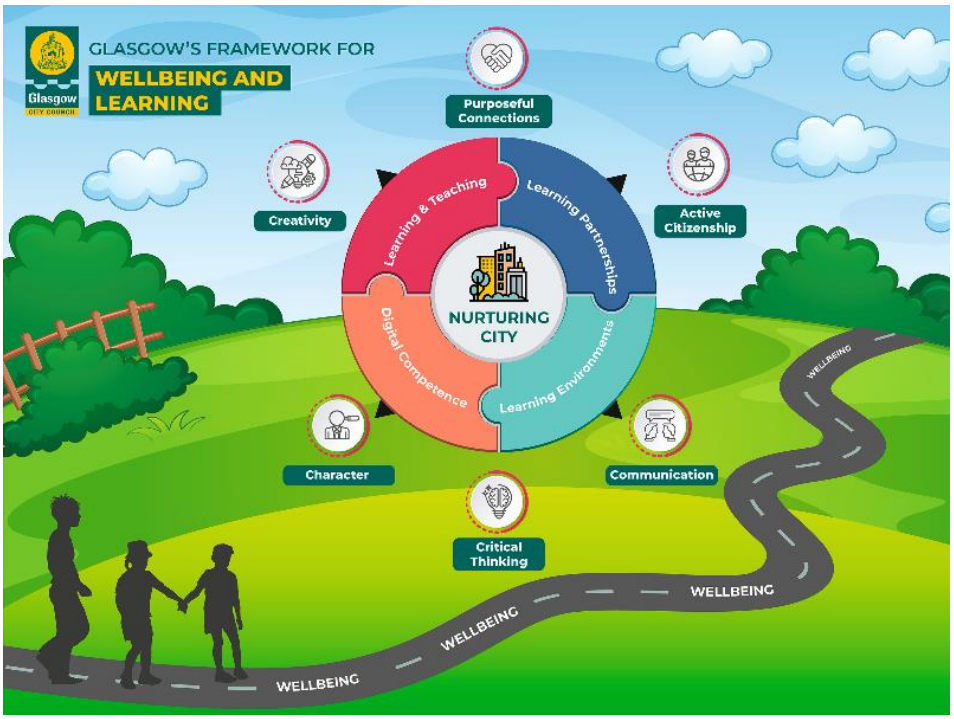
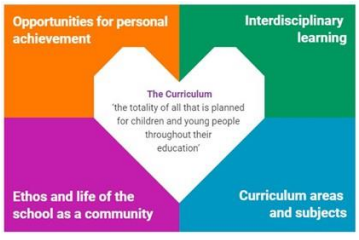
Digital Learning & Teaching Position Statement

Last updated: December 2022

Introduction



This generation of children have come into a world in which digital technology is abundant. Their world is one of which interaction with technology starts from a very young age. The majority of children at St. Patrick's Primary School are increasingly adept at using technology in many ways: to present, communicate, create, share, edit, photograph, learn, find out, explore and research. It is imperative that our pupils are equipped with the skills they might require to adapt to an ever-changing technological landscape. In St. Patrick's we encourage the use of digital learning as a means of supplementing and enhancing the learning and teaching experience. The children are presented with a wide range of opportunities and experiences to ensure they can successfully utilise their digital skills and knowledge across the four contexts for learning:



- Opportunities for personal achievement.
- Interdisciplinary learning.
- Ethos and life of the school as a community.
- Curriculum areas and subjects.

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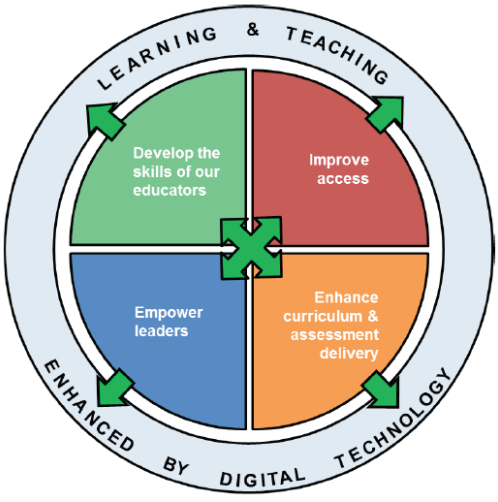
Rational

At St Patrick's, we create the conditions that allow every member of our school community to take full advantage of the opportunities offered by Digital Technology, enabling us to raise attainment and inspire creativity while developing skills for learning, life and work.

"children and young people should be able to access information, particularly from the media and a child's education should support and develop particular talents and abilities" (UNCRC, Article 17 & 29, online)

This policy has been written by the school, building on national best practice, The Education Welfare Act (2000), Glasgow City Council guidance and GIRFEC principles. It will be reviewed systematically.

Aims



- Raise attainment and achievement and create opportunities for all across the four contexts for learning.
- Enhance the digital skills and leadership of learning for teachers and learners.
- Provide opportunities for all families to be better able to support their children's learning and development.
- Ensure all learners have access to a wide range of digital resources and experiences.
- Broadening understanding of the role that information and communications technology

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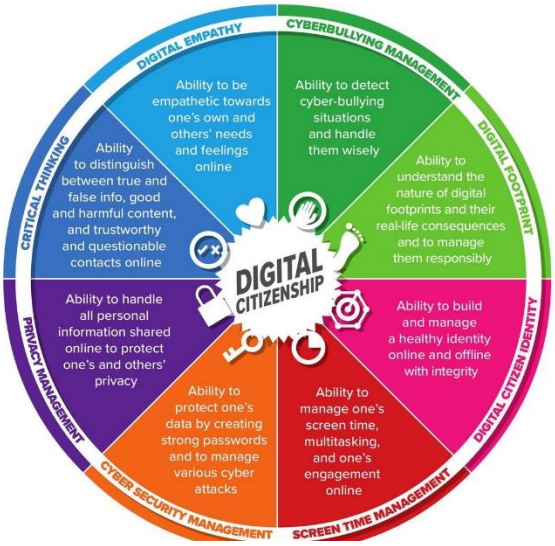
(ICT) has in Scotland and in the global community.

Digital Citizenship



Digital identity: The ability to create and manage your online identity and reputation. This includes an awareness of your online persona and management of the short-term and long-term impact of your online presence.

Digital use: The ability to use digital devices and media, including the mastery of control in order to achieve a healthy balance between life online and offline.

Digital safety: The ability to manage risks online (e.g. cyberbullying, grooming, radicalisation) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.

Digital security: The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.

Digital emotional intelligence: The ability to be empathetic and build good relationships with others online.

Digital communication: The ability to communicate and collaborate with others using digital technologies and media.

Digital literacy: The ability to find, evaluate, utilize, share and create content as well as competency in computational thinking

Digital rights: The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech.

Roles and Responsibilities of Children

Our Digital Learners will:

- ✓ Follow the guidelines within the 'Acceptable Use Policy'*, behaving responsibly at home and at school, reporting any concerns that may arise.
- ✓ Use the internet safely as a meaningful resource for their learning.
- ✓ Develop an awareness of the risks associated with working and interacting online, and report anything unfamiliar to an adult.
- ✓ Take care of equipment and resources which are available to them.
- ✓ Use digital tools to collaborate and create with others responsibility.
- ✓ Develop leadership skills in digital technologies
- ✓ Critically evaluate information found online and understand how to safely and legally use online content.

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Roles and Responsibilities of Parents

"Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices".

(UNCRC, Article 5, online)

Parents and families can support the school with our Digital Learning by:

- ✓ Attending training before receiving 1-1 iPads for P5-7 pupils
- ✓ Understand and sign 'Acceptable Use Policy', when given 1-1 iPads for P5-7, reporting any concerns that may arise.
- ✓ When suitable, attend training sessions to help them to be able to support their child with digital technologies.
- ✓ Engage with Seesaw to enable them to be a part of their child's learning process and to be able to engage with the teaching staff.
- ✓ Engaging with the school's Twitter account.
- ✓ Critically engage with the school's strategy, offering support where possible.

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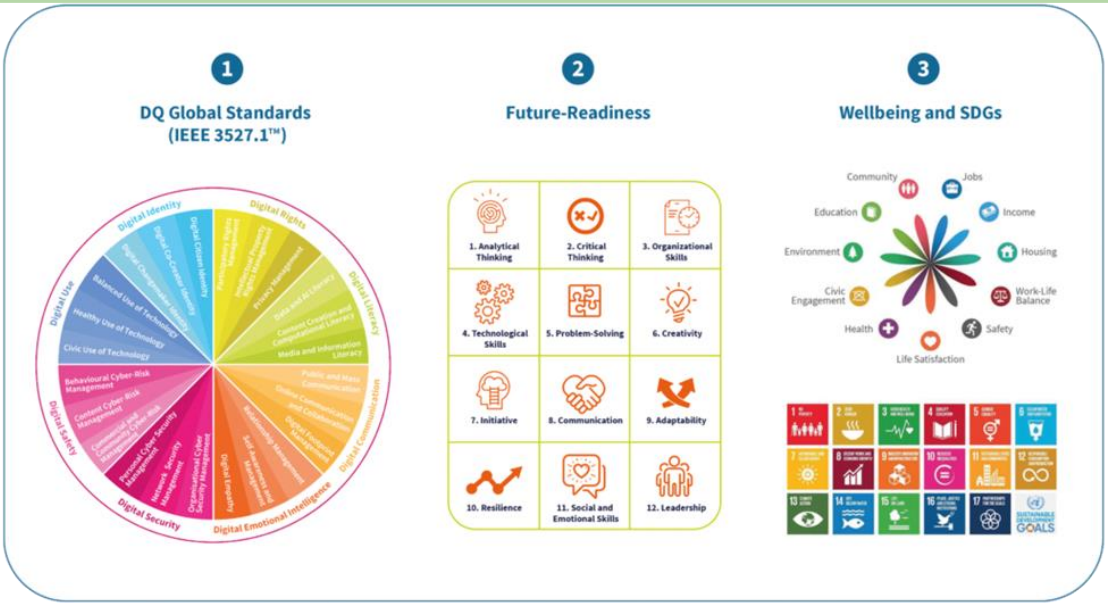
Roles and Responsibilities of Key Adults



Key adults can support our digital learners by:

- ✓ Focus on digital learning and teaching, to ensure we are embedding technology in an effective and impactful way.
- ✓ Utilise the Digital Literacy and Computing Science Progression Tracker* and Planner effectively. This will enable us to:
  - ➢ Identify next steps in teaching and learning.
  - ➢ Track progress more effectively.
  - ➢ Establish consistency of practice and moderation in planning learning outcomes.
- ✓ Plan coherent, motivating and relevant learning experiences offering opportunities for creativity.
- ✓ Use digital technology to ensure learner and their families are provided with appropriate level of support or challenge with a focus on learners for whom English is an additional language, our dyslexic learners and learners with inclusion iPads.
- ✓ Be responsible for the safe keeping and care of the equipment they are using and report any issues with equipment.
- ✓ Continue to use Seesaw as a means of sharing progress of learning and progress.

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Measuring Impact

Our impact will be measured

- ✓ through the use of the Framework for Digital Literacy and Computer Science, consistency of practice and moderation in greater planning and established progression in teaching and learning in Digital Literacy
- ✓ clear links to skills for learning, life and work
- ✓ improved parental engagement in learning on Digital Literacy
- ✓ improved skills and confidence in the creative use of digital technologies and wider application of skills across learning
- ✓ improved learner engagement in application of digital technologies across learning
- ✓ pupils in P7 with a registered iPad
- ✓ all staff completed Out of the Box and Getting to Know Your iPad training courses
- ✓ pupils being able to identify how digital technologies have enhanced their learning
- ✓ enhanced review of staff audits to identify development needs
- ✓ A clear, planned programme of staff development as a result of staff audit resulting in a measurable impact on staff knowledge, skills and confidence.

Appendices

Appendix A: *Acceptable Use Policy*

St Patrick's Primary School

An iPad for Learning - Home School Agreement

The Connected Learning iPad scheme will provide every pupil with an iPad and a range of e-learning tools and resources to assist and enhance their learning at school and at home.

This iPad provided belongs to Glasgow City Council and is traceable through the Council's Mobile Device Management system.

All parties involved (pupils, parents/carers and the school) must agree with all of the terms and conditions outlined below.

As a pupil, I agree to:

- Look after my iPad carefully at all times
- Always store my iPad in its supplied case when not in use, and store it in an appropriate school bag when outside my class
- Charge up my iPad every night and bring both the iPad and the supplied charger into school every day unless told otherwise
- Only take my iPad out in class or in a secure environment such as my home
- Never take my iPad out in the playground, when walking between classes or when travelling to and from school unless directed to do so by a teacher
- Only use my iPad in lessons when instructed to by my teacher and close it or put it away when my teacher says so
- Never share my pin code
- Only use programs on my iPad that my teacher has agreed I can use in the lesson
- Only use my iPad to record audio or video clips with the clear and explicit permission of everyone involved in the recording
- Never access inappropriate content on my iPad
- Never remove any asset tags or security markings from my iPad
- Do not allow the iPad to be subject to graffiti
- Immediately report any damage, loss or theft which happens in school to Miss O'Reilly
- Report any technical problems to my class teacher
- Ensure that all work stored on the iPad is regularly backed up

Appendix B: *Digital Literacy and Computing Science Progression Tracker*

Early Level

Using digital products and services in a variety of contexts to achieve a purposeful outcome	Recognises different types of digital technology	Uses digital technologies in a responsible way with appropriate care	Identifies different applications and programs by icon	Logs on to devices with a password/ passcode	Opens and closes a pre-saved file	Identifies and consistently uses the close icon
Searching, processing and managing information responsibly	Identifies and uses images and key words when searching for specific information		Demonstrates an understanding of how information can be found on a website (text, audio, images, video)		Understands they should not use materials that belong to others without permission	
Cyber resilience and internet safety	Demonstrates understanding of appropriate behaviour and language in the digital environment	Some awareness of what to do and who to ask for help if something inappropriate happens while using a device		Identifies where passwords and passcodes are used in school and at home		Understands the importance of having passwords and passcodes
Understanding the world through computational thinking	Classifies objects, and groups using simple categories	Identifies similarities and differences between objects	Begins to identify patterns (objects and information)		Identifies beginning and end of an everyday process and recognises there are steps in between	Can give a set of instructions or directions in correct sequence
Understanding and analysing computing technology	Understands that computers follow a process and need precise instructions	Follows a simple set of instructions using visual representation (e.g. arrows)	Understands that devices can be controlled and respond to commands	Predicts what a device (or person) will do when given a simple set of instructions	Follows and designs simple algorithms for a programmable device (or person) to carry out a task (e.g. directions to a goal)	Identifies computing devices and everyday technology in the world around them and the impact it has on their daily life
Designing, building and testing computing solutions	Uses directional language (e.g. forwards, backwards, turn)		Identifies and corrects errors in a simple set of instructions or algorithm			Uses key language of computational thinking

Level 1.1

digital products services in a of contexts to e a purposeful outcome	Understands that a digital platform can be used to communicate and share learning with others	Uses digital technology to find, collect and capture images	Opens, saves and closes a file with support		
earching, cessing and ng information sponsibly	Uses a browser and search engine to complete a simple search	Identifies what should and shouldn't be searched for on the internet	Demonstrates a basic understanding of ownership and ownership of materials		
resilience and rnet safety	Begins to to recognise their rights and responsibilities as a digital citizen	Awareness of what to do and who to ask for help if something inappropriate happens while using a device	Begins to recognise potential dangers of being online	Explain what makes a strong password	Understands they should obtain someone's permission before taking a picture or video of them
rstanding the rld through mputational thinking	Recognises patterns and begins to group objects using simple selection categories ('and' 'not', e.g. in a Venn diagram)	Follows sequences of steps such as directions	Describe the effects of some steps in basic instructions and algorithms		
rstanding and ing computing chnology	Understands an algorithm is a set of instructions a computer program follows	Predicts the effects of making a change to a set of instructions	Recognises simple input and output devices	Follows and designs algorithms for a programmable device (or person) to carry out a task (e.g. directions to a goal) using block code	
ning, building nd testing uting solutions	Gives instructions using arrows, symbols or words to indicate forwards, backwards and 'turn' left / right	Recognises the term 'repeat' as something that happens more than once	Reads a longer sequence of instructions and can break down into smaller, more manageable parts		

Level 1.2

Digital Literacy	Using digital products and services in a variety of contexts to achieve a purposeful outcome	Communicates learning with selected audience via a digital platform	Demonstrates learning by combining selected images and audio	Compares and contrasts features of different software* used to demonstrate or enhance learning	Opens and saves files from a selecte location	
	Searching, processing and managing information responsibly	Identifies and uses basic features of a browser/search engine	Understands ownership of ideas and materials online	Recognises what should and shouldn't be accessed via the internet as appropriate to their age/stage		
	Cyber resilience and internet safety	Demonstrates basic understanding of rights and responsibilities as a digital citizen	Recognises potential dangers of being online	Awareness of what to do and who to ask for help if something inappropriate happens while using a device*	Recognises importance of using strong passwords on own devices	Shares reasons for seeking permission before taking o sharing a photo/video
Computing Science	Understanding the world through computational thinking	Collects and groups objects/information in a logical way using given criteria	Uses the term 'repeat' within instructions/ algorithms	Spots patterns of identical or similar instructions	Demonstrates use of selection in following instructions	
	Understanding and analysing computing technology	Understands that mistakes in an algorithm lead to unexpected outcomes	Recognises and uses a range of input and output devices	Reads and attempts to predict the outcome of an algorithm before testing it	Identifies input and output in plugged and unplugged devices	Carries out a simple search to access releva information
	Designing, building and testing computing solutions	Creates and tests simple algorithms using programmable devices (where possible)	Explains reasons for changing an algorithm after testing		Suggests reasonable changes to debug an algorithm that hasn't worked as predicted	

Level 1.3

Digital Literacy	Using digital products and services in a variety of contexts to achieve a purposeful outcome	Communicates learning with parents/carers, peers and teacher via images/audio/film on a digital platform	Creates a simple digital resource in collaboration with peers	Demonstrates learning by combining images/audio/film/ simple text	Locates, opens and saves a file to a particular place
	Searching, processing and managing information responsibly	Uses advanced, and more advanced searches search engine	Explains the impact of their digital footprint and some of their responsibilities as a digital citizen	Identifies ownership of ideas and materials online	
	Cyber resilience and internet safety	Aware of their rights and responsibilities as a digital citizen	Demonstrates understanding of potential dangers online, how to report these and who to go to for advice	Helps and supports others on what to do if something inappropriate happens while using a device	Creates strong passwords using a variety of characters	Explains need to seek person's permission before taking or sharing a picture/video of them
Computing Science	Understanding the world through computational thinking	Collects, groups and orders information in logical ways using given criteria	Follows sequences of instructions/algorithms from everyday situations including those with selection and repetition	Identifies steps in a process or algorithm, describing the effects of each step	Makes decisions based on logical thinking using more complex selection (e.g. if, and, or, not)
	Understanding and analysing computing technology	Uses logical reasoning to predict outputs, showing an awareness of inputs	Uses the 'repeat' function to complete a simple sequence and represent the number of times a pattern occurs within a sequence of code	Understands the direct link between input, process and output with electronic devices	Recognises that a range of digital devices can be considered as 'a computer'
	Designing, building and testing computing solutions	Creates sequences of code to achieve a given goal in a visual programming or block code language		Evaluates an algorithm before testing, to suggest improvements	Creates loops within an algorithm

Level 2.1

<table>
<tr><td rowspan="3">Digital Literacy</td><td>Using digital products and services in a variety of contexts to achieve a purposeful outcome</td><td>Begins to identify an increasing range of file formats</td><td colspan="2">Understands to some level the structure of file storage</td><td>Contributes to simple collaborative tasks set by teacher on a chosen cloud-based platform</td><td>Explains and uses basic digital editing tools</td><td>Uses and describes the features of an increasing range of digital software</td></tr>
<tr><td>Searching, processing and managing information responsibly</td><td colspan="3">Uses a search engine independently to find information</td><td colspan="2">Accesses a variety of websites to retrieve specific information</td><td colspan="2">Shows an understanding of ownership, usage and rights</td></tr>
<tr><td>Cyber resilience and internet safety</td><td>Understands appropriate content to share in an online profile</td><td colspan="2">Understands what makes a digital citizen, citing examples of appropriate online behaviours and actions</td><td>Recognises appropriate ways to report concerns online and in class</td><td>Consistently uses strong passwords using a variety of characters and explains why this is important</td><td>Recognises legal age for social media sites and awareness that actions online can be deemed illegal or inappropriate</td></tr>
<tr><td rowspan="4">Computing Science</td><td>Understanding the world through computational thinking</td><td>Identifies and discusses an activity with single steps</td><td colspan="2">Compares activity with single steps and parallel steps</td><td>Recognises an algorithm with repeated steps and the predicted effect</td><td>Identifies predictable outcomes and compares with elements of random outcome</td><td>Categorises sets of instructions to sort items/objects based on different characteristics</td></tr>
<tr><td>Understanding and analysing computing technology</td><td>Understands the meaning of individual instructions in a visual programming language</td><td colspan="2" rowspan="2">Predicts the outcome of an algorithm when it runs using a visual programming language</td><td>Understands that computers interact via networks</td><td rowspan="2">Demonstrates a basic understanding of all computer data being represented as binary</td><td rowspan="2">Describes the interactions between the different parts of a computer</td></tr>
<tr><td>Designing, building and testing computing solutions</td><td>Creates simple programs that use repeated patterns using a programming language</td><td>Recognises and begins to use conditionals ‘if’ and ‘then’ and can relate these to everyday activities</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td>Recognises simple variables within a program and describes their function</td><td>Uses different scripts initiated by ‘when’ events to control different aspects of a program</td></tr>
</table>

Level 2.2

Digital Literacy	Using digital products and services in a variety of contexts to achieve a purposeful outcome	Saves to an increasing range of formats	Beginning to use and share content on a cloud-based system	Collaborates with peers to complete tasks using a shared online platform (e.g. Glow)	Independently uses an increasing range of digital editin tools		
	Searching, processing and managing information responsibly	Uses search engines and key words to locate specific information	Identifies main navigation features on websites and uses these to retrieve specific information	Applies understanding of copyright when searching online, using suitable sites			
	Cyber resilience and internet safety	Differentiates between appropriate and inappropriate apps/ sites/content for their age	Analyses examples of appropriate and inappropriate online behaviours and actions	Selects appropriate ways of reporting concerns based on type of incident	Consistently uses strong passwords, using a variety of characters and explains why this is important	Discusses the law as it relates to inappropriate o illegal online behaviours	
Computing Science	Understanding the world through computational thinking	Recognises activities with single vs parallel steps	Makes up activities with single steps and parallel steps combined	Creates algorithms that will loop until target condition is achieved	Identifies algorithms with repeated steps which continually produce the same outcome	Predicts outcomes based on unpredictable / random inputs	Refines categorisatio of items/objects base on similar characteristics
	Understanding and analysing computing technology	Explains the meaning of variables in a visual programming language	Predicts what an algorithm will do when it runs using a visual programming language	Describes the purpose of a computer's processor, memory and storage and the relationship between them	Demonstrates a basic understanding that all computer data is represented in binary	Understands data is shared between devices and computers via networks	
	Designing, building and testing computing solutions	Creates more complicated programs using different repeated patterns using a visual programming language	Recognises and uses simple conditionals and variables in a visual programming language	Creates and reuses custom blocks (or functions) i a visual coding language			

Level 2.3

Digital Literacy	Using digital products and services in a variety of contexts to achieve a purposeful outcome	Identifies and saves in a range of standard file formats	Saves files using an organised filing system (including via the cloud)	Stores, shares and collaborates using online cloud based service (e.g. Glow)	Identifies the key features of input, output and storage devices	Selects and uses applications and software to capture, create and modify text, images, sound and video	Selects the most appropriate digital software to perform a task
	Searching, processing and managing information responsibly	Uses search engines to search the Internet for specific or relevant information		Accesses websites and uses navigation skills to retrieve information for a specific task		Demonstrates an understanding of usage rights and can apply these within a search and when using materials	
	Cyber resilience and internet safety	Demonstrates an understanding of the content they should include in an online profile	Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions	Identifies the appropriate way to report concerns	Uses strong passwords effectively	Understands the law as it relates to inappropriate or illegal online behaviours (e.g. sharing of images)	
Computing Science	Understanding the world through computational thinking	Compares activities consisting of a single sequence of steps with those consisting of multiple parallel steps	Identifies algorithms/instructions that include repeated groups of instructions a fixed number of times and/or loops until a condition is met	Identifies when a process is not predictable because it has a random element and predicts possible outcomes	Structures related items of information within own selected categories	Uses a recognised set of instructions/an algorithm to sort real world objects	
	Understanding and analysing computing technology	Explains the meaning of individual instructions in a visual programming language	Predicts what a complete program in a visual programming language will do when it runs	Explains and predicts how parallel activities interact	Demonstrates an understanding that all computer data is represented in binary	Describes the purpose of the processor, memory and storage and the relationship between them	Demonstrates an understanding of how networks are connected and used to communicate and share information
	Designing, building and testing computing solutions	Creates programs in a visual programming language including variables and conditional repetition		Identifies patterns in problem solving and reuses aspects of previous solutions appropriately		Identifies any mismatches between the task description and the programmed solution, and indicates how to fix them	