

AIRDRIE ACADEMY DIGITAL STRATEGY



Kirsten Douglas & Kim Young
NORTH LANARKSHIRE COUNCIL



AIRDRIE ACADEMY DIGITAL STRATEGY

Table of Contents

Vision.....	3
Rationale.....	3
Our Digital Learners	4
Our learners will	4
Current position	5
Our Digital Staff	6
Our staff will.....	6
Current position	7
Our Digital School.....	8
Our school will.....	8
Current position	9
Our Digital Community	10
In our community we will.....	10
Current position	11
Next Steps.....	12



Vision

At Airdrie Academy we put all learners, regardless of age or where the learning takes place, at the heart of everything we do. Our vision for all our pupils, staff and families, is to enhance learning and teaching through the use of digital technology. In order to support the delivery of this vision we have set-out a series of digital principles that will govern our approach to transforming our digital learning and teaching approach. These principles will be user centred, provide an agile design and delivery, be of value to our young people and be safe, secure and open.

Airdrie Academy staff and pupils have a positive attitude towards digital technology and by integrating digital technologies across the curriculum we believe we can improve learning outcomes and raise attainment and achievement for all our learners. Our staff have a clear understanding of how digital technology can be used to improve learning and teaching with a forward view to developing digital technology in all areas and at all levels, to full potential. Teachers are aware of the positive impact digital technology has on the quality of learning and teaching, pupil attitudes and behaviour.

Airdrie Academy is committed to investing in digital technologies, in order to motivate and inspire our learners. We aim to maintain and extend our digital technology resources and facilities, including hardware, software and infrastructure to support our learning environments. Our principal aim is to ensure our young people have access to current digital technologies, enabling them to make a significant contribution to Scotland's growing digital world, and successfully equip them with vital skills for education, life and work.

Rationale

Digital learning in a modern environment is at the heart of the educational landscape, which has required education resources and educators to reshape the infrastructure of future learning environments. Increasing pupil and staff engagement with digital technology is to recognise the distinctive contribution to learning and teaching of digital pedagogies. For this reason, digital technology is integrated into the whole school vision and the School Improvement Plan (SIP). Underpinning the School's vision:

- Develop the skills and confidence of educators with 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 curriculum including assessment delivery.
- Empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

Enhancing learning and teaching through the use of digital technology Scottish Government, 2016





Our Digital Learners

Our learners will

- Identify and use a range of digital strategies to support their learning.
- Develop the skills and abilities to experiment and create innovative digital solutions.
- Be able to understand and demonstrate the benefits of digital technology in their learning
- Adhere to acceptable use protocols, applying their skills and knowledge to use the internet safely and responsibly.
- Participate in learning that will develop skills and provide opportunities to work collaboratively using digital technology.
- Have opportunities, and the means to use digital technology, to access online content
- Display a positive mindset towards technology with the confidence and competence to embrace digital technology and the internet.
- Acquire the skills, ability and agility to select and use appropriate digital technology for learning, life and work.
- Make effective use of Glow tools, including MS365 suite.
- Be treated with equity; all learners with Additional Support Needs (ASN) pupils will benefit from digital technologies and will be guided on the use of assistive and other technologies for their ongoing support.



Digital Secondary School



"We will integrate digital technologies across the curriculum. Staff will demonstrate a clear understanding of how digital technology can be used to improve learning."



"We will demonstrate a commitment to ongoing professional development around digital technology, informing teachers of courses in professional development, as well as offering general support."



"We will have a digital technology strategy, and a positive attitude towards digital technology."



"We will demonstrate an awareness that digital technology affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community."



"We will have appropriate digital technology resources, including hardware, software and infrastructure to support particular learning environments and reflect plans for digital technology development as outlined in our policy."



For Scotland's learners, with Scotland's educators



Current position

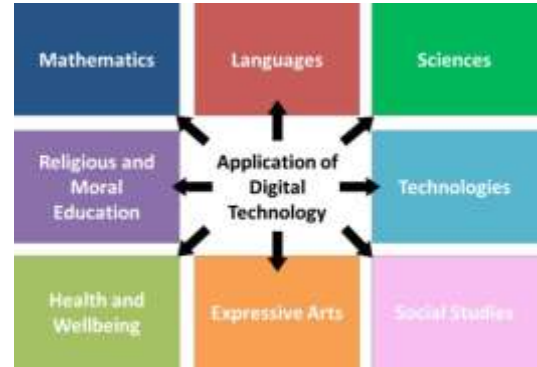
- Curriculum planners ensure digital skills are developed and show clear progression from S1 – S5/6.
- All pupils have Glow logins and can access the full suite of Microsoft resources at home and at school.
- Committees access information and communicate through MSTEams.
- MSForms have been used to survey and gather pupil opinions on digital skills competence, access and use.
- Departments have access to ICT curriculum sessions.
- Pupils participate in Safer Internet Day and cyber bullying awareness activities and online safety is a key feature of our digital learning programme.
- Police Scotland and/or class teacher reinforce e-safety messages and participate in [Thinkuknow](#) education (from CEOP - UK organisation that protects children online and offline) and Upstream.
- All pupils and parents complete our Acceptable Use Policy (AUP) and agree to our guidelines and protocols.
- ASN pupils have assistive technology to support their learning at home and in class, which includes the use of laptops for word processing, immersive reader, text to speech, Seeing Ear, Dolphin Easy Reader and PDF reader.
- Devices have been distributed to pupils with no or poor digital access at home. Digital Champions regularly check in with these pupils and aid when necessary.
- Pupil digital ambassadors are recruited across school year groups to provide peer support via a drop-in session.
- All S1 pupils are trained in the use of Glow and MSTEams during ICT lessons. S1 pupils also receive training on Internet Safety, Cyber Security and Cyberbullying as part of their S1 ICT lessons.
- All S2 ICT pupils have the opportunity to achieve an Award in Cyber Security Fundamentals SCQF Level 4. Assessments are carried out using SQA Solar.
- Staff digital champions and pupil digital ambassadors communicate and collaborate with one another via Glow accessed digital platforms.



Our Digital Staff

Our staff will

- Have the skills and abilities to experiment and create digital technology solutions.
- Understand and demonstrate the benefits of digital learning for themselves and their learners.
- Participate in digital technology professional learning opportunities in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations and formal training.
- Have opportunities to observe modelled lessons and have specialist visitors who can demonstrate the value of digital learning and allow teachers to share examples of good practice.
- Have the opportunities and means to use digital technology and access online content, during and when planning learning and teaching.
- Make effective use of Glow for communication, collaboration and learning and teaching - e.g. MS365 suite, including MSTeams, PowerPoint, MSForms, Outlook email, Sway, etc.
- Develop their skills, ability and agility to use digital technology in their teaching.
- Identify digital technology professional learning opportunities from the SIP in their annual Professional Review and Development (PRD) as appropriate.
- Have confidence in their own skills and knowledge to use the internet and digital devices safely and responsibly.
- Be equipped to deliver key safety messages regarding cyber security and resilience when using digital technology, to pupils.
- Participate in collaborative teaching and learning opportunities using digital technology.
- Embrace digital technology and the internet and become more confident in its application.
- Ensure they are confident and competent at supporting young people with additional support needs, using digital technologies in learning and teaching and assessment.





Current position

- Most staff have identified a digital target for Career-long Professional Learning (CLPL) in their PRDs and many have signed up to courses throughout 2020 and 2021.
- Several staff have attended in-school Glow training and are making use of the tools with colleagues and pupils.
- Staff have received formal training in using MS365 suite (MSTeams, Outlook, MSForms and OneDrive).
- Staff plan lessons to include digital tools and skills and are proficient in accessing and sharing teaching resources from online sources (Yammer groups, Professional Learning Communities, SharePoint, MSTeams, Twitter, Pinterest, DigiLearn Scot, YouTube, etc.).
- All staff have a Glow login and can access Glow Mail via Outlook, OneDrive, and all Microsoft Office suite software in school and remotely.
- Staff members are working collaboratively within the school and beyond using MSTeams and SatchelOne.
- Staff use digital technology in all areas of the curriculum (some examples include Charanga and GarageBand in music; Plickers, Sumdog challenges and competitions in Maths; Literacy Shed, Study Ladder, Pebble and Bug Club in Literacy, Achieve Hashtag Learning, ThingLink, Nearpod and PhET interactive simulations in Science).
- Many staff engage in online self-study as part of their CLPL including Futurelearn, Apple Teacher, DigiLearn Scot, NLC Digital Courses and Microsoft Educator.
- There is a strong culture of sharing good practice among staff and demonstrations of Kahoot, NearPod and Plickers have taken place.
- All staff have access to NLC CPD manager and are responsible for their own CLPL plan and bookings.



Our Digital School

Our school will

- Become a Digital School with nationally recognised accreditation this session.
- Follow a clear progressive framework for digital technologies.
- Have a digital strategy and have a positive attitude towards digital technology.
- Demonstrate an awareness that digital technology affects the quality of learning and teaching, pupils' attitudes and behaviour, and the school community.
- Have appropriate materials and resources to enable all staff and pupils to access plan and deliver digital learning opportunities.
- Ensure equipment and resources are maintained and renewed where necessary.
- Make digital resources available to all stages and facilitate their use.
- Ensure the Digital Learning Coordinators have a proactive, operational and evaluative role in supporting learners' digital capability and teachers' use of digital technology.
- Provide ongoing support to staff members in their use of digital technologies.
- Collaboratively review its digital strategy by evaluating the potential of emerging technologies and best practice scenarios.
- Embed current and emerging e-safety messages in teaching and learning.
- Design and deliver a UNCRC virtual classroom.
- Supporting Health and Wellbeing Team with digital dissemination of information to pupil and parents.
- Support, develop and embed approaches to assessment that make effective use of digital technology.
- Have appropriate digital technology resources, including hardware, software and infrastructure that support learning environments and reflect plans for digital technology development.



Current position

- Resources include 4 ICT suites, each with 21 PCs and headphones available for pupils (upgraded in 2020 and 2021).
- Library includes 30 PCs, which are available via a booking system.
- Interactive White Boards (IWB) with touchscreen technology are installed in some classrooms. We also have touchscreens in many classes throughout the school, including the ICT suites. The social area hall allows for projections onto a large pull-down screen
- Every teacher has a laptop to use with IWB and / or projector
- All staff can use NLC self-service portal to report issues to the help desk.
- Airdrie Academy' most vulnerable pupils have access to digital devices to support home learning (final phase deployment, initiated November 2021).
- Investment in software including Achieve Hashtag Learning, Sumdog maths and Kahoot.
- Digital assessment tools are in use across the curriculum including Plickers, Kahoot, Sumdog, ThingLink, NearPod, PhET, digital assessments (digitised Word forms and editable PDF documents) and MSforms.
- New digital learning planning formats introduced in August 2021/2022, using Outlook, MSTeams and SharePoint.
- Airdrie Academy has a Virtual Classroom for Science and is a contributor to the NLC Virtual School for Secondary BGE phase learning for blended and remote learning and teaching.
- Digital learning coordinators attend NLC meetings and collaborate with colleagues from cluster schools regarding improving digital learning and teaching for staff, digital pedagogies and digital schools award accreditation



Our Digital Community

In our community we will

- Have close links with our associated cluster primary and secondary schools
- Work collaboratively and share good practice with associated cluster primary and secondary schools
- Encourage staff to take up and seek out digital technology professional development opportunities, particularly those offered by NLC via Webex, MSTeams and other online platforms.
- Use digital technology to communicate with parents and carers (Parent Portal, Parent Booking and email)
- Work with parents and carers to ensure they are aware of the technologies we are using to support learning and teaching
- Update parents and carers on cyber resilience, internet / online safety and digital literacy
- Continue to offer and arrange guidance for our parents and carers to help them support their child with digital learning and in coping with the demands of the digital world
- Continue to incorporate digital family learning experiences where appropriate
- Share pupil's learning and engage with families and the community
- Have Digital Learning Coordinators who provide a link between the school and NLC to ensure consistency across the cluster and the authority.



Current position

- Staff make regular use of shared Outlook group calendars and MSTeams calendars with the whole school, staff and pupils ensures real-time updates and notifications for scheduled events.
- Staff make use of Insight analytics to monitor pupil use of MSTeams assignments and SharePoint page access and promote quality collaboration.
- All school staff regularly use MSTeams to share digital resources and digital CLPL opportunities.
- Staff link via departments with Digital Champions.
- On campus and online digital training provided for all staff using MS365 suite, ThingLink, Virtual Classrooms, Parent Booking and Parent Portal.
- In-class training for all pupils using MS365 Suite.
- Links with parents via digital technology have strengthened (Parent Portal, Parent Booking).
- Communication channels have increasingly moved to digital formats including digital newsletter, Groupcall news alerts and updates, School Twitter feeds, Parent Portal, Parent Booking, email and school blog/website.
- Staff digital champions are STEM YSLP Tutor Assessors qualified to deliver SQA accredited STEM YSLP and digitally badged and certified programmes.
- Cyber resilience training will be rolled out to BGE year groups from Jan 2022.
- Digital HWB films and advice are shared on staff intranet hosted via SharePoint.
- Parents' views and opinions are regularly gathered via the use of MSForms, for example using iPads QR Codes are scanned at Parents' Evenings which opens surveys for parents to complete.
- Social Media (Twitter) - [@airdrieacademy](#), [@airdriereads](#), [@aacaptains](#), [@airdriehwb](#), [@airdriemaths](#), [@airdrieacadesci](#), [@airdrieenglish](#), [@airdrieacadpe](#), [@airdriemodlang](#), [@airdrieacademylgbt](#), [@airdrieacadlrc](#).
- Relaunch of <https://blogs.glowscotland.org.uk/nl/airdrieacademy/>
- Digital Learning Coordinators regularly attend authority wide meetings and link with key contacts in NLC Digital Pathfinders.



Next Steps

- Staff confidence and expertise in delivering the Digital Literacy Curriculum will be further developed as and when needs are identified. Training provided at DMs and Inset days.
- There will be further on campus training sessions available and provided for staff, as and when required
- Online optional training using MS Suite will be continued to NLC probationer teachers.
- We will continue to evaluate, and update software and hardware resources.
- We will regularly review and update planning formats considering new initiatives resources and approaches
- The Digital Learning Coordinators will continue to liaise with NLC
- Cluster collaboration will continue via MSTeams and projects with cluster primaries and secondaries will be further developed to provide mutual support in improving attainment curriculum development, and the sharing of best practice.
- Practitioner enquiry involving collaboration of staff on a variety of digital learning aspects.
- Continue to liaise with partners/families and collect data with the use of QR codes linked to MSForms.
- Collate further information about pupils' digital use using MSForms and provide suggestions to improve digital usage.
- Follow North Lanarkshire's Digital Strategy Guidelines including Information Security and Data Protection.

This document was last updated on November 2021 and is scheduled for review in June 2022.