



New Monkland Primary School Validation Report

Validation Report	
School Name: New Monkland Primary School	Name of Validator: Malcolm Wilson
Raebog Road Glenmavis Airdrie ML6 0NW United Kingdom	Date of Validation: 14/06/2022
Head Teacher / Principal Name: Mary Reid / Nichola Polatajko	Digital Technology Co-ordinator: Laura Wallace
School SEED Number: 8504725	

This report includes validator's comments based on a review of the online submission and the validation visit.

- We are happy to share this report with Education Scotland: Yes
- Would you be willing to be contacted by the programme with the view of contributing an article/blog or other materials to help other schools on their digital journey?: Yes
- We are happy for Education Scotland to contact us to highlight our practice: Yes
- We are happy to share this report with the local authority: Yes

Leadership and Vision 86%

In terms of Leadership and Vision, at New Monkland Primary School the use of digital tools for learning and teaching is fully integrated in the School Improvement Plan, as a result of a digital focus being highlighted in 2020 as a development priority (specifically on developing the use of digital resources to enhance and support learning within Interdisciplinary learning contexts) which, after consultation with all stakeholders, saw it included in the 2021 Improvement Plan and continued as a priority over next session's planning. The school evaluated its successes and identified additional targets which are aimed to be achieved to ensure that digital learning is fully integrated and an integral part of digital teaching and learning across all areas of the curriculum. The whole-school digital learning and teaching strategy is approved by the local authority and is informed by research and the regional/national guidance, advice and information - this outlines a clear vision and strategy and conveys a positive attitude to the use of digital technology in the school, and staff use this to inform their daily practice. The digital learning and teaching leader/coordinator supports pedagogy and learners' digital capability. The digital learning and teaching strategy is reviewed annually and includes new and emerging technologies. There are structures in the school to support digital learning and teaching CLPL in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations/personnel and formal training, for all staff at all levels. The digital learning and teaching strategy includes reference to pedagogical approaches using digital technologies across the curriculum, and links to national/regional or local curricular and these inform teachers about how they can plan, teach and evaluate their activities. In 2021 development on digital learning included seeing digital assessment folders created, and updating of the school's Digital Progression Pathways from Early to Second Level (where the school had reviewed examples from other schools, took account of the CfE Experiences and Outcomes, and created skills). The digital learning and teaching strategy supports the inclusion of learners with additional support needs including reference to the use of assistive and other technologies for their support. The digital learning and teaching strategy includes reference to internet safety and cyber resilience planning, monitoring and evaluation. The digital learning and teaching strategy details how resources should be managed so that learners have regular access in a safe environment, and how to make best use of the internet as a resource for learning and teaching in a safe and responsible manner. Staff are aware of, and comply with, the North Lanarkshire Council Acceptable Use of ICT policy and keep up to date with Digital Learning and Teaching Guidance, regularly updating their own CPD requirements and take part in mandatory training in the safe use of digital screens and Learn NL's mandatory e-learning modules. The school created child-friendly language versions of the acceptable use policies from Early through to Second level to make all policies accessible and relatable to pupils of all ages (the Early level policy includes images to support the independent use of this document) □ these are discussed in classes, and displayed in each class and on the Digital Leaders wall (and are referred to throughout the year) and shared with parents/carers via the School and Nursery Twitter accounts. The school's group of enthusiastic, skilled pupil Digital Leaders (drawn from P5-P7) support the use of digital technology for learning and teaching in a variety of ways, from preparing and delivering lessons to classes (which involves planning around needs of individual classes and matching to digital skills), to managing digital resources (they have a checklist for classes to include charging devices, managing space on devices, and connections for Promethean boards) they have a display board in the school, they develop resources to support their choice of "App of the month", and much more.

Use of Digital Technology to Deliver the Curriculum 96%

In relation to learning and teaching, teachers and learners use digital technologies extensively when engaging

in learning experiences using the Digital Literacy and Computing Science Experiences and Outcomes to plan for learning. Digital technology is fully utilised to support the learning and teaching of pupils and staff across New Monkland Primary School and Nursery, becoming a particular focus in the last few years. The school has ensured that Progression Pathways (which have been adapted and streamlined over the years to allow for the progress in digital technologies and link to prior learning from nursery, and new learning into High School) integrate a variety of digital skills thus ensuring progress across all stages. The school's Progression Pathways begin at ante pre level for Nursery learners (Early Level 1), which ensures that progression can be tracked from the beginning of a child's educational journey as all children are able to access and fully utilise the digital curriculum on offer. Digital technologies are used to enhance and extend learning experiences and to foster independent learning within and beyond the school where learners and teachers can clearly identify how digital technologies make a difference to their learning and teaching, and digital technologies are used creatively by learners and teachers to engage with learning, teaching and assessment. For example, the Chatterpix iPad app is used throughout the school and nursery to deliver and enhance teaching and learning opportunities in different areas of the curriculum and one instance shared was in Primary 5 where they had been learning about Japan, looking at Japanese language and Anime characters as part of their topic, and used this knowledge to recreate a conversation in Japanese, using the Chatterpix app to bring this conversation to life, and then using the iMovie iPad app to piece the conversation together, vary the volume and add subtitles. Nursery pupils used this same app to bring the children's pictures and work to life, which meant that where what had previously had to be written down for children, the children themselves add their own voice to use their own words and become more independent, and at the same time allowing learners to develop their communication skills. Likewise, in P6 the Chatterpix app provided the opportunity for pupils to practise their accents and new vocabulary in modern languages, which provides the opportunity for children to hear their own words and makes self-assessment easier. In relation to computing science and computational thinking the school and nursery use Scratch Coding (younger children use the Scratch Jr App and older learners use Scratch online) which the school has found introduces pupils to the basics of coding, provides a strong foundation and allows for a seamless transition where children progress through stages and build upon prior knowledge which fosters confidence and independence when coding. Staff use a Microsoft Teams to store and access important documents, resources and planners, which can be accessed by all staff working in the School and Nursery, and is also used to post any updates or deliver online live training. Teachers integrate digital technologies into teaching and learning and provide learning experiences that support the transfer of digital skills across the curriculum. For example, pupils read along using the Epic! app and the read aloud function on the iPads. Pupils also use the speech-to-text function to read aloud into an iPad, which allows children to hear their own words and self-assess or peer assess reading on the iPad. Also, children across the School and Nursery have opportunities to present their projects and work digitally using, for example, the Clips app and PowerPoint, which allows children to develop key listening and talking skills as well as utilise previously taught digital skills. Assistive Technologies and appropriate software/apps are deployed across all age groups in ways that provide additional and/or differentiated learning for students with additional support needs. For example, although the Chatterpix is used with all learners across the school, it has been extremely helpful to those with additional support needs, where this allows all learners to showcase their learning, in particular allowing children with ASN to thrive and celebrate their success. Specific iPads have apps added for specific needs of specific children, and in addition, all iPads in the school have key Apps downloaded and children are taught how to use these to support and enhance teaching and learning throughout the curriculum □ these include PowerPoint, KeyNote, Popplet, JigSpace, OurStory2, PicCollage, Microsoft Office Lens, AnimateIT!, ChatterPix, and Clips.

School Culture 79%

In relation to school culture, there is clear evidence of a strong digital technology presence throughout the school, where all classrooms are mature digital learning and teaching environments. The school's home/digital learning policy (which references UNCRC articles) highlights that, with the pandemic placing everyone in unprecedented and uncertain times, there has been a massive shift in how teachers deliver teaching, and how children access their learning, so that now all children have been offered a device and internet access to allow them the opportunities to engage in online learning, and there will be from time to time blended approaches to learning. Teachers and learners demonstrate the motivational capacity of digital technologies where teachers deploy digital technologies in ways that help learners improve their motivation and self-esteem. For instance, digital libraries are used

across the school to support reading, where books are linked to either class interventions or for reading for enjoyment, with the use of QR codes enabling easier access (including to where pupils can hear the books read aloud as the pupils read along to the physical book). Likewise, QR codes are also used in classes by teachers to create quick access to links for pupils to resources/tasks for various areas of the curriculum and help to foster independence and allow for personalisation and choice. Additionally, for example, the use of the Tayasui Sketchers (Sketches School) App allows children who are not confident in art & design to explore and enjoy different art concepts, which has been found develops confidence, and children are more eager to then complete tasks using traditional materials (while also letting pupils see how designs are created in the 21st century), which is also used for writing/annotating tasks. The school has a website (which can be found at <https://blogs.glowscotland.org.uk/nl/newmonklandps/>) which is visually engaging and full of information about life in the school. The school also has a main school Twitter account (which can be found at <https://twitter.com/NewMonklandPS>) and a nursery Twitter account (at <https://twitter.com/NEWMONKLANDNC>) which are updated regularly and showcase many examples of learning and achievement, activities of pupils, and the life of the school. The school social media policy outlines the school's belief that the use of the social media such as Twitter and YouTube is an integral part of 21st century life and, as such, it is the duty of the school to ensure that appropriate and safe use of Social Media should be taught in school, acknowledging also that it can also be an effective way of communicating instantly with parents/carers and raises the profile of all the good things that are happening in school. The school is also currently having a school app developed (Connect Us) to add an additional means of communicating with parents/carers. Teachers use a variety of digital technologies in their planning and administration. Digital forms and surveys are used throughout the school and nursery to gather opinions and thoughts, where children have created these during their data handling topic and use them to gather information (school Captains and Vice Captains have created several forms to gather childrens' views about a wide variety of subjects). The school recognises and celebrates learners' use of digital technologies for their own learning. For example, reading aloud and using Voice Note on iPads to record, provides for children the opportunity to listen back to the chapter, and to play and pause audio/video recordings to support pupils in identifying main events or creating summaries. The school uses a range of digital solutions to collaborate with other schools or organisations in local, national or international project work. For example, P6 and P7 have been developing coding skills and have been working alongside JP Morgan on a highly successful coding pilot initiative - once trained P6 and P7 pupils use their training to support training across the whole school. In addition, classes also use digital platforms to take part in sessions with external organisations/presenters such as the National Museum of Scotland, the Scottish Book Trust authors live events, and a local construction company Morgan Sindall sharing about how digital is used across all areas of their work.

Professional Development 87%

In relation to professional development, staff in New Monkland Primary School have engaged in, about and through professional development in digital technologies, including school-based and other relevant professional development programmes that are focused on enhancing learning and teaching through the use of digital technologies. As an example, two members of staff completed a North Lanarkshire Digital Leadership Course last year, as part of which they undertook practitioner enquiries, one into the use of Micro:bits on skill development and engagement, and the other into the Use of Spheros to Enhance Interdisciplinary Contexts in the Primary Classroom. The school has two members of staff who have achieved Apple Teacher recognition (with another member of staff currently undergoing Apple training this academic year. Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching, as well as working with other teachers in disseminating and developing resources. For example, one staff member recently completed professional learning on Vacaroo online eBook library platform, shared the benefits and ways it could be utilised by staff and learners during various staff meeting, from which it was decided to use this to create a digital library within classes, providing all learners to access books of their choice regardless of reading level. From successful trials in individual classes (where successes and challenges were shared and discussed as a staff, and evaluating this project the school decided to embark on a whole school approach with the aim next year to create a school shared digital library to which all pupils will have access. Teachers engage in local school cluster meetings to share and develop best-practice in the use of digital technologies to enhance learning and teaching across the curriculum, and utilise the expertise in digital technologies acquired among staff and collaborates with other schools, outside sources and organisations to inform practice. Staff professional development with a digital learning focus has recently included CLPL on Sphero devices, QR codes, Connect Us App, Qwiker, Microsoft Teams, Blooket, Microsoft Forms, Green Screen, Micro:bit and AR. Teachers are confident in the safe, secure and appropriate integration of digital technologies in their daily teaching. Learning and teaching is in line with the Internet Safety and Cyber Resilience curriculum, where learners are fully aware of the importance of internet safety and cyber resilience and there is strong guidance around the school or in the classroom about how to stay safe online. The school has created visual infographic poster-style documents with the key messages from the school's AUP, differentiated for each level with age-appropriate language and associated visuals (similarly for staff and visitors). There is at least one teacher with the responsibility of maintaining up-to-date knowledge of curriculum developments and strategy initiatives in digital technologies. This knowledge is systematically incorporated into the school digital learning and teaching strategy and into teaching. There is an annual staff audit of skills and needs that helps inform professional development programmes and activities.

Resources and Infrastructure 97%

In relation to resources and infrastructure, there is widespread access to computers, laptops and/or tablet devices and other physical devices where appropriate, where digital technologies are prominent and the school has given particular consideration to how digital technologies can best enrich learning and teaching in their context and the school has procured digital devices accordingly. As a result of the successful integration of digital teaching and learning across the school, the school took the decision to invest in digital resources and infrastructure and now every child in the school has their own iPad and Internet access which they use to access and enhance their learning journey in school and children who require a device to work from home are supported (with a bank of 10 iPads in the Nursery), all pupils also having headphones and a digital stylus to use with their iPads. This also allows learners to use identified software/apps that enhance and support

learning or for those requiring additional support. Several digital resources have been purchased which have provided a springboard to access and develop the curriculum further (the school has a set of BeeBots, Botley, Greenscreen, Micro:bits and Sphero programmable devices which are used across the school). The school also has 9 Promethean interactive panels, which are used daily in classes (and equipped with connection for laptop or iPad to permit sharing from devices). A range of online environments, including Glow, are used responsibly to support a wide range of learning activities within and beyond the school and GDPR issues have been considered. For example, during lockdown Microsoft Teams was used to deliver resources, support and lessons to our School and Nursery community, where there were class Teams and these were accessed daily, and where assignments within Teams were used to post work and to give personalised feedback. Sumdog, Padlet, Kahoot and Blooket online environments, for example, have also been used for a variety of areas. A mix of network and cloud facilities are used to record, store and evaluate learning. The school recently had a new Wi-Fi installed within the School and Nursery, an after using the new system for a few weeks, it was noticed that the school was maxing out the available bandwidth daily, so the school invested in extra bandwidth which the school felt was an essential use of funds to allows learners to develop their skills and enhance learning and teaching experiences. Teachers make use of a range of software/apps across the curriculum and to meet learning needs, to provide integrated and varied learning activities (all teachers have a laptop and an iPad). This year the school has been using the Parents Evening Booking System and parents have responded positively to this. Teachers use digital technologies in whole-class teaching contexts, as well as to support differentiated and targeted learning. The school is fully compliant with all software/app licencing requirements and are GDPR compliant.

General Recommendations:

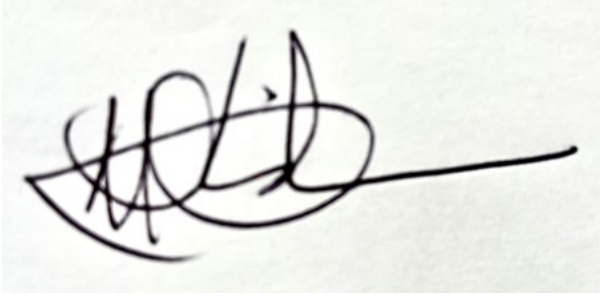
New Monkland Primary School amply demonstrates a strong commitment to including digital technologies in its work, having established digital learning successfully as a natural element across their school community, with a clear, strong desire to continue developing the range and quality of digital experiences. The school believes that a strong foundation in digital learning will support learners to access the evolving world of technology and the integral part it plays in the world of work, by ensuring smooth transitions and working with partners. The school leadership team expressed pride in the huge strides forward made at the school, yet recognises this is part of a journey to continue to further enhance digital skills for staff and learners alike.

Teachers talked confidently, and with enthusiasm, about how and where they were using digital technologies to improve learning and to assist them in their planning and tracking of activities and learner progress. They highlighted the benefits they were noting in the ways their increased use of digital was helping the pupils to connect with organisations and individuals in ways that broaden and enhanced learning. Pupil digital leaders explained confidently, eloquently and with enthusiasm how they were making use of digital technology to support their own learning and how this is being supported across the school.

The school's Digital Lead/ICT Co-ordinator and SLT provides strong support for the school's self-evaluation and professional learning processes which were enabling the digital development programme to be well targeted and make good progress. It is clear there are structures in place for the school to communicate with parents/carers about digital and other skills their children are developing, and opportunities are provided for parents/carers to engage digitally with the school and teachers.

The school is clearly committed to embedding digital technologies and ensuring continuous improvement. I believe that the school has met the criteria for the Digital Schools Award. I recommend that the school should also be invited to become a mentor school as they have the skills and capacity to do so.

Signed

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to be 'Malcolm Wilson'.

Malcolm Wilson

External validator

