



# **New Monkland Primary School & Nursery Class**

## **Digital Learning and Teaching Strategy**

Created: 8.9.2022

# Digital Education & Citizenship Policy

## Review of this Policy

This Digital Citizenship policy has been developed by:

- Mrs Mary Reid (Head Teacher)
- Miss Laura Wallace (ICT co-ordinator) (supported by Mrs Nichola Polatajko PT)



## Schedule for Review

Policy created in line with local authority guidelines	November 2021
The implementation of this Digital Citizenship policy will be monitored by:	<ul style="list-style-type: none"><li>• Head Teacher</li><li>• ICT coordinator</li></ul>
The Policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to online safety or incidents	November 2022
Should serious online safety incidents take place or be disclosed, you should immediately advise:	Head Teacher

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## Introduction

In New Monkland Primary School & Nursery Class, we strive to encourage our staff, learners and parents to take full advantage of the opportunities offered by digital technology in order to raise attainment, ambition and opportunities for all. As with Literacy, Numeracy and Health and Wellbeing, Digital Literacy is placed at the heart of learning across the curriculum in our school. We recognise and understand the technological needs of our pupils and how, through its use, we can enrich the teaching and creative learning opportunities that we offer them.

*Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities. **Education Scotland, 2013.***

All teaching staff and members of the Leadership Team, where appropriate, will plan practical and creative learning opportunities for children to apply, reinforce and extend their digital skills across the curriculum to ensure they can successfully utilise a range of technological skills in a variety of contexts.

By engaging children in appropriate and purposeful use of a range of digital technologies and the internet, we aim to develop our learners' skills for learning, skills for life and skills for work. We will embrace new technological developments to equip our pupils with employability skills that are often required in our ever-increasing digitised world.

At New Monkland Primary School & Nursery Class, we endeavour to develop responsible, rights respecting digital citizens who can communicate and participate safely and respectfully in the ever growing online global community.

## Overview

This policy provides clear guidance on acceptable use of technology and the school network. It sets out our vision for the effective use and implementation of digital technologies to enhance, enrich, extend and support teaching and learning at all stages whilst also developing skilled, confident and responsible digital citizens.

This policy applies to all members of Our Primary's school community (including staff, pupils, volunteers, parents / carers, visitors and external agency staff) who have access to and are users of school ICT systems, both in and out of the school.

## Aims:

At New Monkland Primary School & Nursery Class

we aim to:

- Develop a whole school approach to the effective use of digital technology incorporating the seven principles of design – challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.
- Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- Provide regular professional learning opportunities to further develop skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching.
- Enable children to become confident, independent and responsible users of digital technology, who are empowered to lead change.
- Use a wide range of digital technology to support learning, teaching and communication for pupils, staff and the wider school community.
- Support/challenge children with additional support needs through the use of appropriate apps, websites, hardware and software.
- Maximise the use of digital technology in developing and maintaining links with other schools, parents, the local community and other agencies.
- Use digital technology to increase pupil, parent and staff feedback opportunities.

## Curriculum Development and Organisation

### Access to Digital Technology

All classes have immediate access to digital technology to support, challenge and enhance learning across the curriculum whilst developing a range of transferable technological skills:

Learners will have opportunities where technological skills are taught or developed before being embedded across the curriculum using their own individual pupil iPad.

### Enhancing Curriculum and Assessment Delivery

Within our establishment we strive to make the use of digital technology a central consideration in the planning and delivery of teaching and learning. Learners are provided with opportunities to develop their digital skills across the curriculum, where digital platforms such as Glow, are regularly accessed for teaching, independent/collaborative learning, assessment purposes and used to save and share all documents, as required.



### Equity and Inclusion

Provision is made to include all learners within all learning experiences, by providing opportunities for those who can't access at home, where they can participate in SumDog competitions etc within the school day.

### Home Learning

We strive to provide relevant and engaging digital solutions to home learning which offers 'anytime/anywhere learning' should. Every learner has their usernames and passwords for Glow, SumDog and those who need support should have details for Studyladder, SkoolBo, Teach your Monster to Read and Nessie. All homework is issued on MS Teams and work is posted for learners who require to self-isolate in class with class planning for that period.

## Online Safety & Digital Citizenship

### Roles and Responsibilities

The following section outlines the online safety roles and responsibilities of individuals and groups within our School:

#### Head Teacher

- The Head Teacher has a duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for online safety and education around this will be delegated to Miss Wallace & Mrs Polatajko, as part of the ICT co-ordinator remit.
- The Head Teacher is responsible for ensuring that the ICT co-ordinator receives suitable training to enable them to carry out their online safety roles and to train other colleagues, as relevant.
- The Senior Leadership Team will receive regular monitoring reports from the ICT coordinator.

#### ICT Co-ordinator:

- Takes day to day responsibility for online safety issues and has a leading role in establishing and reviewing the school online safety policies / documents.
- Ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.
- Provides training and advice for staff.
- Liaises with the Local Authority.
- Liaises with school technical staff.
- Liaises with Pathfinder schools.
- Meets regularly with the Head Teacher and Principal Teacher to discuss current next steps in SIP.
- Reports regularly to Senior Leadership Team with feedback and next steps.
- The production / review / monitoring of the school Online Safety Policy / documents.

## Teaching Staff

Are responsible for ensuring that:

- They report any suspected misuse or problem to the Head Teacher or ICT co-ordinator.
- All digital communications with pupils, parents / carers should be on a professional level and only carried out using official school systems.
- Microsoft Teams is used for sharing Homework and self-isolation learning.
- Pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- They monitor the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices.
- In lessons where internet use is pre-planned pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

## Pupils:

Whilst the use of digital technology is regularly encouraged within our establishment, this is balanced by educating learners to take a responsible approach. The education of learners in online safety is therefore an essential part of our online safety provision. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience.

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- An online safety curriculum is provided as part of learning within Digital Literacy and is regularly revisited.
- Key online safety messages are reinforced within lessons and/or assemblies.
- Learners are taught in all lessons to be critically aware of the materials/content they access on-line and are guided to validate the accuracy of information.
- Learners are taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
- In lessons where internet use is pre-planned, learners are guided to sites which have been checked as suitable for their use and we have a process in place for dealing with any unsuitable material that is found in internet searches.

- Where learners are allowed to freely search the internet, staff are vigilant in monitoring the content of the website's learners visit.

### Our Learners are:

- Are responsible for using school and nursery digital technology systems in accordance with the Pupil Acceptable Use Agreement.
- Have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- Understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- Are expected to know and understand policies on the use of mobile devices and digital cameras. They also know and understand policies on the taking/use of images and on cyber-bullying.
- Understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Digital Education & Citizenship Policy covers their actions out of school, if related to their membership of the school.

### Parents/Carers

Parents/Carers play a crucial role in ensuring that their children understand the need to use the internet/digital devices in an appropriate way. The school and nursery provide information and awareness to parents and carers through:

- curriculum activities
- Newsletters
- Twitter,
- School website
- Parents/Carers sessions (Covid dependent)



Parents and carers are encouraged to support the school and nursery in promoting good online safety practice and to follow guidelines on the appropriate use of:

- Digital and video images taken at school events.
- The school website and Twitter page.
- Their children's personal devices in the school.



## Social Media – Twitter

New Monkland Primary School and Nursery Twitter account @NewMonklandPS and @NewMonklandNC is a public account managed by staff and is used for:

- Communicating information to our families and wider school community.
- Regular reporting on children's learning.
- Sharing and celebrating success and achievements both in and out of school.
- Modelling responsible and respectful use of social media with children.



This is the school and nursery's main Twitter account and will therefore be updated with important information such as school closures, holidays, lunch menus etc. It is recommended that all staff and parents follow the school account to be kept up to date.

### Twitter Code of Conduct for all staff members:

- Staff Twitter accounts must be used solely for professional purposes and not contain any personal tweets or retweets that are not of an educational context and relevant to learning in their class or the wider school.
- Staff should not follow back parental accounts.
- Staff should monitor their followers and block any who appear to have: no link to the school, no relevance to the work of the school, inappropriate usernames not in keeping with NLC policy or the ethos of the school e.g. sexualized, football team affiliated, alcohol or drug related names or posts or comments that could cause offence.
- Children's names should not be included when referring to children or when children can be identified in a video or photo attached to the Tweet.
- If children are photographed sharing their work, staff must ensure that their name is not displayed on the work.
- Monitor followers and block any who fit the above categories.
- Welcome positive comments only.
- follow educationally linked accounts. Parental accounts, unless educationally linked, will not be followed back.

Twitter users must be at least thirteen years old; pupils will not be allowed to use Twitter accounts independently. However, in school they will have the opportunity to contribute to Tweets as part of planned educational activities.

## Code of Conduct for parents and the wider school community when interacting with the school or staff Twitter accounts:

- Staff members should not be sent direct messages. The school should be contacted using formal means of communication only; email or telephone contact to discuss issues or queries.
- If commenting on a photo or video of a child, do not include the child's name in the Tweet.
- If Tweeting a photo or video of your own child, it is recommended that you do not include their name in the Tweet.

Seek permission from parents before uploading photos or videos of children other than your own

## Twitter Misuse

Any concerns or issues about the misuse of Twitter should be reported to the Head Teacher immediately.

## Use of digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents/carers and pupils need to be aware of the risks associated with publishing digital images on the internet.

- When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Written permission from parents or carers will be obtained at the beginning of each school session before photographs of pupils are published on the school website, social media or the local press.
- Parents / carers are welcome to take videos and digital images of their children at school events for their own personal use. To respect everyone's privacy and in some cases protection, these images should not be made publicly available on social networking sites, nor should parents / carers comment on any activities involving other pupils in the digital images / videos.
- Staff and volunteers are allowed to take digital images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images.

Those images or videos should only be taken on school equipment, the personal equipment of staff should not be used for such purposes.

- Pupils must not take, use, share, publish or distribute images of others without their permission.

Pupils' full names will not be used anywhere on a website or blog, particularly in association with photographs.

### Using Microsoft Teams

#### Teachers will:

- Ensure that they are logged in to Teams when delivering lesson to have full access to the management console.
- Discuss roles and responsibilities with pupils at the outset of delivery.
- Be punctual at the beginning and end of each lesson.
- Notify all pupils/parents and schools of any cancelled classes or change in arrangements.
- Face the laptop/camera when teaching and talking.
- Use background effects if you feel the room is distracting.
- Create an online file storage area for each class - this will contain all the information pupils need for each lesson.
- Discuss a virtual lesson with their line manager afterwards. Sharing any concerns and issues.
- Remove a young person from the lesson if their behaviour is inappropriate and as above, share with their line manager.
- Only communicate with the young people through Glow and Teams. Do not use personal email addresses or social media.
- Ensure that they keep themselves up to date with all relevant policies and procedures, including Child Protection.



#### Pupils will:

- Only use their GLOW email address for class communication.
- Be punctual for all lessons.
- Dress appropriately for any online lesson, as you would in school.
- Have an understanding that behaviour and remote learning will be discussed with school, and should your behaviour be inappropriate you will be removed from the learning.
- Ensure that the learner's mobile phone is switched off for the period of live learning.
- Access the files for each lesson in advance and have the materials to hand

- Make sure they have all power adaptors, laptops, headphones, screen connections ready before the lesson begins
- Use headphones wherever possible in order to have the best possible sound quality and to enhance the privacy of the dialogue between the pupils and teachers. Submit all assignments on time in accordance to the agreed protocols.
- Show respect for everyone in the online classroom.
- Dress appropriately for all classes, thinking about modesty and respect for others.
- Ensure the location they log in from is appropriate, i.e. give consideration to background, camera angle, privacy etc.
- Seek to contribute to the class in a positive manner and not be disruptive at any time.
- You do not have permission to screen shot of film any virtual leaning. Doing so will result in further actions being taken by schools.
- Do not share recordings/images of the class out with the class environment.

### Class iPads and Laptops

- Information relating to allocated laptop/iPad numbers and chargers is stored and checked at regular intervals by the ICT co-ordinator.
- Faults or damages should be reported as soon as possible to the ICT coordinator.
- Devices should be charged regularly.

### Classroom desktop computers

- Should be logged off throughout the day when not in use by a pupil or class teacher.
- Should be shut down at the end of the school day.
- Faults or damages should be reported as soon as possible to the ICT coordinator.



### Promethean Board

- Only a dry microfibre cloths should be used to maintain the panel.
- Faults or damages should be reported as soon as possible to the ICT Coordinator.

### Personal devices – laptop and phones

- Personal devices are not permitted to be used during the working day.
- They should be kept in bags or a drawer during direct teaching time.
- Devices should not be used to take images or videos. These should be taken using the school devices.

## [NLC Guidance on Social Media.](#)

Social media platforms are not available to sign in to on the NL network and therefore anyone posting or viewing this material must be doing so on personal devices. Schools and establishments should have in place acceptable use guidance for devices. Personal devices must not be connected to the NL network. As these are not approved sites, there is very little the Technical services team can do.

However below are a number of suggested steps that schools can take:

- Where posts appear to be in clear contravention of TikTok's, or any other social media platform's, community guidelines, [report matters to TikTok](#), and where possible quoting the relevant [community guidelines](#) that have been breached by the post. It would also be prudent to make a note of each report, and the action that is taken in response.
- This would be the same for an inappropriate post on any social media platform. All have a link to report posts/tweets.
- If no action is taken by the platform then the issue can be raised with the communications watchdog [Ofcom](#).
- It may also be necessary for you to consider the content in contention with the law e.g. racism, defamation, religious bigotry etc. Content of this type can be reported to the police. If schools do report any incidents to the police, the Head Teacher must also report this to the Council's Corporate Communications team [CorporateCommunicati@northlan.gov.uk](mailto:CorporateCommunicati@northlan.gov.uk)

In some cases, these posts are generated using pictures/clips that can be accessed online and it is therefore vital that staff ensure they are protecting themselves as much as possible online, including ensuring appropriate privacy levels are in place on personal accounts. There are a number of online supports that staff can access for support and guidance around internet/social media safety including:

- GTC Scotland offer the [following advice on use of social media](#)
- [The UK Safer Internet Centre](#), which runs a helpline for professionals on online safety, may also be helpful. The helpline is available to anyone working with children and young people dealing with any online safety issues. It also provides signposting, advice and mediation to resolve online safety issues staff face about themselves, such as protecting professional identity and online harassment, or problems affecting young people, for example cyber-bullying or sexting issues.

Further guidance on how cyber-resilience, online safety and raising awareness of the appropriate and safe use of social media platforms can be found by accessing the [DigiLearn.scot Internet Safety Teacher Toolkit](#).

## Digital Leaders

The development of a Digital Leaders' team in session 21/22 is having a significant impact on digital learning within our School and Nursery. This will continue onto the next academic session.

### The Digital Leaders Team:

- Are role models for responsible and respectful digital citizenship across the school.
- Actively seek new technology and resources to trial, review and purchase.
- Lead learning in classes across the school and nursery to model the use of innovative technology, programs and resources.
- Offer regular staff skills sessions to build staff confidence and raise awareness of effective digital approaches to teaching and learning that could be implemented in their classrooms.
- Support staff delivering lessons with new digital technology and resources.
- Support staff with technical issues.
- Support staff with maintenance of school owned devices.

### UNCRC Links

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 16: You have the right to privacy.

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## References

Sources referred to during the creation of this policy include:

- *Enhancing Learning and Teaching Through the Use of Digital Technology*. **Education Scotland, 2016**
- *Acceptable Use of ICT, version 2.0*. **North Lanarkshire Council**
- <https://swgfl.org.uk/products-services/online-safety/resources/onlinesafety-policy-templates/> 04.04.2018
- NLC Volume 4 – Digital Learning and Teaching Guidance 2020