



# DIGITAL SCHOOL LEARN HERE

**Spotlight on Digital Schools Award**  
**Nursery, Primary, Secondary & ASN**  
Session 2022/2023



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# Digital Schools Award – What is it?

**Digital Schools Awards** is a national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology in schools.

The **Digital Schools Award Scotland (DSAS)** programme helps schools assess progress and recognise excellence in the use of digital technology at nursery, primary, special education and secondary level while providing practical support and encouragement.

Discover how the digital schools award framework can support your setting to lead digital learning, teaching and assessment.

## What to expect ?



Hear from one of the Digital Schools Award for Scotland validators, Catherine Cunningham share an overview of the purpose and structure of the award framework and criteria. Catherine provides helpful advice and top tips from starting your journey in registering for the award through to the validation visit and what to expect.

## DSAS Validation

## Schools across Scotland and their journey

Hear from schools across Scotland providing helpful advice and top tips from starting your journey in registering for the award through to the validation visit and what to expect.

Click the Youtube clips this hyperlinks to the walk through video



**Nursery**



**Primary**



**Secondary**



Click here for a North Lanarkshire specific school journey from Whitelees Primary in collaboration with George Milliken and Education Scotland

<https://www.youtube.com/watch?v=ysiHqpql0hs&feature=youtu.be>



# Digital Schools Award – Documentation

Documentation which may be useful for you on your journey are linked below. From Acceptable use agreements, Digital Leaders paperwork and NL Progressive Pathways.

## Digital School Sharepoint Tile



On the Digital School Sharepoint. There is a DSA Support tile here. There are folders for each of these sections – **Acceptable use agreements, Digital Leaders Paperwork, Training session paperwork, Digital SIP example, School Policy examples, Progressive planners and Tracking and monitoring examples.** Each folder has both editable documents and a PDF copy for you to look at. These are examples of paperwork that was accepted for Mentor School status, please download and use this to help structure and edit the material to suit your establishment.

[Click here for access the tile on the Digital School Sharepoint](#)



Documents > Digital Guides > Teachers > Digital Schools Award		
Name	Modified	Modified By
Acceptable use agreements	August 23, 2021	Miss McIntyre
Digital Leaders	August 23, 2021	Miss McIntyre
Digital Schools Award - Training sessions	August 23, 2021	Miss McIntyre
Digital SIP (example)	August 23, 2021	Miss McIntyre
Policies	August 23, 2021	Miss McIntyre
Progressive Planners	August 23, 2021	Miss McIntyre
Tracking and Monitoring	August 23, 2021	Miss McIntyre

**Note : If you are looking for further support fill out this form**

[Mentor request form](#) and the Digital School will coordinate mentor support.

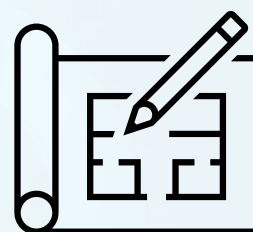
## NL Progressive Pathways - Digital Literacy & Computing Science

**New progression pathways** have been created by the NL Digital School for Early, First and Second Level. These are currently PDF's hosted on the Digital School Sharepoint for [Digital Literacy and Computing Science](#).

These are specifically for **Core Learning**. We are currently in the development of the Exemplification of learning document which will provide practitioners with practical examples on how each area could be delivered.

This document is a working document and will be continually updated, providing relevant examples that are in line with technological and digital advancements in industry and the wider world.

Here is a link to a short video explaining where to find them and what is coming next  
<https://www.youtube.com/watch?v=GSy7o0pAE3M>





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## Spotlight on **Family Learning Centres**



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# Jigsaw Family Learning Centre Accredited – 2020



As a whole staff team we worked hard to embed digital learning into the life of the nursery. This took place through self-directed learning by the digital champion who cascaded the knowledge to the team. We enjoyed the interaction from parents as they become involved in our live stream activities during our living egg experience and mindfulness exercises with the children.

The children learned about early coding as we introduced Botley into our environment, the children also used the language of direction as they decided where he should go.

We integrated our POP programme with action cams so the children could explore our local environment and recall their journey by watching it back on the smartboard when they returned. This led on to the children creating maps of the local area and using Google Earth street view to find their houses and discussed where they live with their friends.

We were very active on our Twitter feed and we still post frequently on our children's learning and experiences. We feel this is appreciated by our working parents who often don't have the opportunity to come into the nursery.

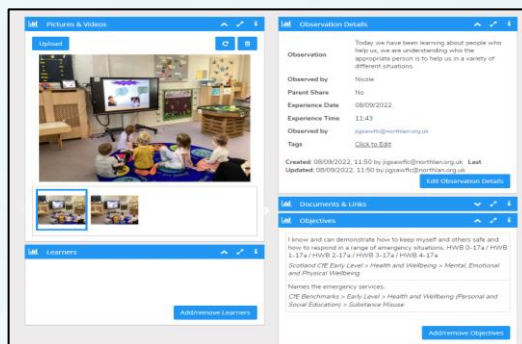
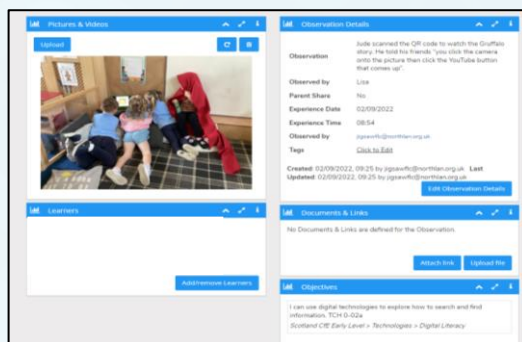
As a staff team we introduced QR coding into our establishment as staff took part in a training session on how to record children's voice clips to allow them to have a voice throughout our establishment and make our displays interactive with all our service users who may not use Twitter. QR codes were also added to our story area to allow the children to access stories in a variety of ways. Using personalisation and choice to scan a book of their choice to listen to.

To record and evaluate our children's learning we used an online profiling system called Evidence Me, this allowed us to record our children's learning and progress easily while being in the play room with the children. The children are enthusiastic to see what they have in their profile and our parents enjoy being able to store the profile on their devices and share it with their family members, we still use this for online profiling of our children.

Lockdown accelerated our journey to becoming a digital school as we moved to online learning using Teams. Our families were able to keep in touch with their keyworkers through regular online group times to share experiences. This allowed us to support our families during this difficult time.

**Click here for access to our Sway which explains our digital journey and examples of some of our material used and learning planned**

<https://sway.office.com/EEaRr17mOl8jOoFf?ref=Link>





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## Spotlight on Primary Schools



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# Balmalloch Primary School Accredited – 2022



Our vision from the outset was **to create a digital culture that supports all pupils and staff.**

Our journey towards achieving the DSAS began in 2020 and we were validated in February 2022. Starting the journey seems to be the difficult part but we found that using the Self-Evaluation framework from DSAS shaped where we were, where we needed to go and what we needed to do, allowing us to plan our next steps. The initial decision we made was to form a Digital Leaders group involving 10 pupils from P5 – P7. This group was to support the school (Nursery, Staff & Pupils), undertake training from the Digital Champion in the school and NLC and to develop the digital education within our setting. The group has been a success as highlighted in our [validation report](#)

Another area of our Self-Evaluation shown that our digital technology was outdated and required refreshing. We applied for the [Digital Xtra Fund](#) and we were successfully awarded £5000 to spend on new technology to assist the running of the Digital Leaders group. This funding brought new technology to our establishment and with this, new digital learning experiences for our Digital Leaders, pupils, and staff.

It became clear that we required an up to date and specific [Digital Education and Technology Policy](#). This was created through the Digital Working Party as part of the School Improvement Plan, shared with other staff before being shared with parents to gather views across all stakeholders.

The planning and implementation of Computing Science and Digital Literacy was also developed as part of the Digital Working Party. Stage/level specific

planners were created that incorporated Es and Os, Benchmarks, Skills development, Cross-Curricular links, and suggested technology. The planners were trialled throughout 2021 – 2022, reviewed and fully implemented throughout all classes & stages.

A key part on our journey was developing confidence in staff and pupils in the use of digital technologies. This was developed through providing key CLPL opportunities, the introduction of a dedicated Digital Champion to lead the journey and key learning experiences for our pupils. The Digital Champion spent time in class, teach-teaching and leading learning of digital to increase confidence, develop skills and progress our journey to validation.

Other areas we considered before validation included the use of our PEF budget to support our journey, the incorporation of the Young STEM Leader programme, our links with DYW and our Cluster.

In reflection of our validation, we are proud to have fostered our vision of a digital culture to support staff and pupils.



Click here for access to our final report  
and example documents  
[Balmalloch](#)





# Logans Primary School

## Accredited – 2022



Our digital journey began during lockdown 2020 when we were immersed in online learning. A Digital Champion was appointed and all staff began to upskill their Digital knowledge and abilities.

The Digital Champion supported parents with getting their children logged onto Teams and accessing the online offering as well as running a device drop-in service to support children who were learning from home.

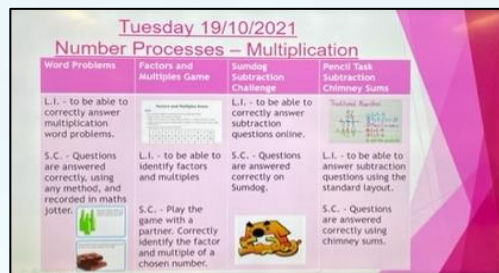
Once schools returned, we were interested in being recognised for all the CLPL staff had undertaken and how quickly the children had effectively adapted to online learning. We sought advice from our Cluster Digital Pathfinder on what the Digital Schools Award Scotland involved. As a school we felt a challenge we were up against was a lack of online devices (there were 10 iPads per class and a number of incredibly old laptops which could not be used effectively) so weren't sure we would be able to achieve this award. However, our Pathfinder encouraged us to make a checklist from the DSA website of all things digital we were doing in the school both plugged and unplugged. It quickly became obvious that we had a lot on offer and we began to collate evidence. Through School Improvement planning, Digital became a priority which allowed additional time for Digital activities. The Digital Champion supported all staff through offering and highlighting Digital CLPL opportunities as well as creating 'how to guides' for children and parents. This ensured the plugged devices were being utilised correctly and effectively. The McCrone teacher taught STEM through-out the whole school and ran a Lego Robotics club. Pupils spoke highly of both of these opportunities and commented on how they had deepened their interest and understanding of STEM.

In addition to this, Digital Leaders were established.

Class teachers were able to identify their own use of Digital technologies for planning, teaching and learning and effective examples were shared. One particular example of this was the use of digital task boards in the upper school. The P6 teacher had noted their effectiveness and the positive response they received from the children; therefore, she cascaded this resource to the other upper school teachers and it became part of daily routine.

After the evidence had been cross-checked with the DSA requirements and our scores met the appropriate standard we applied for validation. The accreditation visit consisted of a Teams meeting, due to COVID 19 restrictions, with a validator who went through the self-evaluation form with the Digital Champion. She then spoke with a variety of groups of children and various staff members. [PowerPoint shared on the day attached here](#). The validator had commented on the powerful, authentic and enthusiastic narrative she had engaged in with staff and learners and was impressed with the way in which we overcame challenges presented by lack of plugged devices.

Logans Primary School were accredited in June 2022 and became a mentor school. The Digital Champion has already had conversations with other schools in the cluster going for the award and would be happy to share our evidence gathered and/or explain any processes with other schools aiming to achieve the Digital Schools Award.





# New Monkland Primary School Accredited – 2022



Our digital journey started a few years ago. Following consultation digital teaching and learning was an area identified for development that has been incorporated into our SIP over the last 2 years.

Firstly, we started by incorporating digital teaching and learning into our IDL topics. We used this as a springboard to embed and develop digital teaching and learning **skills** across the School and Nursery. We focused on one curricular area to allow for depth of skills as opposed to breadth at the initial stage of our journey. Once staff and learners had mastered the skills, discussions then took place around transferable skills across a wider range of curricular areas. To audit the skills of both staff members and learners, our Progression Pathways were used to allow us to benchmark strengths and highlight areas of development. This also drew attention to the journey our learners were making across curricular levels.

In addition, Digital Leaders were appointed and vetted through a rigorous application process to allow for Pupil Voice and leadership opportunities across P4 – P7. The leaders helped to support Class Teachers, peers, and younger learners to access Apps, demonstrate skills and cascade knowledge/understanding of selected Apps which now form our 'App of the Month.'

Staff regularly take the opportunity to upskill their understanding and abilities through inhouse training sessions and external agencies. Using Spheros and Micro: Bits in classes has been a popular interest of staff and learners, and these digital tools have been embedded in Interdisciplinary contexts throughout the school, in a range of ways, involving learners at every stage.

The Green Screen is used from Nursery and throughout the school for lessons, pupil choice activities and even as part of creating Enterprise ideas for school funds.

Digital guides have been created and distributed to the Parent Partnership to support their understanding and skillset and to allow them to take a more active approach in their child's learning, and to recognise ways they can emulate the digital learning that takes place between school and home.

Our validation consisted of a virtual validation visit through Teams. We created a PowerPoint of evidence to highlight the learning and teaching that was happening across the School and Nursery. This was broken down under the different headings and hyperlinks were embedded to allow for key documents to be accessed.

Our validation meeting started off with a walk through of the things that the validator had noticed from our evidence and asked any follow up questions about self-evaluation with the Digital champions and various members of staff.

Digital Leaders spoke about the many things they do to support our journey across the school and Nursery, and they created their own presentation that they wanted to share with the validator, with which he was extremely impressed! We were successful with our validation visit and were asked to be a mentor school. This is something that our digital leaders, staff and the whole school community were delighted about.

We were highly commended for our use of digital and our recommendation is now to go for the Digital European Award as part of the next part of our journey.



**NMPS DIGITAL LEADERS ARE HIRING NOW**

Our P7 Digital Leaders are leaving this year, so we need 2 Digital Leaders from the new P5 and 2 from the new P4 classes.

If you like using technology, then this job is for you!

Scan the QR Code, fill out your application and the job might be yours.

**Click here for access  
to our final report**

[New Monkland  
Primary School](#)



# Stane Primary School

## Accredited – 2022



The first step on our Digital Journey was to survey all our stakeholders to find out what they wanted from a Stane Primary digital programme so that we could provide a curriculum which delivered to the needs of our pupils. The feedback we received allowed us to evaluate our strengths and identify areas to develop. We wanted to ensure that a better provision was delivered to pupils. This was the basis for us creating our Digital Citizenship Policy, User Agreements and Progression Pathways.

### Digital Literacy

As technology continued to become more ingrained in daily life, the importance of learning digital literacy skills became increasingly apparent.

- We were aware there was a need to develop the digital skills, knowledge and confidence of teachers. We utilised the strengths which already existed within our staff and organised Peer Observations so staff would be provided with the opportunity to visit other classes and observe good digital practice throughout the school.
- We provided regular in-house staff training which we called 'Dip into Digital' which included guidance on using a variety of resources such as: Sumdog, Teach Your Monster, Green Screen, Adobe Spark, Comic Life, Microsoft Forms, Immersive Reader, Clips, Pic Collage to name but a few.
- Staff were provided with the opportunity to have the school's Digital Champion model lessons within classes. Teachers were able to observe different ways of utilising digital resources within their classroom environment.
- Where possible we utilised expertise from external sources. Staff attended various CPD courses to develop knowledge and skills. We participated in Live Code-A-longs and liaised with our Digital Pathfinder and community police officers who helped support the teaching of online safety.

The goal was to embed digital learning across the curriculum – to enhance learning and teaching without adding to workload. Each week, children received one lesson where technological skills were taught or developed before applying these skills across the curriculum.

### Computing Science

Computing Science was new to many of our staff. We decided to have our Digital Champions teach computing science at the beginning of the year to provide the pupils with the basic skills for coding and programming. We used programmable toys to teach Early Level programming. Scratch Jnr was used to teach Primary 2 and 3 and Scratch was used to develop coding in Primary 4 and 5. Primary 6 and 7 pupils were taught programming using the BBC Micro:Bits. Pupils had the opportunity to develop their digital skills by attending a lunchtime Minecraft Club and we successfully applied for a grant with the Digital Xtra Fund to host an after-school robotics Club using Marty the Robots.

### Digital Leaders

The Digital Leaders at Stane Primary School provided pupils from P4-P7 the opportunity to support learning and have added digital responsibility. The Digital Leaders meet regularly to ensure devices are in good working order, trial new apps and resources and learn new skills in order to support lessons and team teach.

### Accreditation

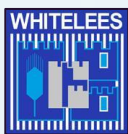
The visit consisted of a Microsoft Teams videocall with the assigned validator. The accreditation began with a discussion between the validator and the Digital Leaders. Afterwards, our self-evaluation application was discussed with the Digital Champion and class teacher, who was an active member of the Digital Committee working party. The accreditation concluded with a discussion with a member of the management team





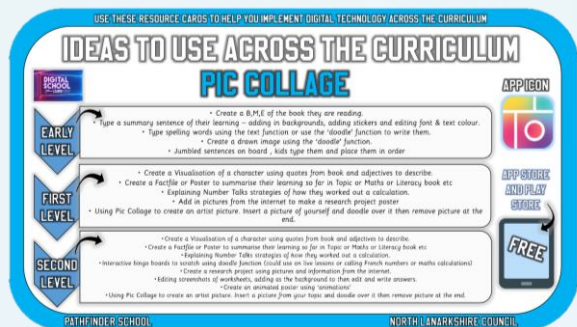
# Whitelees Primary School

## Accredited – 2020



On our digital journey we felt it was best to focus on two main areas of development for the School Improvement Plan. The first area was to have the Digital Champion to teach digital skills for pupils for Mcrone for two years for P1-7 across the school. Year 1 focussing on Digital Literacy and Year 2 Computing Science. These one hour Mcrone sessions were teaching the pupils the core skills meaning staff could then use this app back in the classroom. We wanted to make sure it was embedded across the school before applying in 2020.

Staff packs were created on top of CLPL Twilights. These included user 'how to' guides, Documentation including examples of how to use the apps and websites across the curriculum and across each CfE level. These were hosted within our school team to allow staff members to use for lessons or CLPL.



The second areas was on staff CLPL and the development of digital skills so that digital was embedded across the school in every classroom. We created a 'Dip into Digital week' to upskill staff by series of Twilight CLPL courses on how to embed digital into cross curricular lessons. E.g How to create QR codes for marking. How to use coding. Digital learning stations. Staff would then use this within their own classrooms and see what went well and things they found challenging. We then applied a team teaching method with the Digital Champion and Digital Leaders alongside the app and website they wanted to implement.

Digital Leaders were created and led team teaching within classrooms to support implementation of apps and websites. They also Led school assemblies, created how to guides and created resources for younger classes.

In the school one of our biggest challenges was that we had a limited selection of devices. We had 15 iPads to use across the school and a small computer suite. But as our validator had said in our report It wasn't about how many resources we had it was how they were used and utilised across the school. To do this we timetabled the resources so each class and teacher had a slot. Classes were also given an hour of digital Mcrone in addition to this.

To combat this we applied for various funding streams and grants e.g. SSERC courses such as Microbit V2, Let's play computing science and Sphero Indi and Education Scotland grant funding.

We also shared what we had within our cluster and had 'tech swaps' This allowed children to get an experience of various technology that within school budget wouldn't be possible.

Once we completed our two year journey we applied for Digital School Award Status. Our validation was virtually rather than in person due to restrictions caused by the COVID pandemic.

The accreditation visit consisted of Webex call with a validator who went through the self evaluation form with the Digital Champion who led Mcrone, a Q&A for the team of Digital Leaders and a discussion with two teachers. Finally, a member of the management team.

[Click here for access the file on the Digital School Sharepoint](#)



Documents	Digital Leaders	Teachers	Digital Schools Award
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved
DSA Support	Approved	Approved	Approved

**Click here for a webinar from Whitelees Primary in collaboration with George Milliken and Education Scotland**

<https://www.youtube.com/watch?v=yseiHpqlohs&feature=youtu.be>





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## Spotlight on Secondary Schools



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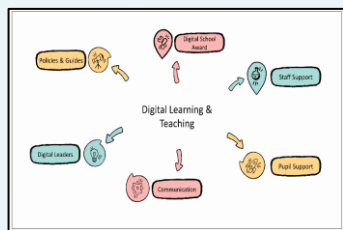
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# Dalziel High School Accredited – 2022



Our journey started with our ambition to ensure that digital learning and teaching were embedded into our practice and encouraged learner participation as well as support from staff, parents and the community.

Our overall strategy across the school was communicated to parents, staff and the community outlining the themes of: Achieving the Digital School Award; Supporting staff in their delivery of digital technologies across the curriculum; Supporting pupils who may need further assistance; Communicating effectively with pupils, staff, parents and the community; Developing a Digital Leadership Team; as well as updating our policies and guides.



To ensure our digital strategies were relevant to the school, we decided to launch our Digital Leaders programme whereby S5 & S6 pupils had the opportunity to apply for the role of a Digital Leader within the Digital Leadership Team. Our senior pupils completed a short application, listing their skills and attributes and were then invited to a discussion about their aspirations for digital learning. After being successful in their application, we invited each Digital Leader to create a "Digital Profile" which outlined their interests in school and wider achievements, their current skills and their areas for development.

This was listed within their profile and shared with staff who could contact the Digital Leadership Team if they required assistance with any elements of digital

learning and teaching.

A vital aspect of our success was our Digital L&T working group. With staff volunteering to support the delivery and sustainability of digital technologies we were able to successfully engage all departments and faculties through our delivering of CLPL opportunities, workshops and supporting information throughout the academic year.

After collating together our evidence for our accreditation visit, we took part in this through a virtual meeting with the validator and held collaborative discussions with them about our journey. We invited members of SLT, principal teachers, classroom teachers and pupils into the validation session to discuss their experiences of digital L&T.

After completing the process, we were delighted to be awarded the Digital Schools Award and continue to plan our journey in navigating the best approaches to effective Digital Learning and Teaching.

Dalziel High School - Digital Committee Calendar		
W/B	Planned Meeting/Event	Aim/Objective
30 <sup>th</sup> August	<b>Digital Committee Meeting 1 - First meeting of Digital Committee</b> (Monday Lunchtime)	To discuss the aims and objectives for the year, SMT link and Digital Schools Award overview
6 <sup>th</sup> September		New S1 pupils input sessions on Glow
13 <sup>th</sup> September		
20 <sup>th</sup> September	<b>DCM Meeting 2 - Review of surveys for Staff &amp; Pupils</b> (Monday Lunchtime)	To establish the content of the surveys being sent to pupils and staff and agree dates for sending, responses and collation of information
27 <sup>th</sup> September		
04 <sup>th</sup> October		Surveys communicated, completed and responses collated
11 <sup>th</sup> October		
18 <sup>th</sup> October	<b>DCM Meeting 3 - Review collated responses of survey</b>	To establish content of CPD opportunities for staff as well as those able to deliver sessions for either staff or pupils
25 <sup>th</sup> October		
01 <sup>st</sup> November		Creation of content for INSET DAY 3 and resource development
08 <sup>th</sup> November		
15 <sup>th</sup> November	<b>INSET DAY 3 - Input session for staff formed by feedback from staff survey</b>	To deploy effective sessions for staff during INSET training developed from survey feedback





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