Glencoats Primary School
Digital Learning and Teaching Strategy

Education Scotland
Foghlam Alba

Digital Teacher

"I have the skills and ability to experiment and create digital technology solutions."

"I understand and can demonstrate the benefits of digital for me and my learners."

"I have the opportunity and means to use digital technology and access online content, during and when planning learning and teaching."

"I have the skills, ability and agility to use digital technology in my teaching."

"I have the skills and knowledge to use the internet and digital devices safely and responsibly."

"I have the skills and opportunity to work with others using digital technology."

"I have the confidence to embrace digital technology and the internet."

For Scotland's learners, with Scotland's educators

Education Scotland
Foghlam Alba

Digital Learner

"I understand and can demonstrate, the benefits of digital technology."

"I have the skills and ability to experiment and create innovative digital solutions."

"I have the skills and knowledge to use the internet safely and responsibly."

"I have the skills and opportunity to work with others using digital technology."

"I have the opportunity and means to use digital technology to access online content."

"I have the confidence and competence to embrace digital technology and the internet."

"I have the skills, ability and agility to select and use appropriate digital technology for learning, life and work."

For Scotland's learners, with Scotland's educators

Education Scotland
Foghlam Alba

Digital ELC & Primary 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 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."

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

For Scotland's learners, with Scotland's educators

We are living in a constantly evolving digital world. ICT has an impact on nearly every aspect of our lives - from working to socialising, learning to playing. The digital age has transformed the way young people communicate, network, seek help, access information and learn. We must recognise that young people are now an online population. Renfrewshire Council wants to develop 'econfident' learners and schools which utilise new technologies effectively to meet the needs of individual learners, managing and using information effectively for continuous improvement. In turn, this will contribute to raising standards of attainment across all areas of teaching and learning. Informed and selective use of digital tools will be an important life skill both in the workplace and at home.

In Renfrewshire we recognise that simply having technology in the classroom does not change how learning and teaching takes place. For digital learning and teaching to be effective, our staff need to adopt digital technology to equip children and young people with the skills they will need for lifelong learning; and to learn how to use technology to transform learning and teaching. We must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school. It is widely recognised that learners are motivated and purposefully engaged in the learning process when concepts and skills are underpinned with technology and sound pedagogy.

Digital technology can make a substantial contribution to enriching education across all areas of Curriculum for Excellence. If used effectively and appropriately, digital technology can enhance learning and teaching, equip our children and young people with vital digital skills and crucially, it can lead to improved educational outcomes.

Aims

Glencoats Primary will work with Renfrewshire Council to achieve all four of the following essential and interrelated objectives that are central to successful digital learning, teaching and assessment from the National Strategy:

- develop the skills and confidence of teachers
- improve access to digital technology for all learners
- ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
- empower leaders of change to drive innovation and investment in digital technology for learning and teaching
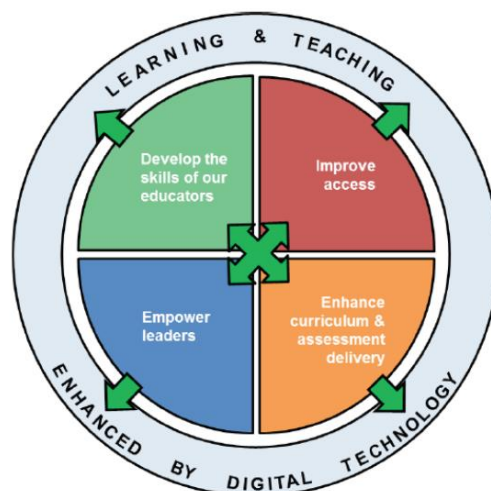
To help achieve these aims, Glencoats Primary will work with partners to:

- ensure that a range of formal and informal professional learning opportunities are available to teachers and support staff at all stages to equip them with the skills and confidence to utilise digital technology appropriately and effectively
- improve digital access and digital skills development opportunities for our children
- provide access to a range of digital tools and services (apps, games, websites etc) that allow teachers to offer different approaches to learning and allow learners to choose the approach that best suits them and is relevant to their experience of the world
- look for opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in education
- continue to use Twitter and the school website to celebrate learning in the school and communicate with parents
- children will share learning through the online Seesaw journal
- facilitate peer teaching using Digital Technology
- ensure that all pupils have access to GLOW when age and stage appropriate (usernames and passwords should not be shared with adults outwith school)
- work with Renfrewshire Council to obtain appropriate digital hardware and software that can support learning and teaching
- ensure all learners including those with additional support needs are able to access appropriate digital technology for learning and teaching.
- ensure that all learners become resilient users of digital technology and can stay safe online
- encourage teachers and children to share innovative and effective practice both face-to-face and through digital platforms
- ensure that cyber resilience and internet safety is central to all digital technology use in the establishment. Use Cyber Scotland Week (February) to highlight the importance of being safe and secure online
- respect children's rights. If a child is uncomfortable having their photo taken or shared, this should be respected (UNCRC Articles 12 and 16)

Resources

- Promethean boards fitted in all classrooms ensures that an ActivPanel is available to all pupils (4 Android Modules are available to provide tablet like functionality)
- Ipads (timetabled charging trolley and in classes)
- Chromebooks in a charging trolley for use throughout the school which are timetabled
- Chromebooks in P4-P7 classes
- digital cameras available throughout the school
- programmable devices including Beebots, Botley Robots, Codeapillars and Spheros

Resource Management Policy

- Chromebooks/iPads are timetabled by the Digital Coordinator in discussion with the Digital Leaders
- Digital Leaders are responsible for ensuring that Chromebooks are plugged in and charging at the end of each day
- Digital Leaders will work with other classes to demonstrate digital technology

GTCS Standards for Full Registration 2021

2.1.1 Have a depth of knowledge and understanding of Pedagogical Theories and Professional Practice

Professional Actions	As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:
	■ pedagogical and learning theories, and draw on these appropriately to inform:
	– curriculum design and content where appropriate taking account of Gaelic medium;
	– classroom organisation, learning environment and structures;
	– planning, learning and teaching and assessment;
	– interdisciplinary learning;
	– outdoor learning, including direct experience of nature and other learning within and beyond school boundaries;
	– additional support needs;
	■ the stages of learners' cognitive, mental, social, emotional, physical, and psychological development and know how to use this information to support learning and wellbeing;
	■ digital technologies to support learning; and
	■ how to take account of the gender, social, cultural, racial, ethnic, religious and economic context of learners and how to adapt practices accordingly.

2.1.3 Have a depth of knowledge and understanding of Curriculum Design

Professional Actions	As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:
	■ principles of curriculum design and how these can be applied to learning in different sectors and contexts;
	■ theory and practical skills required in curricular areas as set out in current national and local guidelines;
	■ the value of learning beyond curricular areas/subject boundaries and of cross curricular subjects, e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability and digital literacy;
	■ processes used to change and develop the curriculum;
	■ curriculum content and its relevance to the education of every learner;
	■ interdisciplinary learning between curricular areas, stages and/or sectors;
	■ the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning; and
	■ the need to take account of learners with additional support needs.

3.1.1 Plan effectively to meet learners' needs

Professional Actions	As a registered teacher to demonstrate your professional skills and abilities you are required to:
	■ plan coherent, progressive and engaging teaching programmes which address the needs of every learner;
	■ plan learning in accordance with current curriculum guidance, including in Gaelic medium education where appropriate;
	■ identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner;
	■ communicate appropriately with every learner, modelling and promoting competence and confidence in literacy, numeracy, health and wellbeing and digital literacy;
	■ ensure teaching builds confidence and promotes the progress of every learner; and
	■ plan learning that is creative, sustainable and uses available resources.

3.1.2 Effectively utilise pedagogical approaches and resources

Professional Actions	As a registered teacher to demonstrate your professional skills and abilities you are required to:
	■ create meaningful contexts for learners through a range of different learning environments;
	■ employ appropriate teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner;
	■ use self-evaluation and professional learning to support and improve practice;
	■ consider feedback about the learning process to inform your teaching;
	■ use a wide variety of questioning techniques and a wide range of digital and traditional approaches to enhance learning and teaching; and
	■ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.

3.2.1 Effectively organise and manage learning	
Professional Actions	As a registered teacher to demonstrate your professional skills and abilities you are required to: ■ create a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised; ■ plan and organise effectively to facilitate whole-class lessons, group and individual work and promote independent learning; ■ take into account the additional support needs of learners to ensure meaningful learning experiences; ■ use a wide range of opportunities that stimulate and reflect ongoing learning in varied and dynamic learning environments; ■ enable every learner to make full use of well-chosen resources, including digital technologies, to enhance learning, teaching and assessment, as appropriate; ■ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views; and ■ draw on a range of sources to evaluate the impact of the learning environment on every learner and learning and to challenge assumptions, surface bias and adapt provision, as appropriate.