Digital Teaching and Learning Strategy

Area	Digital Technology Learning and Teaching
Last Updated	October 2020
Rationale	It was felt that within the age of digital technology and a growing focus on digital learning a clear position statement of the school vision and strategy for digital learning needed to be agreed. It needed to link to the four objectives as outlined in the Scottish Government strategy (see Appendix 1). This is also in keeping with the GTCS Standard for Full Registration 2.1.4, 3.1.2, 3.1.3 and 3.2.1 (see Appendix 2). It has also been linked to the Education Scotland Digital learning framework (see Appendix 3). Moreover, as a school it is imperative, we consider the input from the child and therefore pupil voice was a key element in the production of the position statement (see Appendix 4).
Background/ position	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 'confident' 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. To support innovative and effective practice below it is outlined the expectations of a digital teacher, a digital learner and a digital school: **Digital School:** ✓ Provide professional learning opportunities, both in-house and external, to disseminate ideas and share best practice, as well as to develop innovative uses of digital technology ✓ Lay the foundations for creativity, ambition and lifelong learning ✓ Communicate and collaborate on ideas to develop teachers' skills and understanding of digital learning and teaching to broaden pupils' attitudes, knowledge, understanding and skills ✓ We will demonstrate an awareness of how digital technology positively effects the quality of teaching and learning ✓ We will endeavor to integrate digital technology across the curriculum to improve teaching and learning. ✓ We will endeavor to have the appropriate digital technology available to support learning. **Digital Teacher:** ✓ Set high expectations for both pupils and staff use of digital technologies, with clear objectives, including ensuring all pupils complete an acceptable use policy ✓ Teacher have opportunities to experiment with digital technology ✓ Facilitate peer teaching/feedback using digital technology

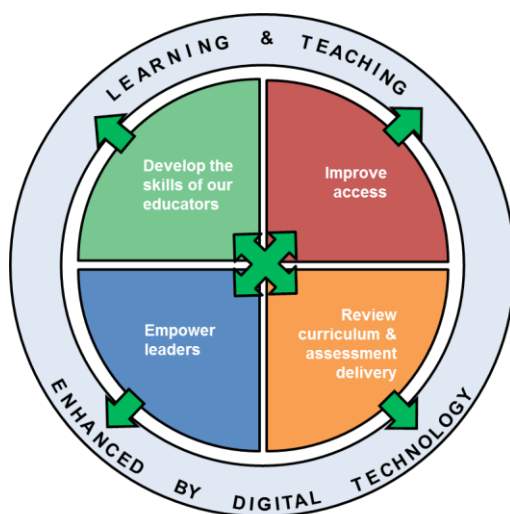|	
	✓ Teachers can understand the benefits of digital learning ✓ Can incorporate digital technology into planning learning and teaching ✓ Ensure all pupils have access to Glow and the tools within, as and when appropriate for age and stage ✓ Ensure all pupils have access to Google Classroom/Seesaw as appropriate ✓ Teachers will incorporate Google apps to support teaching and learning. ✓ Reflect on the impact of digital technology on learning to ensure staff and pupils understand how digital technology can enhance learning and make informed choices about when to use ✓ Ensure e-safety support is provided for staff, pupils and parents in the form of workshops, professional learning sessions, drop-ins, etc. ✓ Provide a timetable for access to the iPads and laptops **Digital Learners:** ✓ Outline to learners how best to access online resources and teach them to be discerning in what they use ✓ Equip learners with the skills to make innovative use of a full range of technology ✓ Continue to regularly showcase and celebrate learning through the class blogs, school website and social media accounts ✓ Can understand and demonstrate the benefits of digital technology ✓ Can experiment and create innovative digital solutions ✓ Can use the internet safely and responsibly ✓ Equip learners with the confidence to embrace digital technology ✓ To have the skills, ability and agility to select and use appropriate digital technology for learning, life and work. ✓ Continue to provide additional digital technology resources as identified and how they can be used to enrich learning and teaching
Next Steps	This advice will be reviewed in line with the School Improvement Plan objectives and updated accordingly in June 2021.
EHRIA*	Within this area, all pupils are included without exception. Pupils who fall under any of the protected characteristics and those with Specific Additional Support Needs will be assisted in accessing all areas of the curriculum and school life through digital technologies.

* Equalities and human rights impact assessment

Appendix 1 - ENHANCING LEARNING AND TEACHING THROUGH THE USE OF DIGITAL TECHNOLOGY:
A DIGITAL LEARNING AND TEACHING STRATEGY
FOR SCOTLAND – EXECUTIVE SUMMARY

The Scottish Government is committed to delivering excellence and equity in Scottish education. The use of digital technology can make a significant contribution to this commitment. If used appropriately and effectively, digital technology can **enhance learning and teaching** across all parts of Curriculum for Excellence; equip all of our learners with **vital digital skills**; and lead to **improved educational outcomes**.

This strategy seeks to ensure that these benefits are realised by focusing actions around four essential and interrelated objectives that are central to successful digital learning and teaching.

- **Develop the skills and confidence of educators in 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 and assessment delivery**

- **Empower leaders of change to drive innovation and investment in digital technology for learning and teaching**

The strategy sets out national level actions under each objective. These actions include a **refresh of the Experiences and Outcomes** in the Technologies area of Curriculum for Excellence, commencing September 2016 with a focus on digital skills; and a **strengthening of references to digital technology and skills in Professional Standards** set by GTCS, which will begin early in 2017. In addition to the national level actions, the strategy also sets out a number of expectations of our local authorities and education establishments. Taken as a whole, these actions and expectations will form the foundations that will enable all of Scotland's learners, educators and parents to take advantage of the opportunities offered by digital technology in order to raise attainment, ambition and opportunities for all.

The Role of the Scottish Government and National Bodies

To help to achieve our objectives, the Scottish Government and national level delivery partners will work with local partners to:

DEVELOP THE SKILLS OF OUR EDUCATORS

- Ensure Professional Standards for Registration and for Career Long Professional Learning reflect the importance of digital technology and skills.
- Ensure that Initial Teacher Education (ITE) providers instil the benefits of using digital technology to enhance learning and teaching in their students, in line with GTCS Standards for Registration.
- Ensure that a range of formal and informal professional learning opportunities are available to educators at all stages to equip them with the skills and confidence to use digital technology appropriately and effectively, in line with GTCS Standards for Career Long Professional Learning.

IMPROVE ACCESS

- Continue national investment into initiatives that support digital access in education establishments.
- Provide guidance at a national and local level around learner access to digital technology.
- Promote approaches to digital infrastructure in education that put users' needs at the heart of the design.
- Encourage and facilitate the development of partnerships that will improve digital access and digital skills development opportunities for our learners.

REVIEW CURRICULUM AND ASSESSMENT DELIVERY

- Ensure aspects of Curriculum for Excellence relating to the use of digital technology and the development of digital skills are relevant, ambitious and forward looking. • Support, develop and embed approaches to assessment that make effective use of digital technology.

EMPOWER LEADERS

- Ensure that the vision laid out in this strategy is adequately captured in Professional Standards, self-evaluation guidance and inspections of educational provision in Scotland. • Support local leaders and decision makers to lead change in their local contexts through accessing and sharing relevant research in order to identify effective approaches to the use of digital technology in education.

The Role of Local Authorities

DEVELOP THE SKILLS OF OUR EDUCATORS
• Provide their educators with access to a range of career long professional learning opportunities to support digital learning and teaching.
• Actively share experiences, information and opportunities that will support the professional development of their educators.

IMPROVE ACCESS
• Have an ambitious strategy regarding the use of digital technology in education and actively look for opportunities to continually invest in a sustainable digital infrastructure; including the procurement of appropriate digital devices.
• Ensure that digital technology is a key consideration in all local authority investment programmes pertaining to improvements in the education estate.
• Facilitate dialogue between local authority IT and education departments to ensure that education establishments receive appropriate and effective digital access and that the future needs of learners are proactively and regularly considered.
• Support education establishments in delivering digital access to all learners.
• Actively participate in Education Scotland's 'Digital Leaders Group' and look to share knowledge across local authority boundaries.
• Ensure that all learners and educators within the local authority area can access relevant digital tools and services by assigning them with a Glow login.

REVIEW CURRICULUM AND ASSESSMENT DELIVERY
• Actively work with SQA to help develop and improve approaches to digital assessment.
• Support education establishments in delivering the revised technologies area of   Curriculum for Excellence, with particular focus on digital literacy and Computing Science.
• Support education establishments in identifying how digital technology can be used to enhance learning and teaching across all curriculum areas.

EMPOWER LEADERS
• Develop local strategies that will help educational leaders to ensure that all learners can benefit from an education enhanced by digital technology.
• Provide access to a range of career long professional learning opportunities for educational leaders, allowing them to make informed decisions about the best use of   digital technology to enrich education and promote digital skills development.
• Actively share knowledge and examples of how digital technology can enrich education and facilitate digital skills development across education establishments and local authority boundaries.

The Role of our Education Establishments

DEVELOP THE SKILLS OF EDUCATORS

- Encourage educators to share innovative and effective practice both face to face and through digital platforms.
- Ensure that students and newly qualified staff are sufficiently supported in the appropriate and effective use of digital technology.
- Look for opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in education.
- Ensure that appropriate career long professional learning opportunities are offered to a range of educators. • Ensure learners are involved in sharing their digital experiences and skills and that they are given opportunities to comment on the use of digital technologies to deliver learning and teaching.

IMPROVE ACCESS

- Work with the local authority 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.

REVIEW CURRICULUM AND ASSESSMENT DELIVERY

- Ensure that the use of digital technology is a central consideration in the planning and delivery of any learning and teaching across Curriculum for Excellence.
- Provide a range of opportunities for learners to develop their digital skills across Curriculum for Excellence.
- Work to identify opportunities to enhance assessment using digital technologies.

EMPOWER LEADERS

- Ensure that the use of digital within their establishment aligns closely with evolving self-assessment and improvement guidance such as 'How Good is Our School'.
- Actively seek to identify existing expertise within the staff complement and ensure that their knowledge is shared with senior leaders at the establishment.
- Ensure that cyber resilience and internet safety is central to all digital technology use in the establishment.
- Involve parent councils and parent/carer groups in discussions around the use of digital technology to help realise anytime/anywhere learning.

Appendix 2 - The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland

December 2012

2 Professional Knowledge and Understanding 2.1 Curriculum	3 Professional Skills and Abilities 3.1 Teaching and Learning	3 Professional Skills and Abilities 3.1 Teaching and Learning
2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing	3.1.2 Communicate effectively and interact productively with learners, individually and collectively	3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners
Professional Actions Registered teachers: ❖ have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning;	Professional Actions Registered teachers: ❖ use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners;	Professional Actions Registered teachers: ❖ skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities;
3 Professional Skills and Abilities 3.2 Classroom Organisation and Management		
3.2.1 Create a safe, caring and purposeful learning environment		
❖ enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning;		

Appendix 3 - Education Scotland Digital learning framework

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

Appendix 4 – Pupil Voice

To be able to make sure we have everything available to do what is required

Clara - P7

It is was really fun having access to microbits, spheros and coding and we want to do more

Clara – P7

Poster to encourage digital learning should be around the school

Ryan – P7

Using Digital Technology for homework has been much better

Aiden – P6

The Digital Leaders from St. Fergus' Primary were asked what they thought a Digital School should look like and what their expectations of a Digital School would be. The Speech bubbles encapsulate their thoughts.

I think we need Digital Technology to support our writing and learning

Aiden - P6

The Google apps were easy to use and useful. We can use technology to help other areas like Literacy when we used them for storyboards

Nathan – P7

Having digital technology available has helped us all in out learning

Hadeel – P7

We could support other classes by sending over work or sending the classes quizzes

Nathan – P7