ICT Policy: Enhancing Learning and Teaching Through the Use of Digital Technology

Digital technology has the potential to enhance our children's lives and support their education, helping to close the attainment gap. It prepares them for current and future jobs, ensuring they leave school as young adults ready to contribute to Scotland's workforce.

Aims

- To increase digital literacy throughout the school curriculum.
- To increase access to digital technology in all stages within the school.
- To empower our children to advance their skills for work and lifelong learning.
- To provide the best start in life for our children using digital resources.
- To provide a positive impact using digital technology for staff and learners.
- To showcase a safe and responsible way of accessing the internet.
- To enhance digital literacy as a supportive tool for children with ASN.
- To increase equity amongst our students with engaging and motivating lessons.
- To provide tools to facilitate support with EAL for parents and children.
- To equip our children with the opportunity to succeed in a digital future.

We aim to deliver a Technologies Programme which allows our teachers flexibility and scope to plan for a wide variety of experiences which will enable young people to develop the knowledge, skills and attitudes that they require for lifelong learning.

Strategic Principles

The following principles were identified as fundamental to effective learning and teaching supported by digital technology. They should be considered when developing local approaches to the use of digital technology in learning and teaching.

The best interest of learners – All decisions relating to the provision and incorporation of digital technology in learning and teaching must be in the best interest of learners. Local leadership and national support – Approaches to learning and teaching enhanced by digital technology work best when adapted to local contexts. It should be for local leaders to make decisions concerning the use of digital technology to support education. The Scottish Government and Education Scotland will support these local decisions by providing advice and guidance.

Laptops

Staff responsibility to ensure:

• Laptops are handled with care at all times and carried in their holders.

• Screens are cleaned regularly.

Computers

Staff responsibility to ensure:

• Each computer is kept in working order.

• Faulty equipment is logged on to the ICT helpdesk desk.

Chromebooks

Staff responsibility to ensure:

• Chromebook caddies are stored in a secure location and locked up at the end of each day.

• Each Chromebook trolley is plugged in and put onto a 1 hour charging cycle at the end of the day.

• Chromebooks are handled with care at all times.

Each caddy with have 30+Chromebooks kept in it with each base having its own caddy. Upper school will have a spare caddy kept in the Primary 7 Base while lower school will have a spare caddy in the Music Room.

iPads

Staff responsibility to ensure:

- iPads are stored in a secure location within their teacher cupboard.
- iPads are plugged in and charging at the end of the day.
- Apps should be regularly monitored and removed/updated when required.
- Photos and media should be deleted when no longer required.
- Spare ipad caddy is kept locked in the office at the end of the week.

I.W.Bs

Staff responsibility to ensure:

- The projector is turned off when not in use.
- Any issues are reported to ICT Coordinator and a job is logged on the ICT helpdesk.

Partnership working and sharing practice – In order for digital technology to successfully enhance learning and teaching, partnership working, the sharing of responsibility and the sharing of practice is essential.
Our learners will only be able to benefit fully from digital technology in education once this collaborative approach is embedded.
Inclusion and opportunities for all learners – The unique flexibility offered by digital technology allows educators to tailor their approaches to best suit individual learners. When learners have the opportunity to learn in a way that best suits them, they have the best opportunity to improve their educational outcomes.
Integration – Any successful approach to enhancing learning and teaching through the use of digital technology must be integrated and aligned with relevant policies and initiatives in both the education and digital sectors.
Sustainability and affordability – The prominence of digital technology in society has grown rapidly in recent years and this trend shows no sign of slowing down. To ensure that our children and young people can benefit fully for generations to come, it is imperative that any developments are both sustainable and affordable.
Evolution – Digital technology is constantly changing both in terms of the technology itself and the pedagogies used to deliver learning and teaching enhanced by digital technology. To ensure our children and young people benefit fully, our approaches will need to be continuously reviewed and improved.

(*Enhancing Learning and Teaching through the use of Digital Technologies, 2016*)

Security and Maintenance

ICT equipment is expensive and as such particular care and attention should be given to the security and maintenance of such equipment. It is the role of the adults in the school to ensure good practice in the using of the equipment is exercised at all times. All technology equipment borrowed should be:

- handled with care.
- returned at the end of the school day to a secure location.
- returned in full working order.
- if there is an issue make sure it is reported to ICT Coordinator in first instance.
- returned with all required packaging/information/cables etc.

All wires are safely tucked away and that a safe and tidy environment exists around Chromebooks/laptops and their trolleys.

Equality of Opportunity and Provision for PEF

All pupils should develop positive attitudes towards ICT, they should develop an understanding of the potential of ICT and show confidence and enjoyment in its use. Priority will be given to ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class.

Those who are most proficient with the technology will be encouraged to share their expertise and confidence.

At St James' Primary School we try our best to support all our children and close the attainment gap.

Internet Safety As a Unicef Rights Respecting School, we seek to put the UN Convention on the Rights of the Child at the heart of our schools ethos and culture. In this regard, Article 13 of this convention is particularly important in developing a healthy and skilled approach to internet safety.

Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others We adhere to Renfrewshire council GDPR agreement and follow the guidelines appropriately. A link can be found;

http://www.renfrewshire.gov.uk/article/2059/Data-protection

Learning and Teaching

Our Framework for Technologies will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children. It will also offer flexibility and choice for both teachers and learners, maintaining their interest and enthusiasm. This framework supports effective learning and teaching by incorporating a variety of approaches including:

• active learning which provides opportunities to observe, explore, experiment and create.
• use of relevant contexts and experiences familiar to children and young people.
• appropriate and effective use of digital technology.
• building on the principles of Assessment is for Learning.
• both collaborative and independent learning.
• discussion and informed debate.
• interdisciplinary learning experiences.

How are skills developed in the Technologies?

Our developing range of skills will include:

• curiosity and problem-solving skills, a capacity to work with others and take initiative.
• planning and organisational skills in a range of contexts.
• creativity and innovation, for example through ICT and computer aided design and manufacturing approaches.
• skills in using tools, equipment, software and materials.
• skills in collaborating, leading and interacting with others.
• critical thinking through exploration and discovery within a range of learning contexts.
• discussion and debate.
• searching and retrieving information to inform thinking within diverse learning contexts.
• making connections between specialist skills developed within learning and skills for work.
• evaluating products, systems and services.
• presentation skills.

Supporting ASN

All children are encouraged to use digital literacy to support their learning in St James' Primary school. However many strategies are in place to help support children with ASN or children highlighted from PEF. Some of these include;

• Immersive reader to help children with EAL or dyslexia.
• Ipads are timetabled out for an hour every morning to support children with dyslexia, using tools such as IDL.
• An extra ipad has been given to a teacher where a child has been identified as needing more access to an ipad in class.
• Children with visual problems have been shown how to use the zoom tool within the ipad.
• Digital Leaders are used to support children advance their digital literacy skills.

What learning and teaching approaches are useful in the technologies?

The experiences and outcomes are intended to tap into children's and young people's natural inventiveness and their desire to create and work in practical ways. They act as a motivation for progressively developing skills, knowledge, understanding and attitudes, and so maximise achievement. Effective learning and teaching will draw upon a wide variety of approaches to enrich the experience of children and young people, particularly through collaborative and independent learning.

The experiences and outcomes are well suited for learning beyond school: in colleges, in the voluntary sector and in partnership with businesses, where children and young people may experience learning activities that are relevant to employment or future vocational learning. Proficiency in ICT is an ideal vehicle for shared learning between and amongst children, young people and teachers. Many teachers may need to build their own knowledge and confidence, often learning with and from children and young people, in this area of continually evolving development.

Recording and Reporting

Teachers report to parents on pupils' progress in all areas of Technologies on individual reports annually. They are available to discuss pupil progress on specific areas twice yearly at parent interviews and frequent curricular events.

BlueSky and Seesaw are used to communicate and showcase work with parents. Please see Twitter and Seesaw policy for further information.

Roles & Responsibilities

There is a designated ICT Coordinator to oversee the planning and delivery of ICT within the school.

The ICT Coordinator will be responsible for;

• raising standards in digital technology.

• facilitating the use of ICT across the curriculum in collaboration with all subject coordinators.

• providing or organising training to keep staff skills and knowledge up to date.

• advising colleagues about effective teaching strategies, managing equipment and purchasing resources.

• monitoring the delivery of the ICT curriculum and reporting to the headteacher on the current status of the subject.

Digital Wellbeing Reporting and Intervention

All staff (teaching and non-teaching) have a responsibility to report concerns related to a learner's digital wellbeing, including potential issues arising from or related to the use of technology both in and outside of school.

Digital Wellbeing Reporting

To ensure a proactive and supportive ethos, all members of the school community—staff and learners alike—share the responsibility for monitoring and reporting Digital Wellbeing concerns. For issues related to Wellbeing & Behaviour, such as online anxiety, excessive screen time, exposure to inappropriate content, cyberbullying, or the sharing of personal information, the immediate reporting mechanism is a verbal or written report to the Depute Head or the Digital Wellbeing Lead. This streamlined approach ensures that support and intervention can be initiated quickly to address the emotional and social impacts of technology use.

Serious Technology-Enabled Incidents

In cases of Technology-Enabled Incidents, a more formal and urgent protocol must be followed. These incidents include malicious use of school IT, targeted harassment, data breaches, or any instance involving contact with unknown adults, which may require a CEOP (Child Exploitation and Online Protection) referral. Such serious incidents must be reported immediately to the Digital Wellbeing Lead and the Headteacher. The Digital Wellbeing Team, in conjunction with Senior Leadership, is responsible for following the official Incident Management Protocol to contain the issue, investigate thoroughly, and engage appropriate external partners when necessary.

Digital Wellbeing Intervention Strategies

Interventions for digital wellbeing concerns are applied in a tiered manner, based on the severity and persistence of the issue. Tier 1: Awareness and Education is applied for minor or first incidents, involving an immediate discussion with the pupil to reinforce Internet Safety guidelines and the school's core values (Commitment, Respect, Kindness) to ensure the learner understands the difference between safe and harmful online behaviour. For Tier 2: Targeted Support, used for repeat or moderate incidents, intervention escalates to a referral for individual or group digital resilience sessions. This stage also includes the targeted use of digital tools to support learning and reduce associated anxiety, such as the use of Immersive Reader or specialist apps like IDL. The

goal here is to provide structured support and help the pupil develop positive coping strategies. Finally, Tier 3: Formal Intervention and Partnership is reserved for severe or persistent incidents. This requires parental involvement and a formal meeting with the Headteacher and Digital Wellbeing Lead, often resulting in a referral to external support partners (e.g., Police Liaison, children's mental health services) to ensure a comprehensive, multi-agency approach to safeguarding the child's wellbeing.

Cyber Resilience (CR) vs. Internet Safety (IS)
While both are essential elements of digital citizenship and contribute significantly to a supportive digital environment, Internet Safety (IS) and Cyber Resilience (CR) focus on distinct outcomes. Internet Safety is primarily concerned with the knowledge and behaviours required for prevention—managing online risks to stay safe, healthy, and responsible online. It addresses questions like: "What should I do to stay safe?" and "Who can I tell if something worries me?" In school, this involves promoting respectful online communication and reinforcing the right to share information as long as the information is not damaging to them or to others (as per UNCRC Article 13).

Cyber Resilience focuses on recovery and system integrity—it is the ability to prepare for, respond to, and quickly bounce back from a cyber-attack or technology failure, such as phishing, malware, or a data breach. It addresses questions like: "How can I protect my personal data?" and "What do I do if my account is compromised?" In practice, this relates to secure equipment storage , data compliance (GDPR), and training pupils and staff on recognizing and responding to cyber threats.