

Strathyre Primary Whole-School I.C.T. Policy

There are 4 main aims outlined in the Digital Learning and Teaching Strategy for Scotland.

These are:

- 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 teaching and learning.
- In addition, these aims should help contribute to the overarching aims of Education Scotland – excellence through raising attainment and achieving equity for all pupils to succeed.

This document outlines how teachers are working towards meeting these aims at Strathyre Primary.

1. Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.

- Staff are notified of training opportunities through email and use of GLOW related to use of I.C.T.
- Weekly collegiate sessions are used as a time to feed back training information, and when needed, classroom observations can occur between teachers to help show the effective of new training and programs.
- Discussions with pupils during 'Big School-Improvement-Plan (Big SIP)' meetings allow staff to talk with pupils about which aspects of digital learning they enjoy or would like more of. For example, when new programs or apps are trialled for a year, pupils can then discuss if they would like to continue using it, look for something similar but with tweaks, or share skills they would like to develop. Staff can then research/discuss these ideas with the learning community and parents to see if they know of programs/apps which meet these ideas.
- All staff undertake training in digital programs to support the development of Literacy, Numeracy, and other school improvement priorities, including Accelerated Reading and IDL, both of which have been given positive feedback by pupils.
- Staff train with others across the local authority and outwith this where opportunities are available – for example, training in McLaren to develop Lego Mindstorm coding skills and run clubs for pupils, working with Dr Steve Bunce in using Tynker app and Coderpillars. We also regularly work with the community Police and have worked with the NSPCC in tackling internet safety.

2. Improve access to digital technology for all learners.

- All pupils from Primary 2 upwards have access to an iPad, and those in Primary 1 have access to 1 iPad between 2.
- There is shared access between Class 1 and Class 2 to a trolley of 25 laptops. Teachers discuss and timetable if all of these are needed to allow all pupils to access them when required for specific lessons, however normally, they are split equally to allow 1 between 2 to be used in class.
- Pupils across the school are given opportunities to present their learning in context work and across the curriculum when appropriate, using apps such as Book Creator and Explain Everything, or through presentation programs such as PowerPoint. Pupils are taught how to use these programs and apps both by teachers and through mixed stage groupings in context and technology work, allowing pupils who have used them previously to demonstrate their features.
- Use of I.C.T. at home is encouraged, as pupils may receive tasks such as researching pictures/information about an upcoming topic or event, use games that have been played in class to consolidate aspects of literacy and numeracy, and also play typing games to encourage development of faster typing skills.
- All pupils in P5-7 are taught how to access GLOW resources and accounts, as well as the My World of Work app.
- The school runs weekly skills afternoons for pupils of all ages and one of these is always related to digital technologies. These have included blocks of teaching pupils to code Lego Mindstorm, film stop-motion animation, and design music and videos.

3. Ensure that digital technology is a central consideration in all areas of the curriculum and assessment delivery.

- Teachers use the links and websites suggested in the national framework and curriculum pathway documents issued by Education Scotland. These links span across the curriculum, and use of these links, as well as other programs or links used, is shared between staff at collegiate meetings.
- A progression document for literacy and numeracy outlining key skills as well as programs and applications that are central to development of these areas has been made which shows teachers and parents what pupils in each Primary will be using.
- Pupils access the IDL spelling program both at home and in school to develop aspects of spelling, reading and writing.
- Pupils access a range of programs and apps in numeracy regularly such as topmarks, and we will be piloting use of IDL numeracy based on pupil and teacher feedback from use of IDL spelling.
- Pupils have the option of using apps and PowerPoints to present their context learning, which links across the curriculum.
- A range of videos, movies, music and media is used to inspire reading and writing – for example use of The Literacy Shed and other videos in story writing, or use of the Reflective Reading approach with movies that link to pupil learning.

4. Empower leaders of change to drive innovation and investment in digital technology for teaching and learning.

- Teachers are encouraged and notified of Learning Community CPD events – such as Google Classroom, Accelerated Reading and Lego Mindstorm training, which are then disseminated at collegiate events.
- PEF money and yearly reviews of PEF spending allow teachers to collate pupil and parent feedback on digital technologies which they are enjoying and find effective, so that further investments or research into improving technologies in certain subject or pupil interest areas can occur. For example, based on feedback from pupils, the use of Accelerated Reader will be expanded to include P2-4 pupils in future years, and IDL numeracy will be implemented after a pilot due to pupils enjoying existing IDL technologies and teachers feeling additional technologies which meet pupils at their ability level in numeracy would be beneficial.
- We have invested in a range of coding and STEM-related challenges for pupils and designed a STEM HUB where these can be used. We will continue to invest in this area based on pupil and teacher feedback – e.g. pupils have asked for more construction-related programs and models to plan and design in curriculum tasks.

5. Use of digital literacy to help raise attainment

- Staff attend training events related to analysing data to support evidence-informed interventions and determine their effectiveness. This has included attending Model for Improvement training which teachers have used each year to monitor, graph and evaluate particular focus areas for groups/classes, and discussing results collegiately, thus supporting teacher confidence in analysing data but also to help determine next steps for pupils and determine if interventions to help raise attainment have been effective.
- Staff attend training related to use of assessment and testing, for example, using the SNSA data effectively to examine gaps and target areas for staff and pupil development.
- Teachers use programs such as IDL and Reflective Reading as necessary to help benefit pupils attainment in Literacy and Numeracy – for example, using Reflective Reading in mixed ability stages to allow the discussion and sharing of ideas of pupils about stories and movies.
- Staff make use of the National Improvement Framework when researching interventions and programs to help determine the effectiveness they may have in raising attainment.

6. Improve Equity for all Pupils

- PEF money used to ensure all pupils have access to an iPad, and that all pupils can access laptops.
- Programs are invested in to help pupils with additional support needs, but integrated at a whole-school level to benefit all children. For example, IDL spelling, use of easyspeak microphones, use of text-to-speech software, which can be used when appropriate to the lesson.
- Coding clubs helping to develop digital skills such as sequencing and problem-solving are available each week during a weekly skills club and provide activities for pupils of all ages to develop these skills.
- Time is taken to teach pupils how to access and use technologies in class.