



Validation Report	
<b>School Name:</b> Bathgate Early Years Centre	<b>Name of Validator:</b> Lee Dunn
<b>School Address:</b> Whitburn Road, Bathgate, EH48 2RD	<b>Date of Validation:</b> 31 <sup>st</sup> January 2017
<b>Principal:</b> Mvairi Lynch	<b>Digital Technology Co-ordinator:</b> Eva Wilkinson
<b>School Reference No:</b>	<b>Time of arrival:</b> 8.30am <b>Time of departure:</b> 10.20am

#### Guidelines for marking:

All statements are assessed using the three levels, “**Addressed**”, “**Partially Addressed**” or “**Not Addressed**”. Essential criteria, indicated with a “\*”, can achieve a score of 10 marks, 5 marks or 0 marks respectively while non-essential criteria can receive a score of 5 marks, 2.5 marks or 0 marks. The max and min mark acceptable for each section is provided at the bottom of that section. Validators may add up to 10 discretionary marks in each section where the school shows unique or outstanding innovation in that section.

Leadership and Vision			
<b><i>In relation to policy and planning:</i></b>	<b>A</b>	<b>PA</b>	<b>NA</b>
The distinctive contribution of digital technology is integrated into the whole school vision and the School Development Plan. *	10	5	0
The digital technology policy is approved by the local authority and is informed by wider research and regional/national policy.	5	2.5	0
The digital technology leader/coordinator has a proactive, operational and evaluative role in supporting learners’ digital capability and teachers’ pedagogical deployment of digital technology.	5	2.5	0
The school frequently and collaboratively reviews its digital technology policy by evaluating the potential of emerging technologies and best practice scenarios.	5	2.5	0

The policy supports digital technology CLPL /CPD in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations/personnel and formal training.	5	2.5	0
<b><i>In relation to learning and teaching, the school policy:</i></b>			
Outlines the rationale for the use of digital technology and recognises the distinctive contribution of digital technology in learning and teaching. *	10	5	0
Includes both external and school-generated curriculum links.	5	2.5	0
<b><i>In relation to learners with additional support needs:</i></b>			
The digital technology policy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support.	5	2.5	0
<b><i>In relation to access to digital technology, internet use, internet safety, and cyber resilience the school policy:</i></b>			
Plans for progression in teachers', parents'/carers' and learners' understanding of the importance of e-safety and how they can remain safe online.	5	2.5	0
Provides guidance on the management of digital technology so that learners have regular access to digital technology in a safe environment.	5	2.5	0
Outlines how the internet is best used as a resource for learning, and teaching.	5	2.5	0
Includes an Acceptable Use Policy that is implemented throughout the school. *	10	5	0
<b>Discretionary Mark (Max 10) 5</b>	<b>Total Mark: (Discretionary Mark + Score) = 80</b>		<i>Min score 57- Max score 75</i>
<i>Comments on Leadership and Vision</i>			
I was met by the Headteacher, the ICT Coordinator and a Local Authority ICT Representative. Together, they provided me with a comprehensive overview of the school's digital journey to date. This covered many aspects of the self-evaluation framework. The main learning environment within the school clearly lends itself to the integration of digital technologies and there was generally a good deployment in their use from both a strategic and operational perspective. I liked the sense that the technology was embedded as part of the learning process. The school provided me with a range of paperwork to include policies that identified a range of areas where technology enhances teaching and there are clear links where parents and pupils are trained in the safe use of the internet for learning. The emphasis on developing self-aware and responsible digital citizens was apparent both from the presentation and from observing the young people at play. There was clear articulation to the new national strategy for digital learning and teaching and the staff informed me that they had contributed to the national consultation. The approach adopted by the school allows teachers to develop their work flexibly and to bring their own blend of approaches to the curricular content. A particular strength of the school is the leadership and drive of the staff, where distributed leadership and responsibility for the use of technology was obvious. I met with a			

number of staff as they worked with the children and they each were exploring their own areas of interest with the freedom to do so. Their drive and vision is translated into a range of opportunities for exploring how technology can enhance learning throughout the school and develop its profile. Teachers clearly feel empowered to innovate and share how they use software and hardware to support learning, for example in the use of SWAY. The school has demonstrated strong strategic vision and leadership in their planning, encouraging teachers to identify their strengths, share concerns and garner support for areas where they feel they could develop. There is provision for teachers to contribute to the digital plan using a range of formal and informal methods, themselves based on staff and pupil audits introduced at the start of the year and I saw evidence of after school CPD and sessions for sharing good practice. Differentiation is used to ensure that all learners are challenged and enthused. Those with high motivation and attainment were able to show how ICT supported and enhanced their learning.

I have awarded an additional 5 points in recognition of the strong leadership and vision within the school.

### Use of Digital Technology to Deliver the Curriculum

#### *In relation to learning and teaching:*

Digital technology is a central consideration in all curriculum and assessment delivery across all year groups and all curricular areas. *	10	5	0
Digital technology is used to enhance and extend learning experiences and to foster independent learning within and beyond the school. *	10	5	0
Digital technology has a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced. *	10	5	0
Digital technology is used to help learners create content as well as organise content provided by teachers.	5	2.5	0
Teachers integrate digital technology into their daily teaching and learning and provide learning experiences that support cross-curricular skills and the development of positive attitudes and dispositions. *	10	5	0
Assistive Technologies and appropriate software are deployed across all age groups in ways that provide additional and/or differentiated learning for students with additional support needs. *	10	5	0
Progressively, learners are provided with opportunities to learn independently. *	10	5	0

**Discretionary Mark (Max 10)**

**Total Mark: (Discretionary Mark + Score) = 65**

*Min score 50 Max score 65*

#### *Comments on Use of Digital Technology to Deliver the Curriculum.*

During the visit I saw a range of learning experiences, including outdoor play, and observed pupils from a variety of stages. Those with whom I have spoken were able to describe the activities in which they were engaged. The technology was integrated into the teaching and learning

activities either with groups or with structured whole-class teaching. In each case, the teacher had structured activities that promoted dialogue, development and creativity. In some cases they were creating their own content based on previous research activities and collaboration. I saw a range of examples where pupils were readily able to engage in the use of technology for their own gain e.g. some were doing maths, others were working on spelling or construction. By using technology, I could see how the developing local community was alive within the learning environment e.g. Network Rail. There are plans to enhance the skills of teachers so that they can more readily support pupils in their ICT-based learning. I would encourage further work with the local authority to use the school as an example of integrated digital learning within the cluster, giving other teachers an opportunity to learn new skills e.g. media production. I readily saw many examples of the children recording media and then editing it into movies. The integration of the GoPro camera is a real success and I was particularly impressed on how the school used this for assessment and also to communicate learning activities with parents and carers.

### School Culture

***In relation to the digital technology culture of the school:***

There is evidence of a strong digital technology presence throughout the school. *	10	5	0
Teachers and learners demonstrate the motivational capacity of digital technology. *	10	5	0
The school has a website that is updated regularly and features learning and achievements. *	10	5	0
The school exploits the use of digital technology as a means of communication between learners, parents/carers, staff and the wider community.	5	2.5	0
Teachers use digital technology in their own planning and administration.	5	2.5	0
The school recognises and celebrates learners' use of digital technology for their own learning.	5	2.5	0
The school uses a range of digital technology formats to collaborate with other schools or organisations in local, national or international project work. *	10	5	0

<b>Discretionary Mark (Max 10)</b>	<b>Total Mark: (Discretionary Mark + Score) = 45</b>	<i>Min score 41 Max score 55</i>
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*Comments on School Culture.*

We discussed at length, the developing digital culture throughout the school and in discussions with staff this culture is being strategically and purposefully cultivated. Teachers demonstrated ability to deploy a range of ICT and non-ICT resources simultaneously. Pupils demonstrated confidence in the use of ICT to support learning across a range of curricular areas and I could clearly see autonomy in their learning, which was

appropriate, relevant and purposeful. Capacity building among staff is growing with formal and informal professional learning taking place. I am confident that such a strong ethos will support further innovation in collaborative projects, teaching and learning initiatives and professional learning. The school is part of a cluster where sharing of good practice will enhance the establishment of ICT in the school. Opportunities to engage in developing a cluster 'culture' with the associated secondary school may be beneficial and I commend the support given to the school by the Local Authority. The school has established a strong basis for further examining the extent to which ICT supports specific skills and for these to be more explicitly taught and planned for. Such structures would help pupils to develop a wide range of interpersonal, leadership and other skills in addition to enhancing their ICT expertise. I could see how the school was enhancing the wider culture of teaching, with shared learning for staff between agencies e.g. education and social work, and instances of administration through the use of email, diaries and GLOW. I have marked down two areas but this is not intended as a criticism, but more a recognition and recommendation that the school seeks to further enhance learning experiences via national and international working (though I acknowledge the challenges here) and also seeks to continue the good work started in deploying emerging technologies.

### Professional Development

***In relation to professional development:***

The digital technology policy facilitates professional development in, about and through digital technology. *	10	5	0
The majority of staff have engaged in school-based and other relevant professional development programmes that are focused on enhancing learning and teaching through the use of digital technology.	5	2.5	0
Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching.	5	2.5	0
The school utilises the expertise in digital technology acquired among staff and collaborates with other schools and organisations to inform practice.	5	2.5	0
There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher competence in digital technology.	5	2.5	0
The majority of teachers are confident in the safe, secure and appropriate integration of digital technology in their daily teaching.	5	2.5	0
The school keeps abreast of developments in technological and professional practice in relation to digital technology and staff are aware of their professional development needs in relation to digital technology. *	10	5	0
<b>Discretionary Mark (Max 10)</b>	<b>Total Mark: (Discretionary Mark + Score) = 45</b>		<i>Min score 34 Max score 45</i>

*Comments on Professional Development:*

All teachers with whom I spoke, were able to demonstrate an understanding of the support ICT can provide for learning. They showed confidence in a range of levels of deployment and simultaneously used ICT-based and non-ICT activities. The learners were very vocal and keen to demonstrate their work to me. I would suggest further opportunities for pupils to work on blogs etc with an international school, using Padlet or similar although I do recognise that the blogs already established are excellent. As the children grow older, I have no doubt that they will be encouraged to share experienced in the wider community. The school is ambitious e.g. in a willingness to share their learning nationally – I liked the eggs and the chicks! There is a strong sense of a team of teachers willing to buy in to the vision of the Headteacher and the ICT Coordinator and while different colleagues are at different stages on the journey, there is a strong sense of the value digital technology adds to learning and teaching. I would recommend that the local authority work with the school to provide opportunities for professional update and collaboration with other teachers across the area.

## Resources and Infrastructure

**Hardware:**

There is widespread access to computers, laptops and/or tablet devices, where appropriate. *	10	5	0
The school deploys digital technology resources in the most appropriate manner to maximise opportunities for effective learning.	5	2.5	0
Online environments, including Glow are used to support a wide range of learning activities within and beyond the school.	5	2.5	0

**Infrastructure:**

The local authority network is used effectively to create, record, store and share resources and learners' work. Learners and staff can create and comment on e-portfolios. *	10	5	0
The school has sufficient internet access throughout. *	10	5	0

**Software:**

The school's content-rich and content-free software covers a wide range of curricular areas and learning needs. *	10	5	0
Teachers frequently use age and ability-appropriate software applications to support differentiated and targeted learning.	5	2.5	0
The school is fully compliant with all software licencing requirements. *	10	5	0

<b>Discretionary Mark (Max 10)</b>	<b>Total Mark: (Discretionary Mark + Score) = 60</b>	<i>Min score 50 Max score 65</i>
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*Comments on Resources and Infrastructure*

Teachers recognise the educational value of ICT resources and exploit these effectively. They make good use of the resources available and where opportunities are sought to keep up-to-date with digital technologies to support learning. The school is well resourced and it has prioritised expenditure so that ICT can be more embedded in teaching and learning and so that the tablet devices that have been made available to each teacher when they are needed. This will continue to grow. They seek to further enhance their resources e.g. they will soon take delivery of a new Promethean board. I recognise that the school moves forward with caution and deploys technology with purpose. They will soon move to a new wifi and network infrastructure and I believe this will provide new opportunities for them. I am confident that the school's continuing digital 'journey' will allow teachers time and space to explore these opportunities.

*Noteworthy examples of digital technology integration in the school:*

ICT deployment is growing throughout the school. Of particular note is the school's willingness to harness these technologies with a clear sense that any adoption is conditional on its ability to support efficient and effective learning. In particular, the ICT policy is a model of detailed and comprehensive understanding on the role of ICT for teaching and learning.

I saw many instances where the school is innovating. My visit ended with a brief discussion on augmented and virtual reality.

*General comments:*

My visit to the school was well organised with a range of activities available that demonstrated the high-levels of ICT-enriched teaching and learning. My presentation with staff and pupils proved to be an insightful professional dialogue about innovation and inspiring children. There was a clear sense that the children were involved in their own learning, making connections between the home and the school through online technologies such as GLOW. We had a discussion on the affordances of technology to support those with Additional Support Needs and the school provided examples of where technology is used to communicate with children where English is not their first language. Clearly, leadership in the school supports digital learning and is prioritising this area for development. I am confident that the School will continue to develop and deepen its understanding of the use of ICT and continue to seek out, among the bewildering array of software and hardware applications those that best support teaching and learning. It is my recommendation that the School has achieved the Digital Schools Award (Scotland).

A handwritten signature in black ink, appearing to read 'Lee Dunn', written in a cursive style.

Signed:  
Lee Dunn (External Validator)



## Growing the Community

### Become a mentor digital school

A key objective of the Digital Schools Awards Scotland is to help best-practice sharing across schools. To facilitate this aim, we are inviting schools that successfully complete the programme and achieve digital school status to become a *Mentor Digital School*. Being a mentor school will involve;

- Being listed as a *Mentor Digital School* on the Digital Schools website
- Being recommended by the Digital Schools Awards programme
- Agreement to be contacted by other schools seeking advice

You may request to be removed as a *Mentor Digital School* at any time by emailing [info@digitalschoolsawards.co.uk](mailto:info@digitalschoolsawards.co.uk).

Would you like to be a Mentor Digital School?

Circle:        Yes | No

School Contact: \_\_\_\_\_

### Share digital media links

Share any digital media links that you would like us to follow (e.g. school website, Twitter, Facebook, Vimeo, YouTube, etc.)

School Name:	
1.	2.
3.	4.
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