Westerton Primary School

ICT and Digital Learning

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Rationale

As is stated in Scotland's digital learning and teaching strategy, *Enhancing learning and teaching through the use of digital technology* (2016), 'it is both logical and desirable that an increased and more effective use of digital technology will result in all of Scotland's learners developing a level of digital skills that will be essential in today's increasingly digitised world'.

The use of technology is continually increasing and developing in all areas of society. This trend will only continue as our pupils' progress through their school careers and enter the workforce. To successfully prepare children for learning, life and work we must ensure they are equipped with the necessary skills to succeed in the modern world.

Policy Statement

At Westerton Primary, we are fully committed to the use of Digital Learning and Technologies to develop, support, supplement and enhance the learning and teaching experience for all pupils.

We aim to develop pupil's digital capabilities and ensure that they are all given opportunities to develop the knowledge and skills needed for learning, life and work, in our ever-changing society.

By developing and implementing practical, relevant and progressive digital learning plans, and promoting digital literacy wherever possible, we can promote a fully inclusive digital curriculum, which prepares our pupils for their future.

Digital literacy will continue to be a focus in our SIP.

Aims

Our overarching aim is to provide a programme of study that will develop knowledge, skills, confidence and informed attitudes in relation to digital literacy. In working to achieve this aim, it is our intention to:

- Develop the skills and confidence of pupils and practitioners in the appropriate and effective use of digital technology to support learning and teaching
- Improve access to digital technology for all learners and provide them with meaningful opportunities to apply the skills they have developed
- Ensure that digital technology is a central consideration within all areas of the curriculum

- Foster positive attitudes towards digital technology and develop children's confidence in applying a range of skills within real life contexts

- Ensure the safe and responsible use of ICT including internet access

- Implement ICT and digital learning opportunities as a means of enhancing pupils' knowledge and raising attainment. This will be done using a progressive skills-based planner, linked to CfE Benchmarks, Experiences and Outcomes

- Monitor, evaluate and update resources (including software and hardware) to ensure that our learners receive the best possible experiences

Learning and Teaching

Discrete lessons will be planned weekly in conjunction with the experiences and outcomes at the appropriate levels within Curriculum for Excellence. These lessons will consider the existing knowledge and understanding of pupils and will focus on developing these skills further.

- The teaching of digital literacy and computing science may take the form of:
- Direct class teaching with emphasis placed on a particular skill
- Practical tasks using relevant hardware or software
- Group activities enabling pupils to interact and collaborate through use of technology
- Independent research using approved Internet sites

In addition to these discrete lessons, opportunities to develop digital literacy skills will also be integrated across the curriculum, enhancing learners' experiences.

Areas of digital learning covered within our progressive skills-based planners include:

- Word processing and publishing
- Research skills
- Presentations
- Data Handling
- Multimedia manipulation (sound, picture and video)
- Coding and Programming
- Animation
- Electronic communication

Microsoft Teams

Microsoft Teams is used by all classes as a means of facilitating homework and home learning. All classes have established their own Teams that are accessible by the class teacher, pupils and SLT through Glow.

It is used during periods of remote learning to facilitate all learning; both assignment tasks and live sessions.

Pupil engagement is monitored, and communication will be made with parents in instances where further support can be offered by SLT.

Twitter

Twitter is used effectively to share wider achievements and learning experiences to ensure communication between home and school.

Internet Safety

All classes will participate in lessons based around the issue of e-safety. With technology becoming an increasingly more present aspect of daily life, we recognise the need to equip our learners with the strategies required to keep themselves safe when online or interacting with digital technology.

Elements of e-safety addressed within the curriculum include:

- Social media
- Cyber-bullying
- Online reputation
- Privacy and security
- Safe and responsible use of hardware/software

Additional Support Needs

Provision of ICT for children with additional support needs is the responsibility of the class teacher, support staff and ASN Coordinator as appropriate.

The school recognises the advantages of ICT in supporting pupils with additional support needs and appreciates that, in many cases, digital technology is significant in making the curriculum more accessible.

The use of ICT can:

- Address pupils' individual needs
- Enhance knowledge and skills across the curriculum
- Support in the provision of a secure, comfortable learning environment

Assessment

Progress and attainment in learning will be monitored by assessment that is an integral part of learning and teaching. Summative and formative assessment strategies will be used:

- To give pupils clear and regular feedback
- To assist learners and teachers in identifying the next steps in the learning process which will ensure progression
- By teachers to evaluate the effectiveness of learning and teaching

Assessment evidence can be drawn from a variety of sources e.g.

- Observation of children within a task
- Discussion with pupils about their task
- Hard copies of completed work
- Peer and self-assessment

Recording and Reporting

In determining a level of attainment, teachers will establish if a pupil has demonstrated broad competence in the skills and knowledge and understanding at the relevant level within CfE.

Recording procedures will be in line with East Dunbartonshire Council policies and will be used to monitor progress and inform teaching and learning.

Pupil progress in relation to digital literacy and computing science will be reported to parents during parent-teacher interviews and through written progress reports.

Transitions

Information regarding pupil attainment in digital literacy at P7 will be passed on through existing primary/secondary liaison arrangements. This will ensure that the key skills acquired by our pupils will continue to be developed and built upon as they progress through their school career.

Staff Development and CPD

Staff development needs will be identified through the Professional Review and Development process within the school. Training needs can be prioritised with the Staff Development Coordinator and Digital Leader where necessary.

The school's Digital Leader will also keep staff up-to-date with dates of training opportunities available through the authority's CPD portal.

Roles and Responsibilities

- East Dunbartonshire Council has overall responsibility in creating safe Internet access and email policy

- The Headteacher is responsible for supporting, developing and monitoring ICT and digital literacy within the school

- Teachers are responsible for the planning and implementation of appropriate use of ICT with the pupils they teach

- Classroom and Support for Learning Assistants will help and support class teachers in the delivery of lessons, reporting any faults or technical issues to the Digital Leader or IT Department using the ICT self-service portal

- Parents/Carers take responsibility for ensuring that the terms of the Internet Access and Email Policy are adhered to. All Parents/Carers complete a parental Permission Form on the child's entry to the school

- The Digital Leader will contribute towards staff development, curriculum planning and resources. They will also take some responsibility in liaising with EDC IT staff in relation to the repair, maintenance and updating of software/hardware

Equality

All pupils are to have equal access to the use of ICT regardless of gender, race, cultural background or any physical or sensory disability. At Westerton Primary, we will ensure that equal opportunities for all pupils by sharing good practice, ensuring fair distribution of ICT resources, and monitoring and evaluating new resource