

Broughton Primary School

Digital Learning Policy

May 2023



Digital technology can make a significant contribution towards achieving these priorities. Where our staff are supported through professional development, resources and leadership, digital technology can enrich learning and teaching, help to raise levels of attainment and close the attainment gap. The skillful deployment of digital technology in our schools and early learning settings will also ensure our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in an increasingly digitised world.

Enhancing learning and teaching through the use of digital technology
Scottish Government, 2016

Rationale

The Scottish Government priorities for Education are:

- **excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **achieving equity:** ensuring that every child has the same opportunity to succeed, with a focus on closing the poverty-related attainment gap.

Aims

At Broughton Primary School 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 our pupils.

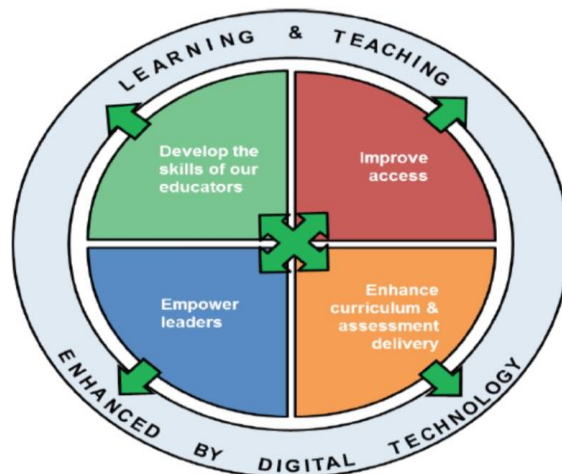
We aim to develop pupils' digital capabilities and ensure that they are all given opportunities to develop the knowledge and skills needed for life, learning and work, in our ever-changing technological society.

By developing and implementing practical, relevant and progressive digital plans, policies and documents, we can promote a fully inclusive, digital curriculum which prepares our pupils for their future.

Digital technologies are and will continue to be a focus in our SIP.

Broughton Primary Schools digital learning policy aims to:

- promote the digital skills of our whole school community
- utilise digital technologies to meet the needs of all learners and support them to become more independent learners.
- enhance learning and teaching, ensuring that digital technology is a central consideration in all areas of the curriculum and in assessment.
- ensure our learners have access to current digital technologies and resources.



Learning and Teaching

'All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful context.' (HGIOS4)

We believe in staff using digital technologies, where it improves outcomes, increases attainment, enhances experiences and where pupils develop vital digital skills 'necessary for the rapidly changing challenges of life, learning and work in the modern world' (Building the Curriculum 4 – Skills for Learning, Skills for Life and Skills for works, Scottish Government, 2009).

To ensure that digital learning and teaching is effective at Broughton Primary School, it is essential that our approaches reflect the exercises and outcome of the Curriculum of Excellence; taking account of the 4 contexts for learning; and focus on developing successful learners, confident individuals, responsible citizens and effective contributors.

ICT, digital literacy and computing science skills are taught as discrete subjects as well as through other curriculum contexts and interdisciplinary learning. This will ensure that learners are able to apply their knowledge through meaningful contexts. Teachers make use of the Technologies Benchmarks to assess progress and achievement.

Our suggested programme of study from P1-P7 is included as an appendix.

Digital Equipment and Resources

Within Broughton Primary School each classroom is equipped either with a smartboard and projector or an internet enabled Clevertouch board and the appropriate software.

Primary 6 & 7 pupils have access to 1:1 iPads within their classroom along with individual managed apple id's (MAIDS) and separate Microsoft usernames and passwords.

Primary 1-5 have access to curricular laptops and shared iPads. Each class has an allocation of devices with a ratio of 1 device per 5 pupils, but organisation of these devices is flexible, with the opportunity for stage partners to pull devices together to allow for whole class teaching if required. Primary 1- 5 pupils have individual Microsoft usernames and passwords allowing them access to Microsoft office's suite of applications, and in P3-P5 pupils have the opportunity to set their own MAID to allow retention of data using the Shared iPad model.

P1 and P2 usually access the Shared iPads as 'guest' so data is not retained.

All staff have individual iPads, individual MAID's as well as separate Microsoft Office usernames and passwords.

Each class has a MS Team page where classroom and home learning tasks are shared. Pupils can also use this page to share their learning. Each stage has a Stage MS Team page where cross-stage learning tasks are being shared.

Further to this, we have Beebots, which are used to support in STEM, Numeracy and Maths activities. Pupils and Staff use the media functions on their iPads to support and record learning across the curriculum in and out of school on educational outings.

Meeting the Needs of All Learners

Where additional support needs are identified, digital technologies can be an excellent support to learners. Resources such as Immersive Reader can be used to support learners in accessing the curriculum. Further resources such as wired keyboards can be used to support children identified by Boost team with literacy difficulties.

School Community Digital Skills Development

Staff

Regular opportunities for CLPL are provided in school to support digital learning and teaching for both teaching and non-teaching staff. Training was part of our School Improvement Plan 2021-22, Staff can access further training and skills development through Edinburgh Learns and MyLearning Hub. Staff are kept informed of digital events. A Staff Digital Group has been formed to develop Digital Learning in school. We will engage with the Digital Schools Award Scotland programme, as a way of supporting our digital development through self-evaluation of the following areas of digital learning-

- Leadership and Vision
- Using Digital technology to deliver the curriculum
- School Culture
- Professional Development
- Resources and Infrastructure

The BPS Staff MS Teams page has an Empowered Learning channel. The channel has information on asset registers and pupil login information but will also be used as a place for staff to share good practice and resource ideas to develop digital learning.

Parents

Parents are regularly supported with 'how to' guides and information regarding how to support learning at home online. Guides to support the use of Teams have been created and shared by the Digital technologies and Senior Leadership Teams. Our school website has an Empowered Learning Page and our 'Stuck at Home' page has support guides and videos to help with using Microsoft Teams. Home learning is shared on Teams and/or on Class Pages on the school website.

Communication

We are committed to enhancing our communication and involvement of parents through the use of digital technologies and social media.

Our Pupil Digital Leads will be involved in the collection of evidence of learning for our social media platforms. Staff are also strongly encouraged to submit regular evidence of successful learning, excursions and visits to be shared on their class website page and/or Twitter.

The majority of our information and communication is through social media (Twitter @Broughton_PS) and our school website- <https://broughtonprimary.org/>

Cyber Resilience and Internet Safety

In the digital world that our children now live in it is imperative that we understand who our children are talking to and what our children are doing when connected to the internet. Internet Safety is the knowledge of maximising the user's personal safety and security risks on private information and property associated with using the internet.

Staff

Staff are aware of the e-safety risks associated with the use of digital technologies, know how to keep themselves safe and can provide e-safety guidance for others. Staff training is available as part of the Child Protection training calendar and through e-learning modules. All staff are aware of how to protect their professional identity online and understand the boundaries between personal and professional use. All staff should make themselves familiar with "Acceptable Use Policy Governing the Use of Communication Systems".

Pupils

We understand the need to ensure that all pupils are responsible and safe users of the internet and other communication technologies.

Parents of pupils in P6 and P7 are required to fill out both a Responsible Use agreement and a Home School agreement prior to their child being issued with a 1:1 device. City of Edinburgh Council ensures that the web content is subject to appropriate filtering, ensuring the school offers a safe online environment. However, we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. Children are taught about safety online and the skills that enable them to make safe and responsible use of ICT. Internet safety and keeping safe online is covered as part of RHSP topics and is also covered through focused work on annual Internet Safety Days.

Be **SMART** Online

SAFE - Keep your personal information safe.

MEET - Friends made online are strangers; meeting them can be dangerous.

ACCEPTING - Accepting files, opening and downloading unknown documents can be dangerous. If unsure, ask an adult!

RELIABLE - Not everything or everyone online is reliable or trustworthy.

TELL - Always tell a trusted adult if something upsets or worries you.

Cyber resilience is for individuals or organisations to be able to prepare for, withstand, rapidly recover and learn from deliberate attacks or accidental events in the online world.

At Broughton Primary School we ensure that we are preparing our young people by working to develop a full understanding of:

- Passwords
- How we communicate
- Phishing
- Identity theft
- Digital Footprint
- Digital Citizenship
- Copyright

Cyber security comprises technologies, processes and controls that are designed to protect systems, networks and data from cyber-attacks.

Digital Leaders

We are committed to enhancing learning and teaching through the use of digital technologies. Delivering excellence and equality in Scottish education is a clear focus at Broughton Primary School.

We are committed to ensuring that we do everything we can to raise levels of attainment, close the poverty related gap and improve the life chances of our young people. Digital technology can make a significant contribution in this area. We aim to have a Digital Leaders Committee that are involved in supporting learners in other classes with the use of digital technologies and have a say in improvements and purchase of resources to enhance our provision. Their roles and responsibilities are flexible, and in terms of pupil voice should be largely suggested by the group themselves. However, expected roles could be:

- Maintenance and organisation of class iPads
- Offering digital advice and/or skills support to peers and younger class groups
- Working alongside staff and parents to suggest and demonstrate resources and tools to enhance learning and teaching
- Promotion of digital safety through assembly inputs, and working alongside parents to share digital safety advice
- Collection of evidence of learning for social media platforms

Children's Rights

Broughton Primary School aims to be a Rights Respecting School.

The UN Convention on the Rights of the Child is all about ensuring the best possible childhood for every child and young person.

Rights specific to Digital Learning are-

13- I have the right to find out and share information

16- I have the right to keep some things private

17- I have the right to get information in lots of ways, so long as it's safe

29- I have the right to an education which develops my personality, respect for others' rights and the environment

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

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

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 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 have a digital technology strategy, and a positive attitude towards digital technology."


"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 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