



## **Cedarbank School Digital Learning Policy**

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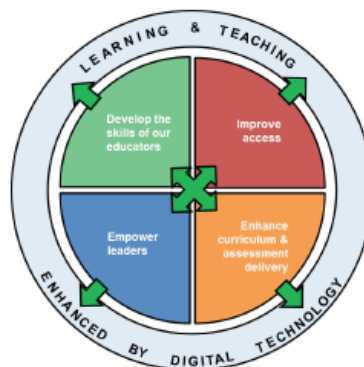
# Rationale

## Scottish Government

“partners at both a national and local level must work together to achieve **all** four of the following essential and interrelated objectives that are central to successful digital learning, teaching and assessment:

- 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 learning and teaching”

*Enhancing Learning and Teaching Through the Use of Digital Technologies*, Scottish Government (2016)



At Cedarbank School we aim to provide the conditions required to meet the four strategic objectives, listed above. We are committed to removing barriers to learning, with a focus on equity and enhancing the learning experiences of all of our young people through the use of digital technologies. We have developed our digital learning strategy around each learner having access to their own netbook at all times within school, as well as the use of other digital technologies and devices. This is in line with West Lothian’s Anywhere, Anytime Learning (AAL) digital strategy. This will enable a higher level of individualised differentiation when supporting our pupil to reach their potential, raise engagement and attainment leading to improved outcomes for our learners.

Through digital learning, staff will be able to provide our learners with agile and innovative learning experiences as well as developing their digital literacy skills which are invaluable in today’s ever-changing digital landscape. Digital learning and teaching also us to equip our learners with the skills they will require for their future life, learning and work.

## Policy into Practice

According to the Scottish Government digital learning and teaching strategy should allow all of Scotland's educators, learners and parents to “take advantage of the opportunities offered by digital technology in order to raise attainment, ambition and opportunities for all.”  
(<https://www.gov.scot/policies/schools/digital-learning-and-teaching/>)

Digital technologies experiences and outcomes are included in forward plans across our curriculum at Cedarbank. Digital learning experiences provide our learners with opportunities to continually develop, use and extend skills that are essential components for life, work and learning, now and in the future, including planning and organisational skills.

BGE classes have a period of Digital Skills built into their weekly timetables. This allows our learners the opportunity to work on distinct digital skills that they will use regularly throughout their subject areas e.g. Glow, teams, O365. It also allows our learners opportunities to develop confidence in using digital tools and technologies that will make their learning more accessible, removing barriers to learning.

Digital skills continue to be explored and enhanced in the Senior Phase through SQA subjects such as Administration & IT and Computer Studies.

Success within digital learning experiences can be celebrated through use Praise Postcards throughout the school and through use of our Digital Superstar certificates. Learning is shared on our school Twitter page to ensure success is also communicated to our parents/carers.

Cedarbank Twitter: @CedarbankSchool

School website: <https://cedarbankschool.westlothian.org.uk/>



## Enhancing Our Curriculum

We are continually developing ways to enhance our curriculum using digital devices and technologies. Pupils are encouraged to use their digital skills across the curriculum. We are committed to using digital resources that engage our learners and enable us to deliver an agile curriculum, responsive to the needs of our individual learners. Digital technologies provide relevant opportunities for personalisation and choice and pace and challenge to be built in to learning experiences for our young people.

Assessment: Pupils are engaging in assessment using a variety of digital approaches including –

- Insights and analytics on software e.g. Teams, Clicker and Sumdog,
- Quizzes on forms, Kahoot etc,
- Exit questions, name randomiser and other formative assessment approaches,
- Recording audio, video and photographic
- Slow motion video feedback on PE performance

### Examples of digitally enhanced learning:

- Live theatre performances and events,
- Collaboration opportunities with organisations e.g. e-sgoil,
- Museum tours,
- Live Q&A sessions
- Apps e.g. Merge cube, Seek - plant identifier, Chatter Pix, GarageBand etc.
- Lego Mindstorm and WeDo Lego
- Stop motion
- Coding
- Audiobooks
- QR codes

## Removing Barriers to Learning

There is a high correlation between additional learning needs (ALN) and poverty related barriers to learning. We believe that the investment that has been made to ensure the provision of netbook and laptop devices for each pupil within our school supports equity in access to digital learning opportunities for all of our pupils. Every pupil has the right to digital literacy and we are committed to ensuring that our learners are aware of the ways in which digital technologies can make their learning more accessible.

Examples of accessibility technologies used to support learner needs:

- Magnifier
- Enlarged cursor
- Dyslexia friendly font
- Font size
- Text-to-Speech e.g. Natural Reader, Ivona Reader, Immersive reader etc.
- Speech-to-text e.g. dictate
- Powerpoint audio clip
- Coloured screen background/ overlay
- Clicker 8
- Digital textbook
- Subtitles/ captions

**How Does Digital Technology Enhance Learning and Teaching?**

Aspect of quality learning and teaching	Opportunities and Impact of digital technology
Provision of quality educational content	Learners and educators have access to a multitude of additional online educational content as well as being able to create new digital content that can support education.
Tailoring approach to deliver personalised learning	A range of digital tools and services (apps, games, websites, etc.) allow educators to offer a number of approaches to learning and learners can choose the approach that best suits them.
Collaborating with others to test understanding of new knowledge and skills	Educators can offer learners the opportunity to collaborate online with others from across the world in addition to their peers within their school or early years setting.
Engaging and motivating learners	Educators have access to a range of engaging digital tools and services.
Ensuring education is relevant to learners' experience of the world	Educators can deliver learning in a digital context using digital tools and services. This better aligns with learners' experience of today's digital world.
Opening up experiences and opportunities for learners	Educators can provide learners with access to a range of digital resources which allow 'anytime/anywhere learning' and build a level of digital skills which will be vital in today's digital world.
Providing quality assessment, personalised feedback and data to inform subsequent learning and teaching	Educators can reduce workload by using appropriate digital assessments that provide instant results and personalised feedback. This frees time for focusing on next steps and improvement.
Allowing sufficient time for learning and teaching, enabling learners to develop their knowledge and skills	Online digital networks allow educators to share resources and digital tools and services expedite lesson planning. Digital assessment eliminates marking time. The time saved can be devoted to quality learning and teaching.
Equity of educational choice	Live video streaming and digital tools and services allow the potential for learners to study subjects via online distance learning.

*Enhancing Learning Through Digital Technologies, Scottish Government, 2016*

## Procedures

Every pupil at Cedarbank school has access to a netbook or laptop device which is set up, as required, with accessibility functions to meet their specific needs. Digital devices and technology are expensive and care and attention should be given to the security and maintenance of all equipment.

Pupils should be taught safe ways of using, transporting and charging equipment and staff will ensure these procedures are carried out as part of daily routine.

All equipment should be:

- handled with care
- returned at the end of the school day to allocated storage and put on charge.
- returned in full working order
- Any issues should be reported to a teacher immediately.

There is no need for any learner to carry a mobile phone in school as all learners are provided with individual mobile devices to support learning. However, where learners choose to bring a mobile phone to school, S1 to 3 learners are asked to hand the mobile phone to the Tutor teacher in the morning and Senior phase learners are permitted to carry a mobile device and use the device at break and lunchtimes in line with the Responsible Usage Agreement. It is acknowledged that Senior Phase learners have the right to access their mobile phone during their own time and may require support with this. This helps learners to develop the skills they need for the next stage of their lives within a safe and supported environment. Learners have access to Wi-Fi using these devices via West Lothian council AAL network and are subject to the same firewall restrictions as school devices.

Staff are vigilant and monitor pupils' interactions and behaviour when using digital devices and technologies, in line with our Responsible Usage Agreement. Clear expectations and guidance is given to ensure that pupils are aware of appropriate conduct. Data breaches are to be reported to SMT as soon as possible and West Lothian policy and procedures will be followed.

## Roles and Responsibilities

### Digital Citizenship - Cyber Resilience and Internet Safety

Pupil safety online is paramount. It is essential that our students are aware of the dangers online and how they can be responsible digital citizens when using digital devices. At the start of each session pupils help to develop our school Responsible Usage agreement which is signed by all pupils.

Pupils receive learning opportunities focusing on internet safety and cyber resilience within their Lifeskills lessons as well as during Digital Skills and during themed digital learning days within the school calendar. The Mental Health and Wellbeing SQA course is completed by all of our Senior Phase pupils which helps to safeguard the impact of 'bullying / trolling behaviours.

All of our pupils are aware of their 5 digital rights and opportunities are provided to develop their awareness of their responsibilities when taking part in digital activities or interacting online.

"The 5Rights coalition recognises that the internet and digital technologies are a fundamental part of children and young people's lives. It believes that children and young people must be empowered to access the digital world creatively, knowledgeably and fearlessly." *National Action Plan on Internet Safety for Children and Young People*, Scottish Government, 2017. At Cedarbank we are committed to developing digital citizenship with our pupils. We recognise the need to equip our learners with the digital skills that they require to become responsible digital citizens and the digital literacy needed for future life, learning and work.

As a Rights Respecting School it is important that our learners are encouraged to make connections between their digital learning experiences and their rights under the UNCRC.



## Digital Ambassadors

This session we have introduced Digital Ambassadors into our pupil representative system. Each class within Cedarbank has an ambassador that represents them at Digital Ambassador meetings.

- **To attend Digital Ambassador meetings**
- **Be willing to discuss and offer views on current digital learning developments within the school**
- **To report important digital learning information to the rest of their class, following meetings**
- **Volunteer to provide support in the role of ‘assembly helper’ by offering to assist staff in setting up and using technology during school assemblies**
- **To consistently demonstrate the ability to be a good digital citizen and act as a role model in digital conduct to other pupils**
- **Volunteer to take an active role in leading Digital Learning days within the school, including assemblies or activities**
- **Regularly check the charging cabinets in the Learning Plaza and keep these organised.**

Meetings will be held at regular intervals to discuss various aspects of digital learning, technical support and to ensure ambassadors are involved in facilitating digital learning days within the school.

## Conduct

Below is a copy of the responsible usage agreement. Pupil voice is gathered during a Life Skills lesson at the start of session and the agreement incorporates concerns and points raised by our pupils as well as measures required to keep our learners safe and engaged with digital learning opportunities, whilst using devices at school.

Our responsible usage agreement is signed by all pupils and their parents/carers. Each class displays a visual copy of this agreement, as a poster, on the wall and it is also available to view on our school website.

Staff should report, to SMT, any conduct that breaks the rules set out within our Responsible Usage Agreement.

Cedarbank School  
Responsible Usage Agreement



Session 2022/2023

At Cedarbank we use digital technology to support our learning, across the curriculum. All pupils have access to various digital devices at school and it is important that everyone understands how to be responsible and safe when using these.

In order to use digital devices at Cedarbank school you must:

- Read and understand the rules
- Sign the Responsible Use Agreement
- Ask your parent/carer to read and sign it too.

By signing the Responsible Use Agreement, you are agreeing to follow the rules and procedures when using digital devices in school.

Responsibilities of pupils using digital technologies

- Keep your passwords safe and secure, don't share these with anyone.
- Take care of all digital devices, treat them with respect to avoid damage. Report any damage to a member of staff straight away.
- Make sure that devices are stored correctly at the end of the day and charged at appropriate times to ensure they are ready for use in learning.
- Log off and shut down the device properly when finished with it.
- Only use devices for learning activities approved by the class teacher.
- If the device is being used for free time e.g. during a break, content viewed must be age appropriate and not upsetting to others.
- Keep the volume at an acceptable level or use headphones to avoid distracting others from working.
- Do not change the device settings without permission from staff. Do not download any apps or games unless directed to by staff.
- Do not take or post pictures, personal information or videos of myself or others through any form of electronic communication. This includes all pupils and staff.
- Be respectful to others when online.
- Report, to a member of staff, any content, messages or images that may be inappropriate or that make you feel uncomfortable.
- I accept that if I do not follow this Responsible Use Agreement, the school could withdraw the right for me to use digital technologies as a learning tool.

Please ensure that the Cedarbank Responsible Usage Agreement is signed, and returned to school by Friday 26<sup>th</sup> August.

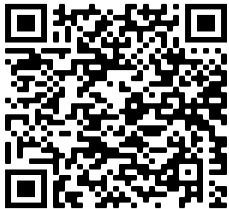






## Staff Roles and Responsibilities

Under the GTCS Standard for Career-Long Professional Learning teachers have the following roles and responsibilities regarding digital technologies.

Standard	Professional Illustration
2.1.1 Have an enhanced and critically informed understanding of Pedagogical and Learning Theories and Professional Practice	Teachers have an enhanced and critically informed understanding of digital technologies to support learning
2.1.3 Have an enhanced and critically informed understanding of Curriculum Design	Teachers have an enhanced and critically informed understanding of the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning;
3.1.1 Plan effectively to meet learners' needs	Plan and adapt learning, teaching and assessment, to meet the needs of every learner: - with a critically informed rationale for actions taken; - taking account of the gender, social, cultural, racial, ethnic, religious and economic context; - using appropriate resources, environments and technologies.
3.2.1 Critically and effectively organise and manage learning	Ensure that every learner has access to and are enabled to select from well-chosen/designed resources including digital technologies;

## Useful Documents

1. [Enhancing Learning Through the Use of Digital Technology](#) Scottish Government (2016)
2. [What Digital Learning Might Look Like](#) Education Scotland (2020)
3. [Excellence and Equity During the Covid-19 Pandemic](#) Scottish Government (2020)
4. *The Future of Education and Skills 2030* OECD (2018)
5. *HGIOS 4* Education Scotland (2015)
6. *Moving Forward in Learning – leadership for Improvement: Learning, Teaching and Assessment; Wellbeing and Inclusion; Raising Attainment, Including Closing the Gap* West Lothian Council (2018)
7. National Action Plan on Internet Safety for Children and Young People, Scottish Government (2017)
8. UNCRC – The United Nations Convention on the Rights of the Child

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