

Digital Schools Awards

SAMPLE Detail Breakdown for School Digital Policy

Pedagogy.....	3
Curriculum.....	4
Stakeholder responsibilities/roles	5
IDENTIFIED ROLES AND REMITS.....	6
POLICY	7
LEARNING AND TEACHING.....	8
SCHOOL LIFE AND VALUE OF DIGITAL.....	9
STAFF DEVELOPMENT	10
HARDWARE	11



AIM

To become a digitally enabled and proficient school

MEASURES

Staff skills, staff application of skills and knowledge, evidence of increased attainment and engagement

CHANGES

Identify gaps and target improvements

View SCHOOL DIGITAL STRATEGY

[school policy example - Copy.docx](#)

Pedagogy

Teachers provide the best learning experiences that they can and in line with GTCS standards this includes the effective use of digital. We make use of the ES HGIOS evaluation framework to identify areas for improvement collectively and individually.

HOW

Examples of using digital to enhance learning, teaching and assessment are the responsibility of the digital leader but may be supplemented by others at:

- staff meetings
- Insets
- Posted on staff Teams

WHAT

Example of this include:

- Flipped learning – learning resources are shared ahead of lessons to prepare learners and maximise teacher contact time
- Learner agency – teachers plan lessons that allow for personalisation and choice with digital devices and apps
- A ‘pupil pencil case’ of devices, apps and skills is taught to learners allowing them to be more creative in responses to open-ended personalised learning
- Use of Teams to share learning (part of flipped strategy)¹¹ and enable real-time collaboration in lessons or out of school when required
- Use of media, such as photo, video and voice recording by learners to evidence thinking and demonstrate skills and understanding for assessment purposes
- Digital content created by learners is collected and shared with families (achievement)
- Guidance to use of assistive tech to support learners
- Independent learning – impact of practice

Curriculum

Teachers plan, deliver and assess learners' digital literacy skills as identified in CfE and school/LA planning documents, as well as considering learner agency to identify desired skills.

Digital literacy skills are developed discretely and then applied in other areas of CfE, for example teaching learners how to create a PowerPoint, then add slides, text and graphics. These skills will then be applied in social subjects learning, such as demonstrating their understanding of the impact of historical events on their local area. Teaching these skills and then providing opportunities to apply them demonstrate the value of digital, enable learner agency and independence, and.

A Technologies plan is submitted each term by all teachers, this should include one cyber resilience topic and one computing science topic per session. These topics may be as short as 4 lessons, allowing time for other areas to be covered in the session.

Digital literacy skills and Es Os will be embedded in other aspects of learning, such as Excel in information handling, PowerPoint in social subjects and searching for information in reading. Having these skills taught in an IDL topic creates opportunities to evidence cross-curricular learning.

Stakeholder responsibilities/roles

SMT	Digital policy (LA) Highlights value to families Acceptable use policy (LA) Recognise and celebrate digital skills in learners Appoint and time for digital leads Time for staff clpl in WTA hardware and software acquired and deployed Licenses and legal Model use of tech (comms and planning) Ensure there are extra-curricular clubs
Digital lead Perhaps two: one for DLT and another for technology and digital literacy	Digital policy (LA) Supports teachers with practice Best practice scenarios training Highlights value to families Website and comms Acceptable use policy (LA) Timetable for shared devices Manages devices and apps Recognise and celebrate digital skills in learners Collaboration with other schools Arrange clpl Signpost external learning Support staff with clpl Hardware and software acquired and deployed Model use of tech (comms and planning) Extra-curricular clubs
All staff	Digital in planning, curriculum and pedagogical approaches Creative learning Independent learning Cross-curricular ASN Evidence of impact in class (attainment and engagement) Planning, reports Recognise and celebrate digital skills in learners Collaboration with other schools Attend training Own independent training Share learning, they have done Extra-curricular clubs Use of online VLE (teams, classroom etc) for sharing learning
Learners	Evidence digital literacy skills and knowledge Explain why it's valuable

IDENTIFIED ROLES AND REMITS

Staff/clpl overseen by digital lead:

- Staff training provided: TDL, DLT, CfE
- CLPL should be focused on providing tools and approaches to meet needs in school/LA
- Additional CLPL signposted by LA/school lead
- Time provisioned by HT/LA
- Training is reviewed and reported on to evidence progress against GTCS standards and SIP measures (could be reported to LA leads)
- Teachers given time, and guidance, to explore own prof learning and try new ideas (linked to enquiry?)

School culture

- school website showcases recent pupil achievements (inc in digital skills) and contains relevant information for parents
- use of the intranet and social media to facilitate communications with the school community
- Teachers use digital for administration: Planning, attendance, assessments, school reports
- School wide schemes exist that celebrate excellence in the use of ICT/digital technology by pupils
- digital technology that enables pupils to collaborate with (other schools and) organisations in joint projects
- ASN
- safety

Hardware

- Hardware resources are organised and distributed throughout the school in such a way as to maximise opportunities for access and independent learning: all pupils have equal access to the hardware and software resources that they need, inc timetables
- appropriate software available to all faculties and year groups
- online learning environment available to all faculties and year groups
- fully compliant with all software licencing requirements, issues guidance and performs checks (LA?)
- Devices managed and maintained by digital team

**appropriate hardware available to all faculties and year groups (LA responsible?)*

POLICY

A whole-school digital technology policy that outlines a vision and strategy and conveys a positive attitude to the use of digital technology in our school. The policy addresses curriculum linkage, planning for structured digital technology access for all and Internet safety.

[school policy example - Copy.docx](#)

Digital learning and teaching leader/coordinator has a proactive, operational and evaluative role in supporting learners' digital capability both in school and in their blended learning activities. They also support teachers' pedagogical deployment of digital technology.

Framework and baseline

The school frequently and collaboratively reviews its digital learning and teaching strategy by evaluating the potential of emerging technologies and blended learning strategies and best practice scenarios.

Training or new deployment

The strategy supports digital learning and teaching CLPL 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

Clpl plan

Outlines the rationale for the use of digital technologies and recognizes the distinctive contribution of digital in learning and teaching.

Develops teachers', parents'/carers' and learners' understanding of the importance of internet safety and cyber resilience and how they can remain safe online.

- Cyber site
- Awareness night
- Website section
- Resource plan/timetable
- Acceptable Use Policies

Outlines how to make best use of the internet as a resource for learning and teaching in a safe and responsible manner

Includes an Acceptable Use Policy that is implemented throughout the school and shared with parents

See sample AUP from LA.

LEARNING AND TEACHING

Digital technology is a central consideration in all curriculum and assessment delivery across all year groups and all curricular areas. *

Most teachers and learners use digital technology extensively when engaging in learning experiences

Digital technology is used to enhance and extend learning experiences and to foster independent learning within and beyond the school *

There are many examples of enhanced, independent and extended learning

Digital technology has a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced *

Most learners and teachers can clearly identify how digital technology makes a difference to their learning and teaching

Digital technology is used to help learners create content as well as organise content provided by teachers.

Most teachers provide opportunities for learners to create their own content

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.

Most teachers design cross-curricular activities to enhance attitudes and dispositions to learning

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. *

All teachers use a range of assistive technologies to support learners with additional support needs

SCHOOL LIFE AND VALUE OF DIGITAL

Include examples evidencing culture – no paperwork here

Through its website the school recognises pupil achievements and makes appropriate resources available to pupils and parents

The school website showcases recent pupil achievements and contains relevant information for parents

The school uses ICT/digital technology to facilitate communication with pupils, parents/carers, staff and the wider community

There is widespread use of ICT/digital technology including the use of the intranet and social media to facilitate communications with the school community

Teachers use ICT/digital technology for administration

Most teachers use a variety of ICT/digital technology tools for administration

- Teacher plans created using software
- Records of attendance, assessments, school reports

The school recognises and celebrates pupil use of ICT/digital technology to enhance their own learning

School wide schemes exist that celebrate excellence in the use of ICT/digital technology by pupils

- Minutes of meetings with digital leaders or mentors
- Computer or coding club timetables and membership lists
- Documentation providing details of awards or other schemes that recognise excellence in pupil use of digital technology
- Statements from or discussions with pupils that explain the nature of their role as digital leaders

The school uses ICT/digital technology to collaborate with other schools or organisations in local, national or international project work

There is widespread use of ICT/digital technology that enables pupils to collaborate with other schools and organisations in joint projects

STAFF DEVELOPMENT

Staff are provided with opportunities to identify and address their own professional development needs

School wide or faculty audits of teacher training needs in digital technology are conducted at least every two years

School staff are given the opportunity to engage in professional development programmes to enhance learning and teaching through the use of ICT/digital technology including programmes relating to online safety

All staff have engaged in professional development activities to support their use of digital technology

CPD activities are underpinned by accurate and robust review processes that focus on improving teachers' pedagogical competence in using digital technology

The school evaluates the impact that its CPD provision in digital technology has on teacher confidence and makes changes to it accordingly

The school encourages teachers to be innovative and self-directed and to share ideas within and beyond the school

Most teachers routinely explore new digital technologies and have the confidence to take the lead in digital initiatives

The school promotes the development of 'digital champions' to support staff and share good practice with other schools

The school has a teacher digital champion programme through which designated teachers support other staff in a planned and proactive way

Professional learning helps to overcome barriers to the development, deployment and evaluation of digital technology in learning and teaching

Most teachers can provide examples of times when they have used their knowledge of digital technology to overcome barriers

HARDWARE

The school makes available hardware appropriate to teaching needs of staff

The school makes appropriate hardware available to all faculties and year groups

Hardware is deployed throughout the school in such a way as to promote independent learning

Hardware resources are organised and distributed throughout the school in such a way as to maximise opportunities for access and independent learning

Hardware and software is deployed in ways that support equity and equality of access

The school has a school wide programme in place that to ensure that all pupils have equal access to the hardware and software resources that they need

Appropriate content rich software and productivity tools that support learning are provided for staff and pupils

The school makes appropriate software available to all faculties and year groups

The school makes online learning environments available to support teaching and learning

The school makes at least one online learning environment available to all faculties and year groups

The school is fully compliant with all software licencing requirements

The school is fully compliant with all software licencing requirements, issues guidance and performs checks