

Bruntsfield Primary School

Digital Learning and Teaching Policy



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1. Our Vision

At Bruntsfield Primary we endeavour to create an inclusive, educational environment which values and respects everyone, provides pupils with the necessary skills for life, works in partnership for the benefit of all and promotes our school values.

Digital technologies are an integral part of everyday life, teaching and learning and we want to promote digital literacy and support learning of computer science in a progressive way. Pupils and staff have opportunities to develop the skills they need to succeed and explore them in a safe manner. The relevance of digital literacy is becoming increasingly greater, and we provide a range of opportunities to develop these skills across the curriculum. As part of this, Bruntsfield also aims to find opportunities to assess using digital technologies.

Through doing this we focus on developing digital intelligence. Digital intelligence or “DQ” is the set of social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of digital life. These abilities can broadly be broken down into eight interconnected areas:

Digital use: The ability to use digital devices and media, including the mastery of control to achieve a healthy balance between life online and offline.

Digital safety: The ability to manage risks online (e.g. cyberbullying, grooming, radicalization) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.

Digital security: The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.

Digital emotional intelligence: The ability to be empathetic and build healthy relationships with others online.

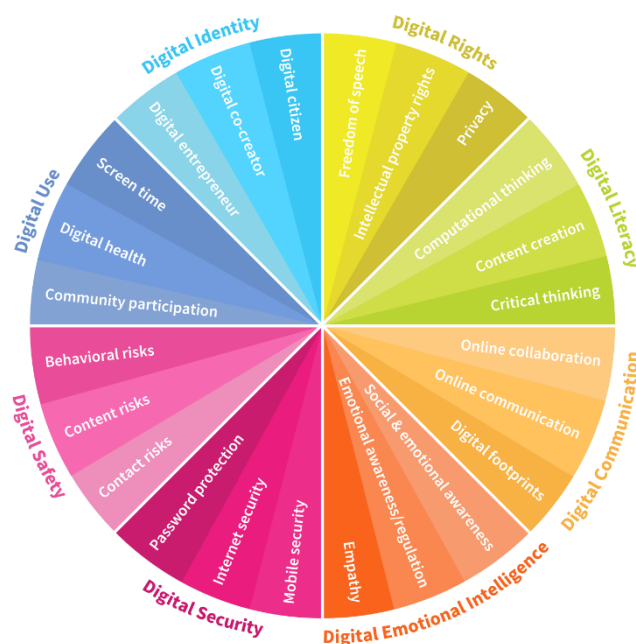
Digital communication: The ability to communicate and collaborate with others appropriately using digital technologies and media.

Digital literacy: The ability to find, evaluate, utilize, share and create content as well as competency in computational thinking.

Digital rights: The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech.

Digital identity: The ability to manage one's online identity and reputation. This includes an awareness of one's online persona and management of the short-term and long-term impact of one's online presence.

Source: <https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children/>



1.1 Managing Devices

Each class teacher/pupil is responsible for the device(s) they are provided with at the beginning of the year and a note of the serial number of these is kept by the ICT Coordinator.

Damaged Devices

Any devices which are damaged in any way and are the responsibility of the:

1. Staff – must report to ICT Coordinator in the first instance.
2. Pupil iPads – must report damage to teacher/ICT Coordinator in the first instance. As stated in the [Home School Agreement](#), depending on circumstances, parents/carers may have to pay a contribution towards the cost of any damage to or loss of an iPad. This contribution will be 50% of the cost of the first incident and 100% for any further incidents, up to a maximum of £150.
3. Pupil 1:1 iPad accessories (case, charger, cable) – as stated in the Home School Agreement, parents/carers may have to pay a contribution towards the replacement of loss or damage of these items.

Disabled iPads and forgotten passwords

Staff - Staff can contact ICT coordinator in the first instant and CGI if needing further support.

Pupils - The class teacher notified who will contact with ICT coordinator to fix this problem. JAMF is used for management of iPads.

Charging

Each device should have its own charging cable. If a cable goes missing please let the ICT coordinator know so this can be replaced. Those with 1:1 devices should ensure their devices are fully charged and ready for use each school day.

Each staff member and classroom will have its own setup with regards to Shared iPad charging. Some teachers will share the charging units in big classrooms, some have created their own charging units and other have a row of plugs at the side of the classroom.

1.3 Safe and Responsible Use

1.3.1 1:1 iPads

Every pupil using a 1:1 iPad (Primary 6 and 7) should sign the Empowered Learning Responsible Use Agreement and Home School Agreement form at distribution of iPads. This is also shared with parents. The documents can be found on the school website and also the [Digital Education Team website](#).

One of the apps Primary 6 and 7 teachers use to remotely monitor the Responsible Use of iPads in classroom is Apple Classroom.

Parents can support also support children in developing digital responsibility at home by using [Guided Access](#) and [Down Time](#) if needed.

1.3.2 Shared iPads

Class teachers responsible for shared iPads are expected to embed a culture of digital responsibility within their classrooms. They should consider using the **Guided Access** features for those who are still learning digital responsibility.

[Guided Access](#)

2. Curriculum

2.1 Planning

Although there are areas of the Technologies curriculum that can be delivered separately (e.g. Coding/Computer Science), 'Digital Technologies' should NOT be considered a standalone subject. Instead, teachers should embed digital skills through other areas of the curriculum to give them meaning and purpose. Below are some examples of how lessons can be adapted:

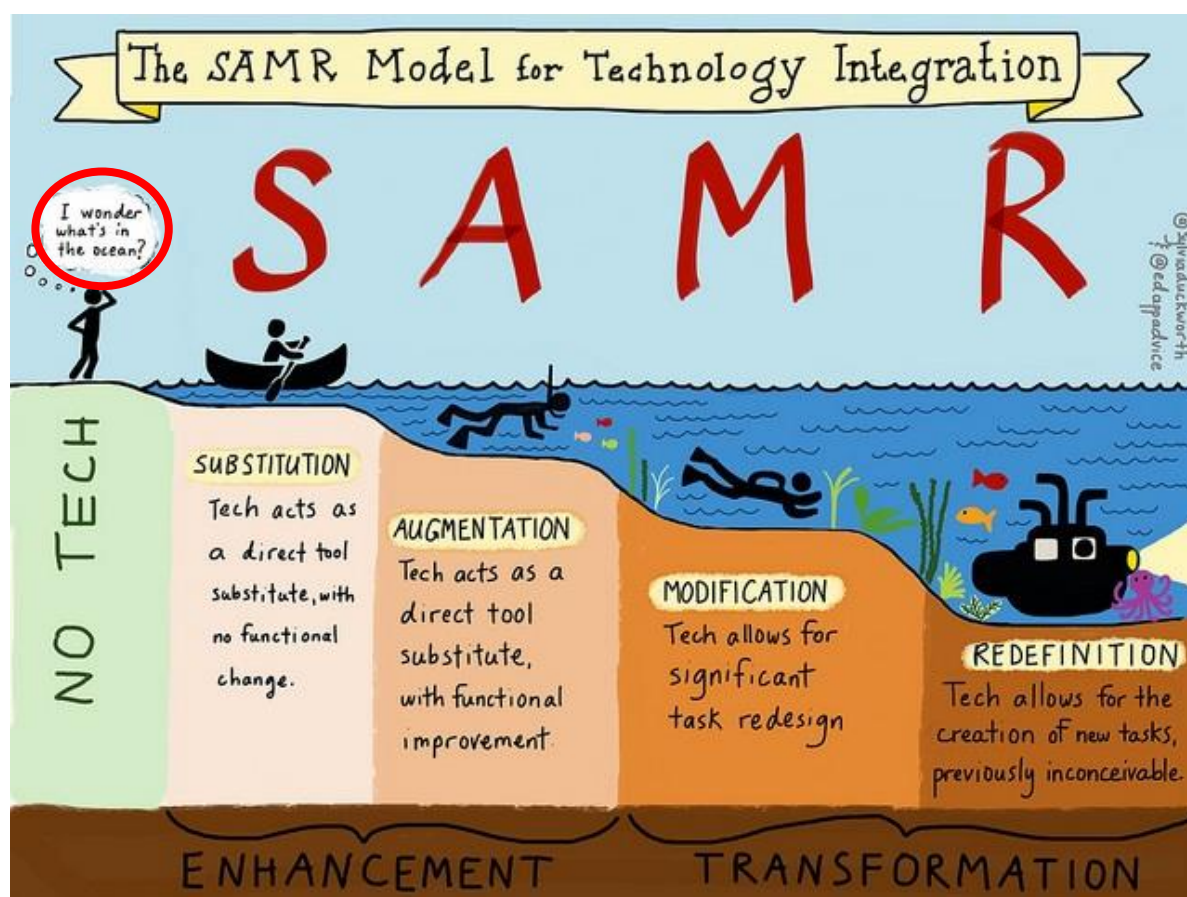
Previous Lesson: We are learning to present information.

Adapted: Create a poster about a research topic where you can introduce different aspects of Keynote/Powerpoint as they are needed, rather than all at once.

Previous Lesson: We are learning about the use of line in art.

Adapted: Create an infographic on Pages/Keynote using the drawing feature.

During planning sessions, teachers should ask, 'Could we include technology to enhance this lesson or make it more creative?'. Teachers can use the SAMR Model (see below) to determine whether the technology application is enhancing or transforming the learning. Examples of how the SAMR Model adapted lessons should be shared regularly at staff meetings and on the school website.



2.2 Digital Safety

Teachers should plan to teach about Digital Safety to ensure children are developing a good understanding of digital rights, protecting privacy, and reporting inappropriate behaviour/content. More guidance and support can be found following the link below:

[Digital Safety - Digital Education Team](#)

2.3 Empowered Learning iPads

2.3.1 1:1 iPads

As part of the Empowered Learning programme, every pupil in P6 and P7 is given their own iPad. These are given out at the start of Primary 6 and taken to high school with them. More information can be found through the link below:

<https://digitaleducationteam.com/empowered-learning/>

2.3.2 Shared iPads

As well as the 1:1 iPads, we also have year group sets of Shared iPads. It is suggested to teachers to keep these iPads as one big group of iPads and timetabled across the year group, allowing them to be used for whole class lessons. However, some year groups prefer to divide the allocated number of iPads between the 3 classes to have a iPad station available all the time (e.g. playbased classrooms) or access to aid lessons more frequently throughout the day.

2.3 Responsible use of iPads

As stated in 1.3, children should follow the Responsible Use Agreement Guidance. They are expected to follow rules and expectations on how and when to use the iPad, be a good cyber citizen and take part on online learning appropriately.

[Responsible-Use-Agreement-v4-online.pdf \(digitaleducationteam.com\)](#)

2.3.1 Possible Sanctions

We expect that children and parents/carers will follow all the rules and procedures that are listed on Empowered Learning Agreement. If a learner breaks these rules then the school reserves the right to restrict or remove their access to any school ICT facility. Please see more information regarding sanctions on the [Empowered Learning website](#).

An example of a possible sanction is “if a learner persistently or seriously misuses their iPad, it may be removed from them by a senior member of staff for a period of time. If this happens, parents/carers will be invited in to support the school in resolving this matter”.

3. School Culture

3.1 Digital Learning Environment

All staff and pupils have access to devices regularly throughout the day and across the curriculum.

3.2 School Website

Staff are asked to contribute to the school website page to share what their class are covering and key events. The headteacher regularly shares achievements in the school update which is shared through ParentPay and then posted onto the website.

3.3 Progression and transition

Progression document (and other documents) is available here:

<https://digitaleducationteam.com/curriculum-documents/>

3.4 Teacher use of technology

Teachers use technology to plan, share and communicate with the community. Teachers should continuously evaluate their skills using technology. Office 365, Clickview, ActivInspire and Promethean are the main ways in which the school utilises technology daily.

3.5 Celebration of digital achievement for pupils

Ways in which we can celebrate digital achievements for pupils are:

- Digital Leaders group
- Assemblies and Bruntsfield Certificates
- Website and School Update

3.6 Collaboration with other schools

Ways in which teachers can work collaboratively with those in other schools are:

- Using Office 365 (working on the same online document, meeting via Teams, sharing experiences).
- Creating a Sway for transition to P1 and S1.

4. Professional Development

Teachers should regularly evaluate their own digital literacy skills to identify strengths and any areas of next steps. Teachers can evaluate their digital literacy skills (essential skills, core skills and enhancing learning and teaching) with support the following document:

[Education Scotland Teachers Digital Skill Toolkit](#)

Below are ideas and links for CPD which staff take responsibility for completing allowing for individualisation of staff members on top of planned, in school training.

- 1:1 or group support on technology - Contact Apple Learning Coach and ICT Coordinator louise.mckenna@bruntsfield.edin.sch.uk
- Apple Teacher (independent courses) - <https://education.apple.com/learning-center/T006360A?backTo=https:%2F%2Feducation.apple.com%2F>
- Everyone Can Create resource books - <http://tinyurl.com/CECAppleBooks>
- My Learning Hub - <https://mylearninghub.learn.link/login>
- Microsoft Educator Center - <https://learn.microsoft.com/en-us/training/educator-center/>
- Edinburgh Learns Digital - <https://edinburghlearns.digital/>
- Barefoot Computing - <https://www.barefootcomputing.org/>

5. Resources

5.1 Laptops and iPads

Laptops are currently at a ratio of 1 per learning staff (Teachers and allocated to some PSAs), as well as 1 for each member of management. The current ratio of device to pupil in each year group is:

Device Ratio per year group	
P1	1 to 5
P2	1 to 5
P3	1 to 5
P4	1 to 5
P5	1 to 5
P6	1 to 1
P7	1 to 1

5.3 Sharing Learning digitally

Teachers can share learning in class by:

- posting photo's on school website.
- posting photos and examples of work on Teams.

Teachers must ensure they are following permissions from parents for sharing pictures on Social Media. Please contact the office for this information.

Children can share learning with teachers by:

- submitting homework on Teams (often using the Assignments feature).
- saving their work on a class OneNote.
- saving their work to OneDrive.

5.5 Software/apps

Available apps on the Shared iPads

1:1 have access to Self-service app to download a variety of apps, however the shared iPads have the following apps predownloaded.

There is no access to Self-Service app on shared iPad				
AR Makr	Blue-Bot	Bookbug	BorrowBox	Build A Truck
ChatterKid	ClickView	Clips	Draw & Tell HD	Epic!
FreeForm	Flipgrid	GarageBand	Go Explore	Google Earth
IDL Literacy	iMovie	Keynote	Languagenut	Libby
Marty the Robot v2	Micro:bit	Minecraft	MS Office	MS OneDrive
MS OneNote	MS Teams	NASA	Numbers	One app
Padlet	Pages	Pet Bingo	Playgrounds (Swift)	Quizlet
Reading Eggs	Scratch Jnr	Seek	Sketchbook	Sphero Edu
Sumdog	Spike Lego Educ	ThingLink	Translator	Voice Memos
Whiteboard				

5.6 Other physical resources

The school has access to some physical Digital resources such as:

- Beebots
- Micro:bit
- Edinburgh Digital Lending Library

The staff have reflected on the resources and believe we must invest in more and new teaching resources so a 'wishlist' is being created by the ICT coordinator that teachers can add to.