EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

THURSDAY 4 OCTOBER 2018

Report by Director of Education

DRAFT DIGITAL LEARNING AND TEACHING STRATEGY

PURPOSE

1.   To seek elected member approval for the draft Digital Learning and Teaching Strategy.

RECOMMENDATIONS

2.   Education Committee is asked to :

- approve the draft Digital Learning and Teaching Strategy; and,

- instruct the Director of Education to report to Education Committee on the impact of its implementation.

BACKGROUND

3.   The Council is committed to improving the lives of local people, promoting equality and enhancing the area in which we live, now and in the future. A key element to delivering this along with the vision to be '*A modern, ambitious council creating a fairer future with all*' is the Council's Digital Learning and Teaching Strategy. This sets out our ambition to be a Digital Council by 2020 with specific outcomes defined for Digital Services, Digital Workforce, Digital Citizens and Digital Foundations.

4.   In 2017-18 the Council invested £645,000 to support ERC schools to be at the forefront of digital learning. At the core of this programme was the Bring Your Own Device (BYOD) scheme which allows pupils to being their own tablets and laptops to school for continuity of device between school and home. The Council funding provided more than 1250 ERC school children from less affluent households with a laptop so that all our pupils can benefit from digital learning.

5.   The Scottish Government published a digital strategy in 2016. This aims to create the conditions to 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.

6.   The national strategy sets out a series of national actions and local expectations structured around four objectives:

- develop the skills and confidence of teachers;
- improve access to digital technology for all learners;
- ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery; and,
- empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

7.   To help achieve the shared objectives, local authorities were asked to develop local strategies which would take forward the key actions. This included '*Have an ambitious strategy regarding the use of digital technology in education and actively look for opportunities to continually invest in a sustainable digital infrastructure, including the procurement of appropriate digital devices*'.

8.   Along with the Digital Learning and Teaching Strategy ERC Education Department has developed a Numeracy and Mathematics Strategy and a STEM Strategy. This suite of strategies has been developed to complement each other.

REPORT

9.   The attached strategy (Appendix 1) has been written by staff from the IT and Education Departments including senior staff in schools and Head Teachers; it was led by the Head teacher of Our Lady of the Missions Primary School.

10.   The strategy links clearly to East Renfrewshire's Community Plan and will contribute to strategic outcome 2 '*East Renfrewshire residents are fit and active and have the skills for learning, life and work*'. In particular it will contribute to intermediate outcome 2.3 *'Children and young people raise their education attainment and achievement and develop the skills they need'.*

11.   The strategy also links to the Education Department's vision '*Everyone Attaining, Everyone Achieving through Excellent Experiences*' and sets out how we will ensure that all children and young people develop the digital skills they need to be successful throughout life.

12.   The strategy has also been designed to enable staff to develop their skills and confidence in the effective use of technology. As such, the strategy will contribute to the delivery of the digital priority set out in the Council's Five Capabilities and ensure we achieve the relevant expected outcome / impact agreed in the Local Improvement Plan 2018-2021.

13.   The East Renfrewshire draft strategy has been written under the four key national objectives outlined above. It includes a clear focus on providing professional learning which will equip staff with the skills to manage learning effectively in the digital age. This includes the creation of both physical and virtual digital innovation hubs which will support staff to collaborate and share best practice.

14.   The draft strategy also recognises the central importance of access to digital technology. If all learners are to benefit from an education enhanced by digital technology, we need to ensure there is a robust digital infrastructure in our education establishments. In developing the strategy the Education Department and ICT Section have agreed a set of key principles which are designed to underpin the strategy and inform the review of the Education Network.

15.   The strategy aims to make the use of digital technology a central consideration in all curricular areas, thereby enriching learning and teaching and helping 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.

16.   It also includes the need to work with parents to support learners to develop those digital skills required for learning, life and work and ensure all learners are responsible digital citizens aware of how to keep themselves safe and secure online. In addition, the strategy takes cognisance of the opportunities presented by technology to improve engagement and communication with parents.

17.   The strategy sets out the actions that will be taken by the Education Department and establishments to deliver the four key objectives. The timeframe over which these actions will be taken forward is the three-year period 2018-2021.

18.   It will be monitored on an ongoing basis within the Education Department, with progress reported to the Education Committee on an annual basis through yearly presentations on attainment and through the department's and schools' Standards and Quality Reports.

CONSULTATION

19.   Extensive discussions have taken place with stakeholders and partners to develop the draft strategy, including staff from schools and Early Years establishments, Education and IT departments.

FINANCIAL AND EFFICIENCY IMPLICATIONS

20.   Any other financial related matters relating to this paper will be met from the department's devolved budget.

CONCLUSION

21.   The Education Department's Digital Learning and Teaching Strategy will build workforce capacity in the use of digital technology and ensure high quality professional learning and collaboration for educators in schools. It will help to bridge the gap between home and school and promote lifelong learning and employability. It will also promote equity and digital inclusion, whilst ensuring that children and young people from our most disadvantaged communities have access to the technology and digital literacy skills that support full participation in modern society.

RECOMMENDATIONS

22.   Education Committee is asked to :

- approve the draft Digital Learning and Teaching Strategy; and,

- instruct the Director of Education to report to Education Committee on the impact of its implementation.

Mhairi Shaw
Director of Education
October 2018

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Local Government Access to Information Act 1985

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<u>Background papers</u>
1. Enhancing learning and teaching through the use of digital technology, Scottish Government
    https://beta.gov.scot/binaries/content/documents/govscot/publications/publication/2016/09/enhancing-learning-teaching-through-use-digital-technology/documents/00505855-pdf/00505855-pdf/govscot:document/
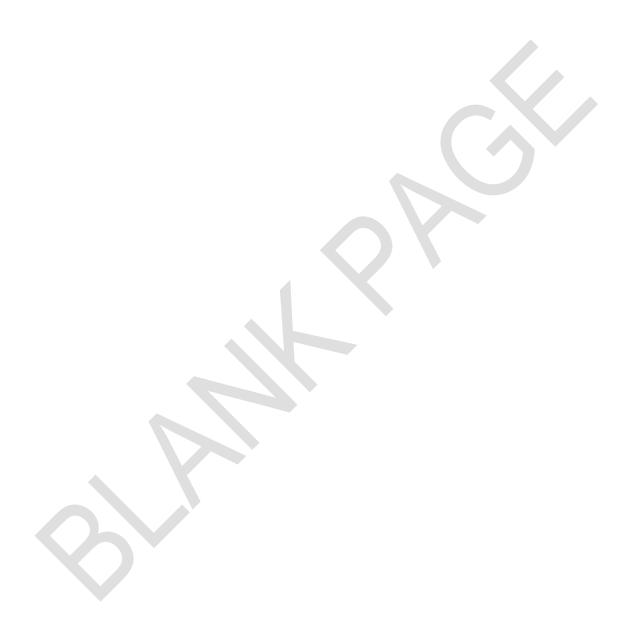2. East Renfrewshire Education Department Local Improvement Plan 2018-2021
    http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=21767&p=0

<u>Appendix</u>
Appendix 1   Draft Digital Learning and Teaching Strategy

East Renfrewshire Education Department
Digital Learning and Teaching Strategy 2018-2021 (DRAFT)

East Renfrewshire Education Department
Digital Learning and Teaching Strategy 2018-2021 (DRAFT)

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Introduction

East Renfrewshire Council is committed to improving the lives of local people, promoting equality and fairness and enhancing the area in which we live, now and for the future. The Council's Digital Strategy sets out our ambition to be a Digital Council by 2020 with specific Digital Council outcomes defined for Digital Services, Digital Workforce, Digital Citizens and Digital Foundations. All Council Departments are encouraged to be innovative and creative in striving to achieve the Council's Digital Strategy's vision, ambitions and commitments.

In taking forward the Scottish Government's requirement for the development of an ambitious strategy regarding the use of digital technology in education, cognisance was taken of our Council's over-arching Digital Strategy to ensure alignment, consistency and coherence. The strategy links clearly to East Renfrewshire's Community Plan and will contribute to strategic outcome 2 *'East Renfrewshire residents are fit and active and have the skills for learning, life and work'*.

The skillful deployment of digital technology in our schools and early learning settings will ensure our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in and increasingly digitized world. If used effectively and appropriately, digital technology can enhance learning and teaching, equip our children and young people with vital digital skills and crucially, it can lead to improved educational outcomes.

Digital technology represents a fundamental element of the STEM agenda, which is a priority nationally and a key action locally in the East Renfrewshire's Developing the Young Workforce Implementation Plan 2017-2020. From the earliest years, children should begin to develop digital literacy, finding stimulation in their early learning and childcare (ELC) establishments and schools which use digital technology to enrich learning across the curriculum. It is only when digital technology finds a place in all curriculum areas that our learners will be able to fully benefit from an education enhanced by digital technology. As they advance through education, they should develop an increasingly sophisticated range of digital skills, becomingly confident in the creation and in the use of a variety of digital technologies.

This Digital Learning and Teaching Strategy will build workforce capacity in the use of digital technology and ensure high quality professional learning and collaboration for educators in schools. Where our educators 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. In keeping with East Renfrewshire's Leadership Strategy 2018-2020, it will effectively build the foundations of confident, resilient and reflective practitioners who consistently deliver high quality learning experiences for all learners within and beyond their own classrooms by engaging individually and collaboratively in the most relevant, meaningful and inspiring professional learning.

The Strategy will also help to bridge the gap between home and school and promote lifelong learning and employability. It will also promote equity and digital inclusion, whilst ensuring that children and young people from our most disadvantaged communities have access to the technology and digital literacy skills that support full participation in modern society.

The Scottish Government and Education Scotland have identified four key objectives to embed the use of digital technology in education. It is only by achieving these objectives that we will create the optimum conditions for the effective and appropriate use of digital technology to enhance and support education.

This document has been written under those four key objectives:
- 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.

The advances in the use of digital technology in the classroom over the recent past have been extraordinary, with the use of digital panels, virtual reality, machine learning through Glow's Office 365 and G Suite, BYOD and the move to a Windows 10 environment. As the drive for learning to more closely reflect life becomes greater, staff and learners will continue to have increasingly higher expectations of the technology available in the classroom anticipating a seamless experiences as it is in their personal lives.

In looking to the future, advances in new digital technologies will be rapid; the digital classroom will continue to evolve, aspiring to move in ever-increasing new directions that will substantially change how learners learn. The growth in the use of and the potential for Artificial intelligence (AI) in optimising guided learner experiences, its impact on gamification and apps and the power of the Internet of Things (IoT), alongside advances in cloud computing, the use of 1:1 devices, virtual learning and the potential of augmented and mixed reality and the use of big data comprise some of the emerging technologies that will influence ongoing changes on the digital classroom.

These innovative technologies are just the beginning of the many new and exciting trends in education and as such, if all learners are to benefit from an education enhanced by digital technology, action through an Education network Review must be taken not only to ensure a robust digital infrastructure in our education establishments, but also to continually review and improve that provision to achieve sustainability.

Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.

Career-long professional learning (CLPL) is the key to ensuring that staff are equipped to implement digital approaches effectively and have the skills to manage learning effectively in the digital age, particularly given the increased use of mobile technologies.

> **"Our children and young people will only get the most out of digital technology when it is skillfully deployed to support their learning."**
> *Enhancing Learning and Teaching Through the Use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland*

Where our educators 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 future review of the General Teaching Council for Scotland (GTCS) Standards for Registration and for Career Long Professional Learning to reflect the importance of digital technology and skills will ensure staff are skilled in the use of digital technology to enhance education and see staff using digital technology to enrich teaching and learning across all curriculum areas. At present, the standards referencing digital technologies are:

GTCS Standards for Registration

Curriculum	2.1.4	Registered teachers have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning;
Teaching and Learning	3.1.3	Registered teachers skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities;
Classroom Organisation and Management	3.2.1	Registered teachers enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning;

GTCS Standards for Career Long Professional Learning

Pedagogy, Learning and Subject Knowledge	Professional Action: Demonstrate a critical understanding of digital technologies and how these can be used to support learning;

The 5Rights Youth Commission's Final Report to the Scottish Government highlights the importance of digital literacy, stating that it has as high a priority as English and Maths and the quality of the teaching should reflect this. Education establishments must therefore ensure that the curriculum is fit for purpose in the digital age and make the best use of digital technologies to create, sustain and enhance a motivating environment for effective learning and provide appropriate support and challenge for learners. The revised Curriculum for Excellence technologies experiences and outcomes clarify expectations for educators around learning and progression in digital education. It is vital that teaching and support staff are knowledgeable about the digital world, and feel confident to help and support young people.

The actions outlined in this section will help to ensure our educators are supported in gaining the necessary skills to deliver learning and teaching supported and enriched by digital technology.

Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.

Action	Impact
The Education Department will:	
Create a Digital Innovation Hub, a physical space where educators and learners will have hands-on experience with stimulating, challenging and cutting-edge digital technology. Create a virtual Digital Innovation Hub to showcase innovative and exciting practice already in place in education establishments and provide support and guidance for all aspects of digital technology.	The provision of both a physical and virtual environment challenges and supports staff to work together in exploring the best possible creative use of digital technology and in turn, ensures learners are developing those skills which are essential components for life, work and lifelong learning. Updated online exemplars of current best practice are engaging for staff to view, read and share, provide inspiration and signpost connections in taking forward the actions detailed in this digital strategy.
Continue to develop an evolving programme of CLPL in the use and application of both existing and new, innovative and exciting digital technologies for identified Digital Leaders across all education establishments alongside a more modular CLPL programme available to all staff.	Every education establishment has a trained Digital Leader with the ability to share experiences, knowledge and practice to facilitate educators' professional learning and provide support for all educators, including students and newly qualified staff, in the appropriate and effective use of digital technology. Educators have access to a range of CLPL opportunities that will allow them to make the most effective use of digital technology to enrich learning and teaching and develop the digital skills of their learners.
Actively promote, support and encourage the sharing of experiences, information and opportunities both face-to-face and through digital platforms, including the virtual Digital Innovation Hub.	Educators benefit from the sharing of experiences, knowledge and practice to facilitate their professional learning.
Continue to ensure regular meetings with ICT Coordinators from all sectors and face-to-face induction meetings with all newly appointed ICT Coordinators.	ICT Coordinators benefit from the collaboration with colleagues, sharing of experiences, knowledge and practice. Newly appointed ICT Coordinators are supported in their role.
Education establishments will:	
Ensure their trained Digital Leaders have the opportunity to offer CLPL to educators in the use of the productivity tools in Glow.	Educators benefit from a range of CLPL opportunities that allow them to make the most effective use of digital technology to enrich learning and teaching and develop the digital skills of their learners.

	Students and newly qualified staff commence their careers with a solid understanding of how to use digital technology for learning and teaching.
Encourage learners to share their digital experiences and skills and comment on the use of digital technologies to deliver learning and teaching.	Improved provision and practice through response to the evaluation of feedback from learner voice and learner participation in development and evaluation activities.
Seek opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in education.	Parents and carers have increased understanding of how the use of digital technology can support education.

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Improve access to digital technology for all learners.

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> **"Investing in education technology is no longer an option, but a necessity. Students unable to navigate through a complex digital landscape will no longer be able to participate fully in economic, social and cultural life."**
> *Andreas Schleicher, OECD Education Director*

The Digital Learning and Teaching Strategy for Scotland states that although access to digital technology will not by itself lead to an improvement in educational outcomes, it is central to that aim. To that end, a rationale and set of principles has been compiled to inform the planning of the Education Network Review.

If all learners are to benefit from an education enhanced by digital technology, action must be taken not only to ensure a robust digital infrastructure in our education establishments, but also to continually review and improve that provision to achieve sustainability. Ensuring such provision will means that educators have confidence that the available digital technology will work, and as such will choose to incorporate it into their teaching.

Where our educators 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.

The Education Department's Digital Learning and Teaching Strategy will build workforce capacity in the use of digital technology and ensure high quality professional learning and collaboration for educators in schools.

The key principles to inform the Education Network Review and support this Strategy are:

- The network will be secure, responsive and resilient, continually monitored and reviewed to ensure excellence in provision and support the demands of an ever-changing curriculum landscape.
- Internet access will be consistently fast and responsive during the school day and beyond, across all establishments given the increased use of Glow and other online resources.
- Full and high speed wireless coverage will be readily available across all areas in every establishment.
- The infrastructure will support a large volume and wide range of sector-leading digital technology, including user owned devices, rather than limitation to a single device type or operating system i.e. best toolset for the task in hand as deemed by Education. By 2021, the infrastructure will support a minimum of 65,000 devices. These devices will include managed devices, school owned devices, BYOD, interactive whiteboards and panels and all other interactive learning, teaching and assessment technologies that will support the Internet of Things into the future.
- With the support of e-Government, a Mobile Device Management solution will provide flexibility and control for school owned and other appropriate devices and be refreshed to ensure currency and meeting needs.
- All devices on the network will have fully up-dated (i.e. latest releases) operating systems and applications.
- All staff and pupils will have access to secure storage areas.
- Current and future technology will be driven by the needs of Education and be managed and supported by e-Government (IT) and therefore it is essential that infrastructure is not a barrier.

- In taking forward the above, the e-Government ICT Technician Service will be flexible and responsive ensuring that the wide range of digital technologies available in establishments is fully supported; and the IT Service Desk will be available to take calls one hour prior to the start of the school day (current starting time is 8.45am) for emergency purposes and to ensure no disruption to learning.

The Scottish Government's National Improvement Framework states that Scottish education needs to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs. This ambition is reinforced by the 5Rights Youth Commission's Final Report to the Scottish Government. Regardless of social status, ability, or home situation, all young people deserve the right to the same level of engagement with the digital world. Levelling access to technology, also levels access to opportunities, giving everyone the same chance to succeed.

The actions outlined below aim to support all our schools and ELC settings in improving access to digital technology, ultimately for the benefit of their learners, but also to ensure our educators feel equipped in making the paradigm shift to integrate technologies into all aspects of learning and teaching.

Improve access to digital technology for all learners.

Action	Impact
The Education Department will:	
Continue to invest in a sustainable, secure, responsive and resilient digital infrastructure, ensuring that the network capacity is continually monitored and reviewed to ensure quality provision for a large volume and wide range of sector-leading digital technology and the demands of an ever-changing curriculum landscape.	Education establishments, educators and learners enjoy a secure, fast, responsive and robust digital infrastructure during the school day and beyond.
Continue to invest in a responsive and robust wireless infrastructure that is enabled across all areas in every establishment.	Wireless access supports "anytime anywhere" learning and the wide range of digital technologies available in our education establishments.
Continue to offer authenticated and filtered Bring Your Own Device (BYOD) to all education establishments.	Education establishments can offer both educators and learners connectivity to free and filtered access to the internet using their own devices to support learning, teaching and assessment.
With the support of e-Government, invest in and develop mobile device management solutions to provide flexibility and control for school-owned and other appropriate devices.	Effective and efficient management and control over mobile technologies in all education establishments.
Through the annual digital refresh programme, continue to consult with stakeholders and work with suppliers on the National Frameworks to secure a wide range of devices to support learning and teaching.	Education establishments have the opportunity to select the most appropriate technologies to enhance the quality of education, increasing motivation and equipping learners with the digital skills required for the future.
With schools, review ICT policy and provision on a regular basis to ensure that it meets current and future needs, whilst continuing to work with education establishments, stakeholders and suppliers to ensure the availability of a wide range of technologies.	ICT policy and provision reflects current best practice and aligns with local and national policies. Autonomy for education establishments when making decisions about the types of devices required to enrich learning and teaching and meets learners' needs. Educators and learners have access and exposure to new and emerging learning technologies.
Continue to explore and invest in technologies that best support those learners with additional support needs and promote equitable digital experiences across all education establishments.	All learners have access to technology which meets their needs and enhances learning and teaching.
Strive to ensure the most ambitious ICT provision is included at point of new build, investment	Educators and learners have access to up-to-date and relevant digital technologies.

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programmes pertaining to improvements in the education estate and for the expansion of ELC establishments.	
Continue to invest in digital solutions to help streamline work processes and improve communications between education establishments, parents and carers.	The implementation of specialist business applications, including online payment solutions and communication tools result in streamlined processes whilst providing a catalyst for improving parental engagement.
Explore, develop and deploy a sustainable print service across the education estate.	A print service facilitates secure printing and scanning to allow the creation of personal digital libraries that will be accessible "anytime anywhere". A print service impacts positively on budgets and reduces the Council's carbon footprint.
Continue to work closely with the ICT Service to ensure that the support available to education establishments is appropriate, accessible and responsive.	Maintaining close working relationships between the Education Department and ICT Service ensures that the needs of education establishments are fully understood and met and that the future needs of learners are proactively and regularly considered. Effective support ensures continuity in the use of digital technologies to support learning and teaching.
Ensure that all education establishments have a trained Account Manager to provide all users with access to Glow.	All educators are confident users of Glow and the wide range of available digital productivity tools in this national intranet for education, driving towards a more dynamic learning and teaching online environment.
Continue to utilise and promote Glow and its up-to-date, relevant digital tools and services as the main learning and teaching platform for all education establishments.	Continued use of Glow's up-to-date and relevant digital tools and services enriches education, facilitating the adoption of a digital approach to provision, production and sharing of educational content and resources. Continued use of Glow provides the hosting of school websites, information sites and learning and teaching resources.
Actively participate in the national "Digital Leaders Group", fostering good relationships with national bodies and all other local authorities.	The Education Department's representative has access to expertise from across Scotland to inform innovation and best practice.
Educational establishments will:	
Continue to work with the Education Department to ensure the availability of a wide range of technologies to enhance the quality of education, increase motivation and equip learners with the digital skills required for the future.	Autonomy for education establishments when making decisions about the types of devices required to enrich learning and teaching and meets learners' needs. Educators and learners have access and exposure

	to new and emerging learning technologies.
Harness the increased availability of learners' personally owned devices in educational establishments to enhance "anytime, anywhere" learning using BYOD.	Learners' increased ease of access and use of their own devices is exploited to the benefit of learning, teaching and assessment across all areas of the curriculum. BYOD allows educators to effectively use digital technology to develop learners' digital literacy skills and encourage safe, responsible and acceptable online behaviours on learners' own devices.
Ensure that all learners become resilient users of digital technology and can stay safe online.	All learners are responsible digital citizens and aware of how to keep themselves safe and secure online, including their own devices.

Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.

"Digital skills should be embedded in the curriculum and developing a digital literacy for all has to be integral throughout Curriculum for Excellence."
Digital Solutions to the Productivity Puzzle (2016) Scottish Council for Development and Industry

The Digital Learning and Teaching Strategy for Scotland states that It is only when digital technology finds a place in all curriculum areas that our learners will be able to fully benefit from an education enhanced by digital technology. The importance of our learners being able to use a variety of digital technologies and possessing a range of digital skills in today's increasingly digitised world is clear. Digital technology must, therefore, be fully utilised to deliver experiences and outcomes across Curriculum for Excellence allowing our learners to benefit from a wide range of opportunities to use digital technologies and develop the associated digital skills during their education.

Assessment is an integral part of learning and teaching and digital technology has significant potential to improve the assessment process. If utilised appropriately it can help to reduce teacher workload and ensure a more efficient assessment process both in terms of the assessment time itself and the time required to provide results and feedback. It is vital that approaches to assessment that make use of digital technology are supported, developed and embedded.

As stated in the Digital Learning and Teaching Strategy for Scotland, from the earliest stages of their education, children can begin to develop digital literacy, finding stimulation in early years settings and schools which use digital technology to enrich learning across the curriculum. As they advance through education, they should develop increasingly sophisticated technical skills, becoming confident in the creation as well as use of digital materials. Across a range of different subjects, they will develop computational thinking, taking a logical and creative approach to problem solving.

The development of digital learning should be systematically planned and evaluated at both authority and educational establishment level. Self-evaluation guidance such as "How Good Is Our School?" and "How Good is our Early Learning and Childcare?" provide national benchmarks against which the quality of digital learning can be assessed and are central to the process of educational improvement.

The actions outlined in this section will help to ensure that digital technology is a central consideration in all areas of the curriculum, allowing learners to fully benefit from an education enhanced by digital technology.

Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.

Action	Impact
The Education Department will:	
Continue to engage with the SQA and schools' SQA Coordinators to ensure the sharing of innovative practice and digital approaches to assessment are fit for purpose and meet the needs of both education establishments and learners.	Effective engagement between the local authority and the SQA ensure that the place of digital technology in assessment is continuously strengthened.
Encourage schools to use the SQA's redesigned existing and new digital services including those formative and summative online assessments to support qualifications.	All learners and educators benefit from the use of digital technology to support assessment.
Support education establishments to ensure that the use of digital technology is a central consideration in improvement planning.	Education establishments are supported in planning for improvement in learning and teaching using digital technology.
Refresh the East Renfrewshire Technology Skills Framework to include the CfE Benchmarks and updated Experiences and Outcomes.	All educators are supported in providing an education enriched by digital technology and will become familiar with those digital skills vital for learning, life and work.
Education establishments will:	
Ensure that the use of digital technology is a central consideration in the planning and delivery of any learning, teaching and assessment in all curricular areas.	Reduced workload through the provision of more efficient assessment processes both in terms of the assessment time itself and the time required to provide results and feedback. Learners are provided with personalised feedback to ensure focus on areas in most need of improvement. Improved engagement, increased enjoyment and raised attainment across all areas of the curriculum.
Continuously reflect on and review the delivery of digital literacy, including coding and computational thinking, to ensure that learners are developing digital skills, knowledge and capabilities for learning, life and work across all curricular areas.	Increased opportunities across all curricular areas for all learners to develop those digital skills vital for learning, life and work in today's increasingly digitised world.

Empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

> **"If digital technology is to be used consistently to enhance learning and teaching across Scotland, then it is essential that leaders at all levels understand the benefits of digital technology in education and support its increased use."**
> *Enhancing Learning and Teaching Through the Use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland – Scottish Government 2016*

Digital technology develops at a rapid pace, both in terms of the technology itself and how it can be used to support learning, teaching and assessment. Use of digital communication channels and access to relevant research and guidance from a range of sources, alongside ongoing CLPL, will ensure our leaders of change make well informed decisions and continued effective review of the use of digital technology to support education.

In March 2017, Digital Leaders were identified in every educational establishment and a very successful training programme developed their skills and confidence in the appropriate and effective use of digital technologies. The Digital Leaders have since supported and enabled educators in the use of the wide range of productivity tools in Glow to enhance teaching, enrich learning and develop the digital skills of their learners.

Several of our educational establishments have established their own Digital Leaders or Digital Champions, educators and in some establishments, learners, who have an identified role to play in improving educational outcomes and developing those digital skills that are vital for life, learning and work in today's increasingly digitised world.

As stated in the 5Rights Youth Commission's Final Report to the Scottish Government, there is a role for young people to become leaders in our communities, by influencing across generations how to use technology effectively, promoting its benefits, and raising awareness of everyone's rights in the digital world. It is hoped that, by emphasising that the digital world is not entirely separate from the physical world and destigmatising its negativity, that we can build confidence in everyone to embrace the benefits that it brings.

The actions outlined in this section will help to ensure that leaders of change are empowered to drive innovation and investment in digital technology for learning and teaching.

Empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

Action	Impact
The Education Department will:	
Ensure that all thematic and validated self-evaluation reviews include a focus on effective and innovative use of digital technology.	Shared best practice in the effective and innovative use of digital technology and opportunities for digital skills development which will, in turn, inform planning for all education establishments.
Continue to offer a CLPL programme to support the digital elements of the professional standards.	The appropriate use of digital technology and the development of educators' and learners' digital skills are enhanced.
Continue to provide forums for leaders of change to enable communication, collaboration and action-planning.	Education establishments and clusters collaborate, share and plan effective approaches to the use of digital technology.
Support leaders of change to ensure that research and guidance relating to the use of digital technology in education is prominent and freely available.	Leaders of change have access to relevant research and guidance.
Continue to provide support and guidance for education establishments around data protection in line with General Data Protection Regulations (GDPR).	Education establishments are compliant with legislation.
Education establishments will:	
Ensure that the self-evaluation guidance and quality assurance processes reference the importance of using digital technology to enhance learning and teaching and develop digital skills for life, learning and work.	The self-evaluation and quality assurance processes indicate strengths and areas for development in the use of digital technologies, alongside next steps in terms of innovation and investment.
Ensure that the Collegiate Agreement, PRD, Professional Enquiry and Professional Update processes reflect the prominence of digital technology in GTCS and core professional standards.	Our educators will use digital technology to enrich learning, teaching and assessment.
Ensure that the knowledge and expertise of ICT Coordinators and Digital Leaders is shared with senior leaders and CLPL opportunities provided to support educators to have a sound understanding of effective and innovative use of digital technology	Enhanced practice impacts positively on learning, teaching and assessment.
Foster the use of digital communities allowing educators to showcase initiatives and innovations.	Innovative and ambitious practice will be shared across education establishments and local authority boundaries, including West Partnership.

Ensure that cyber resilience, internet safety and child wellbeing is central to all digital technology use.	All users are safeguarded when using digital technologies. Learners and educators are fully aware of the importance of being digitally resilient and know how to act should any online threat be encountered.
Involve parent councils and parent and carer groups in discussions around the use of digital technology to help realise anytime, anywhere learning.	Greater involvement of parents and carers in supporting learners to develop those digital skills required for learning, life and work and an increased recognition of the value and importance of using digital technology, including learners' personally owned devices.

Measuring Success and Reporting on Progress

The Education Department and education establishments undertake annual self-evaluation activities which are summarised in Standards and Quality Reports. These reports provide information on the progress made with the actions taken to secure outcomes and impact.

> **"To redefine the role that digital technology plays in Scottish education is to achieve a cultural change. There is no one single indicator that will tell us if we have achieved that goal."**
> *Enhancing Learning and Teaching Through the Use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland – Scottish Government 2016*

The following indicators will help build a picture of success.

Expected Outcome/Impact	Performance Indicator	2018/19 Value	2019/20 Target	2020/21 Target
1. Education establishments have embedded the use of digital technology within their learning and teaching.	• % schools with Digital Schools Award			
2. More learners and educators are incorporating digital technology into education.	• Increase in Glow usage			