

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE9 November 2023Report by Director of EducationDIGITAL LEARNING AND TEACHING STRATEGY 2024 - 27**PURPOSE**

1. The purpose of this report is to update Education Committee on the evaluation undertaken of the Education Department's previous digital learning and teaching strategy and seek approval for the new digital learning and teaching strategy 2024 - 27.

RECOMMENDATIONS

2. Education Committee is asked to:

- Note the evaluation undertaken on the Education Department's digital learning and teaching strategy 2018 - 21;
- Approve the new draft digital learning and teaching strategy for 2024 - 27; and
- Request the Director of Education reports to Education Committee on the impact of its implementation.

BACKGROUND

3. In October 2018, Education Committee approved the Council's initial digital learning and teaching strategy. This followed the development of the Scottish Government's 2016 national digital strategy, requiring local authorities to have "*an ambitious strategy regarding the use of digital technology in education and actively look for opportunities to continually invest in sustainable digital infrastructure, including the procurement of appropriate digital devices.*"

4. The 2018 strategy was built around 4 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.

5. With good progress being made in undertaking the key activities of the strategy to meet the above objectives, the onset of the pandemic in March 2020 led to an unprecedented shift in the focus of digital learning and teaching. With the closure of all education establishments and a move to remote learning provision over a very short period of time, many of the planned

activities were quickly overtaken as staff, pupils and families embraced new, digital approaches to maintain ongoing learning provision.

6. Despite the challenges of the pandemic, the department continued to progress aspects of the strategy, including through significant investment in additional digital devices to help support families experiencing challenges with access to remote learning provision and an expansion in the Career Long Professional Learning (CLPL) offer available to staff to support digital learning and teaching.

7. Although the strategy continued to be progressed during school closures, other aspects required the lifespan of the strategy to be extended beyond the original 3 years. Therefore a formal evaluation was not carried out until session 2022 – 23.

8. Whilst the pandemic resulted in unrivalled challenges, with significant impacts on education, the experiences of staff, pupils and families through this period has resulted in a shift in the perception of digital learning and accelerated the adoption of new, innovative practice both within classrooms and playrooms and whilst at home.

9. The central role of digital technologies across all aspects of learning and teaching has been recognised nationally, including through the Scottish Government's national commitment to provide a device for every pupil by the end of the current parliamentary term. The department continues to engage at an early stage with this ambition and works closely with IT services to prepare a robust project plan to support any future expansion on this basis.

10. Given the pace of change and the progress made over the last 4 years, with many of the original ambitions being overtaken, the department has undertaken an evaluation on progress and used this as the basis for a new, refreshed strategy for the years ahead.

REPORT

11. In advance of the development of the digital learning and teaching strategy 2024 - 27, an evaluation on the previous 2018 strategy was undertaken throughout the 2022 - 23 session, being completed in June 2023 by officers within the Education Department's Quality Improvement team. The full evaluation on the 2018 strategy is available as appendix 1.

12. The evaluation outlines the progress made in working towards the 4 key objectives initially set out in the 2018 strategy, whilst recognising the impact of the pandemic on the initial aims. The report demonstrates the significant progress made and key highlights include:

- The significant increase in CLPL opportunities for staff, supporting them to deliver remote learning through the disruption caused by the pandemic.
- Investment in digital resources for schools and nurseries, including the targeting of devices to schools with higher levels of deprivation. Importantly, this supported schools in providing devices to families to support remote learning during periods of school closure.
- The use of digital technologies across all aspects of the curriculum to support high quality learning and teaching, as recognised through external review and inspection.

- The digital transformation of customer-facing services, including the launch of Parentsportal, Parent Pay and online parents evenings, with significant improvements in the customer experience.

13. Building on the evaluation and the experience of staff, pupils and families over the last 4 years, a draft digital learning and teaching strategy 2024 - 27 has been developed (appendix 2) by the department.

14. The new strategy aligns closely with the Council's wider strategic outcomes, contributing to strategic outcome 2 "*East Renfrewshire residents are fit and active and have the skills for life, learning and work*". In addition, the draft strategy links to the Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, again seeking to ensure that children and young people have the digital skills required to support both within school and throughout their lives.

15. The draft strategy sets out the Education Department's Digital Vision and outlines the key activities to be undertaken by both the department and individual establishments under three areas:

- Digital Access – improve digital access in school and at home for all;
- Digital Learning & Teaching – improve learners' experiences through effective use of digital technology;
- Digital Leadership – improve the digital capacity of the service for children, young people and staff now and for the future.

16. Whilst primarily focussing on the role of schools and early learning and childcare establishments in ensuring children and young people have the digital skills they need, it is recognised that such activities cannot be viewed in isolation and there will be a need to work closely with partners across the Council to ensure these ambitions can be met.

17. To enable the ongoing monitoring of the strategy over the proposed three years, from 2024 - 2027, a number of key performance indicators have been developed, with targets demonstrating the department's digital ambition for young learners. In line with the department's other strategies, these will be monitored on an ongoing basis within the department and reported to the Education Committee on an annual basis through the Standards and Quality Report.

CONSULTATION

18. The Education Department has a well-embedded approach to self-evaluation and, as noted in the evaluation report on the 2018 strategy, has consulted widely with pupils and staff to learn from the experiences of different groups through the pandemic and their wider ambitions for digital learning in the future. This consultation has included engagement with individual establishments on an informal basis, discussion with Digital Leaders and ICT Co-ordinators, discussion with pupils and staff through the Director's Staff Forums and Pupil Council meetings.

19. In developing the draft digital learning and teaching strategy, the Education Department has consulted with the Council's ICT Service, a key partner in ensuring the successful delivery of the wider ambition for digital across schools and early learning and childcare establishments.

FINANCIAL AND EFFICIENCY IMPLICATIONS

20. All actions outlined in the draft strategy will be met from within existing budgets across both the Education Department and ICT Service.

CONCLUSION

21. The Education Department is committed to ensuring that digital continues to be a key consideration across all aspects of learning and teaching within our schools and early learning establishments. The evaluation on the 2018 strategy outlines the progress made over recent years, and the subsequent impact of the pandemic on the department's approach to digital learning and teaching.

22. The draft digital learning and teaching strategy 2024 - 27 sets out the Education Department's Digital Vision for children and young people across East Renfrewshire, seeking to equip them with the skills needed for learning, life and work. The strategy sets out the three key areas of focus for the department and the activities to be taken forward, both by the department and individual education establishments in ensuring the ambitions for young learners can be met.

RECOMMENDATIONS

23. Education Committee is asked to:

- Note the evaluation undertaken on the department's previous digital learning and teaching strategy;
- Approve the new draft digital learning and teaching strategy for 2024 - 27; and
- Request the Director of Education reports to Education Committee on the impact of its implementation.

Mark Ratter
Director of Education
9 November 2023

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Appendices

1. Review of Digital Learning and Teaching Strategy 2018 – 21.
2. Digital Learning and Teaching Strategy 2024 – 27.

Review of the progress and impact of the Digital Learning and Teaching Strategy in East Renfrewshire (2018-2021)

June 2023





Purpose of the Report

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The purpose of the report is to provide an update on the progress and impact of the Education Department's Digital Learning and Teaching Strategy (2018-2021). The report outlines the steps taken to further improve and develop the digital skills and confidence of staff and learners and improve the quality and consistency of experiences of children and young people in digital learning across East Renfrewshire.

Background

In September 2016, the Scottish Government published its strategy document '**Enhancing Learning and Teaching through the use of Digital Technology**'. The strategy outlined four essential and interrelated objectives that are central to successful digital learning, teaching and assessment.

Our Digital Strategy

In response to the national strategy and the wider national improvement agenda, a strategic steering group was established in East Renfrewshire with the task of producing a Digital Learning and Teaching Strategy that would lead to improvement in not only the four key areas identified to the left, but in response to the specific needs of the learners, staff and parents/carers in East Renfrewshire.

As well as the national strategy, the local strategy took cognisance of East Renfrewshire Council's wider Digital Strategy (2018-2020) and the good practice in terms of digital approaches which already existed within East Renfrewshire establishments.

In October 2018, Education Committee approved the Education Department's Digital Learning and Teaching Strategy (2018-2021) which outlined our vision for digital learning and teaching across education establishments. The strategy adopted the four key objectives from the national strategy and outlined a clear set of actions for the department and IT service, Early Learning and Childcare (ELC) settings and schools to undertake in order to deliver these objectives.

Alongside the objectives set out in the strategy, a set of Key Performance Indicators and Targets were identified. Progress in relation to these indicators can be found in Appendix 1.

In March 2020, the onset of the Covid-19 pandemic resulted in significant disruption, not only to Education but to society as a whole. Advancement in the formal implementation of the strategy was impacted, however, due to the rapid expansion of remote and online learning approaches, progress in a number of areas was expedited resulting in increased staff and pupil skills and confidence.

This review and evaluation was therefore delayed as schools continued to recover from the pandemic during academic session 2022/23.

Our 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.



Evidence

Evidence for this report has been gathered through:

- Discussions with staff and pupil digital leaders in schools and ELC settings.
- Online feedback 'Jamboard' responses to key questions posed to ICT Coordinators in every ERC establishment, which also captured the views of the wider pupil and staff bodies within establishments.
- A follow up discussion during ICT Coordinators' meeting in May 2022.
- A session facilitated by Education Scotland's Digital Skills Team on 'Evolving Digital Thinking' in May 2022. This was well attended by Head Teachers and other senior leaders with responsibility for digital learning and teaching within their own establishments.
- Feedback from Parent Council Chairs meetings from 2020-2022.
- Findings from review activity carried out by the Education Department from 2018-2022.
- Findings from HMIe inspection reports and summarised inspection findings (SIF) documents for ERC establishments (2018-2023).
- Feedback from Education Scotland following online engagement visits focussing on the quality of remote learning (2020).
- Evidence provided by schools and ELC centres in annual Standards and Quality Reports.
- Digital Schools Award validation visit reports.

The evidence gathered has also informed the development of our Digital Strategy 2024-2027.

The four key objectives and progress towards achieving these are outlined below. The statements in bold print are the impact and outcome statements from the original strategy document.

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

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.

A Digital Innovation Hub (Digihub) space was created within St John's Primary School to provide a physical space where staff and pupils could have hands-on experience with stimulating, challenging and cutting-edge technology. The space was completed in September 2019 and was used effectively to deliver CLPL sessions for staff until March 2020. Due to the size of the space, its use was initially impacted post-Covid due to ongoing restrictions however, a calendar of activities resumed in session 2022/23.

Several schools have used the space for classes to try out kit relating to coding. Devices and kit within the Digihub are available on loan to schools/ELC settings in order that they can 'try before they buy'. In addition, the Principal Teacher: Equity (Digital Inclusion) has used all of the resources to deliver CLPL sessions for staff and to model lessons.

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.

The Digihub online staff site was developed and launched in February 2020 as a 'one stop shop' for support and guidance on all aspects of digital technology. During lockdown period from March-June 2020 the site was viewed on approximately 3600 occasions, with very positive feedback received. Content continues to evolve and be further refined and developed in response to feedback from practitioners.

The site was commented on positively by the Education Scotland Digital Skills team who recognised it as a valuable and accessible resource for practitioners. Our approaches to developing the site and its content have also been shared with other local authorities.

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.

An evolving programme of CLPL has been delivered over the past four years. During periods of remote learning, the programme was adapted in order to respond to the needs of practitioners to ensure that they were confident and skilled in delivering high quality remote learning provision. Almost all primary and secondary schools reported that where some staff had been reluctant to use digital approaches prior to lockdown, many were now far more confident and willing to incorporate approaches into their practice. Senior leaders attributed this shift to the high quality support that establishments had received from the central digital team coupled with high levels of ongoing support provided by staff in schools in order to upskill and build the confidence of their colleagues.

All CLPL sessions are recorded and available to all staff on the Digihub site. The majority of sessions have been delivered by the Principal Teacher with an increasing number of sessions delivered in partnership with staff from other sectors such as Promethean and Education Scotland. Further partnership working has since been developed over the last year, including relaunching the 'Train the Trainer' Promethean CLPL programme in order to ensure that staff maximise the functionality of ActivPanel devices.

In addition to the universal CLPL offer, bespoke sessions have been delivered for all establishments on request. These sessions have focussed primarily on coding activities in order to ensure that staff are confident in delivering computing science experiences and outcomes. Weekly drop-in sessions were introduced in March 2020 and these provide an opportunity for staff to ask questions or request support on any aspect of digital learning.

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

In addition, a number of online ‘Code Along’ sessions have been delivered to primary school classes across the authority. An average of 40 classes have attended each session and feedback gathered after the sessions has been very positive. A bespoke enhanced CLPL offer for Early Years settings with a focus on computational thinking/ delivering computing science experiences and outcomes was also rolled out during session 2022/23.



“It was excellent and my class absolutely loved it! Their faces lit up with excitement the first time they ran the project and saw it working. The competitive element of the reaction time challenge kept them engaged long after they had completed the coding project. Thank you!”

Feedback about a Code Along session from primary practitioner



“Thank you so much for all the effort you have put into preparing for this. Being able to watch the recording again on the Digihub website is so helpful. I have already looked at parts of it again to double-check how to do different things. Thank you!”

Feedback about a ThingLink CLPL session from a secondary practitioner



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.

ICT Coordinators benefit from the collaboration with colleagues, sharing of experiences, knowledge and practice. Newly appointed ICT Coordinators are supported in their role.

Aside from ICT Coordinators, who support with the more operational aspects of digital technologies, there are staff in every establishment who support colleagues both formally and informally with aspects of digital technologies. Unfortunately, over the past four years, the number of staff trained formally as ‘Digital Leaders’ has declined, primarily due to staff movement across and outwith ERC. In seeking to address this, there has been a greater focus on offering online twilight sessions where multiple staff from one school can attend, reducing the limitations of class cover. Whilst this has increased the reach of the sessions, feedback from some establishments indicates a desire for a more formal Digital Leaders programme to be reinstated for staff who have a particular interest in digital approaches. This would enable staff to continue to be provided with CLPL opportunities and experiences which challenge them and further develop their knowledge and skillset. In order to facilitate this, we are in the process of developing a ‘Digichamps’ programme to launch in line with the new strategy. The programme will offer practitioners the opportunity to undertake more formal accreditations such as Google Educator and Microsoft Innovative Educator whilst working collaboratively with colleagues from across the authority.

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

ICT coordinators continue to play a pivotal role within their establishments. Support is provided for them from the central team and communication and collaboration is encouraged through the use of the ICT Coordinators' MS Team. Formal meetings are held three times a year however, there are open channels of communication between coordinators and the central team whereby all enquiries are dealt with timeously. ICT coordinators who are new to the role are provided with an introductory session in order to support them with the key aspects and associated ongoing tasks.

Educators benefit from the sharing of experiences, knowledge and practice to facilitate their professional learning.

In January 2021, the weekly Digihub Digest newsletter was launched. The Digest was introduced in order to reduce the volume of emails sent to establishments and to ensure that information was succinct, consistent, relevant and accessible to all staff. This has resulted in reducing workload for ICT coordinators as information is already collated and distilled and is sent directly to all teaching staff. This has been very well received by staff and has ensured that information is disseminated timeously.

The @DigiSchoolsERC X (formerly known as Twitter) account has over 1000 followers and is used to highlight and share practice from establishments across East Renfrewshire. All establishments now tag the account and this has enabled us to identify and disseminate good practice and has encouraged greater collaboration and sharing of ideas across the local authority. Each week a selection of posts from establishments across all sectors are included in the Digest newsletter.



"I love the Digihub Digest, please keep them coming! Such an accessible and helpful weekly update and much easier than trying to keep on top of multiple emails. Staff in my school have welcomed the introduction of these too!"

Feedback from Secondary ICT Coordinator



Improved provision and practice through response to the evaluation of feedback from learner voice and learner participation in development and evaluation activities.

All primary and secondary schools have pupil digital leaders who share their experiences and skills. In every year except 2020, a session has been held, in order to provide pupil digital leaders from primary schools a platform to share their experience and knowledge on a specific aspect of digital learning with others. Feedback from the session was overwhelmingly positive and this is now a planned annual event. Through pupil forums, feedback will continue to be sought and acted upon.



"Thank you for the session, it was really helpful and I now know about the wide range of digital support on offer in ERC too and now feel more confident to utilise the various apps available through Glow."

Feedback from Primary NQT September 2021



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

Parents and carers have increased understanding of how the use of digital technology can support education.

During periods of remote learning, schools provided a high level of support and information to parents and carers on aspects of digital technologies including productivity tools within Google Workspace for Education and Microsoft 365. Support included phone calls, help sheets and guides and support sections on school websites. The department provided a wealth of resources and materials via the Digihub site which could be adapted or used by establishments in order to develop understanding and confidence of parents and carers. Work in this area has led to an increased understanding of how digital technology can support learning. Most schools have held sessions for parents/carers on aspects digital learning and internet safety/cyber resilience. In response to feedback from schools and parents/carers, there is a recognition of the need for further support on internet safety and cyber resilience. A 'Digihub@Home' site is currently being developed in order to provide an accessible, current and comprehensive library of support materials and resources for parents and carers. Feedback will be sought and content will be refined and supplemented on a regular basis.

Students and newly qualified staff commence their careers with a solid understanding of how to use digital technology for learning and teaching.

As part of the Newly Qualified Teacher induction programme, a session is delivered early in the first term in order to present a picture of digital learning and teaching in East Renfrewshire and to share practice and ideas regarding productivity tools within Glow. These sessions are well received and provide a good starting point. Ongoing support for student teachers and NQTs is provided by ICT Coordinators and digital leaders. Almost all CLPL sessions are open to practitioners at all stages in their career.



Improve access to digital technology for all learners.

Education establishments, educators and learners enjoy a secure, fast, responsive and robust digital infrastructure during the school day and beyond.

Bandwidth in all establishments has been upgraded over the last four years. Unfortunately, due to extended supplier lead-in times, establishments have experienced delays for upgrades to take place. We are now in a position where some establishments are consistently reaching capacity. Carolside Primary and Netherlee Primary have piloted 'local breakout' internet whereby network traffic goes straight to the internet rather than through Barrhead HQ. Further review will be required to determine whether this has had enough of an impact to merit the costs associated with further sites being moved to this model. In addition, East Renfrewshire have signed up to the 'City Fibre' scheme. This will enable all establishments to have full access to state of the art fibre-optic network and will ultimately improve connectivity and overall user experience. The timescale for the rollout is likely to be over the next two years and we are continuing to liaise with colleagues in IT in order to obtain progress/timescale updates.

Wireless access supports "anytime anywhere" learning and the wide range of digital technologies available in our education establishments.

All establishments have wireless infrastructure enabled. From time to time, there continues to be Wi-Fi issues across the school estate where user experience is negatively impacted. We have continued to communicate frequently with our partners in the IT service and Wi-Fi provider in order to troubleshoot and resolve issues. Following feedback from establishments, a number of intermediate upgrades have been carried out over the last 4 years with additional wireless access points having been installed where required. The department is working closely with IT services to undertake a wider refresh of Wi-Fi infrastructure across all establishments in the coming year to further improve connectivity.

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. 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. 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.

All secondary schools and around half of our primary schools utilise the Bring your Own Device approach, taking advantage of filtered internet access. Support has been provided to schools from the central team and we continue to endorse BYOD as a means of facilitating greater flexibility



"The use of digital technologies to support learning is a strength across the school. Recently, the school has gained the Digital Schools Award Scotland. Teachers use a variety of digitally-based applications and approaches to enhance the learning experience of young people. This is increasing opportunities for interactive and flexible learning. Young people may bring their own devices to school, which is extending the use of digital technology."

St Ninian's High School, HMIe Summarised Inspection Findings, June 2019



Improve access to digital technology for all learners.

Effective and efficient management and control over mobile technologies in all education establishments.

A mobile device management (MDM) solution has been in place for almost five years and invaluable support is provided through IT technicians. There have been a number of challenges with the solution and we have worked closely with the supplier and our colleagues in IT in order to resolve issues. Further training is planned throughout session 2023/24 for those responsible for the administration of the MDM solution within their own establishment as a number of inconsistencies in the use of the solution have been identified. The contract is due for renewal in mid-2024 and any award will be based on a reviewed, updated specification to ensure needs are being met.

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.

Autonomy for education establishments when making decisions about the types of devices required to enrich learning and teaching and meets learners' needs.

Continued investment by the Education Department has ensured that our digital refresh programme has developed over the past four years. Establishments are now given greater choice in the types of devices that they can select in order to meet needs within their own context. Establishments know their learners best and are empowered to make decisions about the types of devices required within their own setting.



“Children use a range of digital technology well to enhance their learning across the curriculum. They are confident using tablets to research, record and present their learning. They access and use digital applications to help gather and share views and support their learning, for example to hear correct pronunciation in French. Across the school, children are developing well their coding skills using a range of devices and software. Virtual reality (VR) headsets are providing motivating stimuli to enhance learning. For example, children use the VR headset to explore what they see, feel and hear in the Arctic to support their writing. Digital leaders use their skills in digital technology to teach skills to other children.”

Braidbar Primary School, HMIe Summarised Inspection Findings, May 2023



ICT policy and provision reflects current best practice and aligns with local and national policies.

In line with national and wider ERC policy, we have reviewed and refreshed a number of key policies and circulars to ensure that they are relevant and current. Centrally, we have continued to invest in IT provision which is fit for purpose and up to date. Examples of this include the high quality IT provision included as standard in all new build establishments and our ongoing work to upgrade Promethean ActivPanel devices across the estate.

Due to budget constraints and the vast numbers of older style interactive whiteboards which are now reaching end of life, this is becoming increasingly challenging to centrally support at scale. Schools are encouraged, where possible, to consider utilising carry forward funds/devolved school budget to support with upgrading digital devices to ensure continued high quality learning experiences for pupils, however, this remains challenging.



Improve access to digital technology for all learners.

Educators and learners have access and exposure to new and emerging learning technologies.

Establishments are supported to be outward looking and innovative in their approaches to digital learning and teaching. Devices from our Digihub are loaned to schools and platforms such as the Digihub Digest and ICT Coordinators' meetings are used to disseminate information about new and emerging technologies. The introduction of these is supported through our ongoing CLPL programme. In addition, departmental staff have visited the BETT (British Educational Training and Technology) Conference in order to keep abreast of new and emerging technologies.

All learners have access to technology which meets their needs and enhances learning and teaching.

Educators and learners have access to up-to-date and relevant digital technologies.

Continued investment has been made to ensure that all establishments have access to up to date technologies and devices. Over the period 2017/18-2019-20, 2000 Chromebooks were purchased centrally and were allocated to schools based on numbers of pupils residing in SIMD 1-3. In addition, we purchased 700 Chromebooks and 300 laptops to support schools during the periods of remote learning and to allow for greater flexibility during periods of Covid-19 restrictions within school buildings. As part of the Connecting Scotland/Scottish Government Digital Inclusion programmes, 61 Mi-Fi boxes and sim cards and 152 Chromebooks were allocated to Secondary schools and 438 Chromebooks were allocated to primary schools in August 2020. As part of Connecting Scotland Phase 2, an additional 150 devices were secured, 78 of which were gifted to families in our ELC settings in areas of highest deprivation, with the remaining 72 Chromebooks gifted to learners within St Luke's and Barrhead High Schools in lower SIMD households.



“Across the school, there are many good and at times innovative uses of digital technology that enhance learning. These provide effective digital solutions to extend learning that is not normally accessible and support children’s additional learning needs. The use of netbooks is integrated very well into learning across the school. The further growth of mobile technology use has enhanced the school’s digital resources.”

**Our Lady of the Missions Primary School, HMIe
Summarised Inspection Findings, April 2019**



In January 2019, a kit of digital devices to teach early computational thinking skills was purchased centrally for each ELC setting. Follow up training was delivered by the Principal Teacher: Equity (Digital Inclusion) in order to ensure that staff were confident and skilled in the use of the devices. All school-based learners have access to virtual reality technology, which has been specifically recognised as enhancing learning through recent inspection reports.



“In almost all lessons observed, there was consistent use of digital technologies as a way to enhance learning and teaching and support independent learning. Children spoke confidently and very positively about the improvements that had taken place with digital technologies over the past two years and are keen to continue developing their skills in this area.”

St Marks Transitions Review, November 2019



Improve access to digital technology for all learners.

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.

A number of business applications have been introduced in order to streamline processes. These have had a significant impact in terms of management of information and ensuring that processes are straightforward and accessible to parents/carers. An example of this is ParentsPortal, where almost all our parents and carers have signed up to this efficient form of parent/school communication.

Adoption of online meeting platforms such as Google Meet, Microsoft Teams and School Cloud ensured that parents' meetings continued despite public health restrictions. Most establishments consulted on hybrid approaches to parents' evenings/meetings and this was welcomed by parents/carers who may have childcare issues or work shifts. We worked with our information security and data protection officers and Education Scotland in order to allow external access to Microsoft Teams meetings. This has enabled establishments and central staff such as educational psychologists to conduct meetings with parents/carers without the requirement for them to have a Teams account.

All school payments by parents/carers are now carried out through Parentpay. We have recently extended the use of Parentpay to include payments for our early years 'add on' services. Parentpay has streamlined processes, ensured greater efficiency and less scope for debt to be accrued.



“They have made very effective use of digital technologies to build and sustain positive relationships with families who have not been able to enter the setting in the usual ways. Virtual coffee and chat sessions were introduced to ensure that parents could still be involved in the setting and have opportunities to share their views and offer feedback. These sessions were well attended by parents who welcomed this opportunity to be involved in the life and work of the setting.”

Effective Transitions Review Carolside NC January 2022



All early years applications for 3-5 year olds are now submitted and managed through an online portal. This has ensured a streamlined process, greater management of information and ensures that we can utilise all capacity to provide greater parental choice. Ahead of session 2023/24, this enabled 95% of initial applications for nursery places to be granted their first choice of setting.

Given the challenges and delays with SEEMiS Early Years System, this bespoke system enabled the mirroring of the functionality that SEEMiS will eventually provide. An online system is now also used for all funded provider payments, significantly reducing administrative time.

During the period of school closures from March 2020, all instrumental music instructors were provided with a Chromebook and appropriate training and support in order to deliver instrumental music lessons remotely. Feedback from pupils, parents and carers was positive and this approach ensured that pupils did not miss out and that they continued to progress. When schools reopened, a hybrid model was introduced to ensure that pupils continued to have face to face contact with their instructor. A database hosted via Filemaker was set up for the Instrumental Music Service which has enabled a more efficient approach to applications, timetabling, allocation of places and payments.

Improve access to digital technology for all learners.

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.

Rollout of a new managed print service commenced in July 2021 following a considerable period of planning and preparation, with a significant reduction in the number of printers across the estate. A number of implementation challenges have arisen from the time of the rollout, impacting negatively on establishments. The department has continued to liaise frequently with the supplier and colleagues from IT in order to ensure that establishments are receiving a resilient and reliable high quality service. An on-site technician has now been employed, solely dealing with managed print, and this has ensured that issues are resolved timeously. Usage reports are being monitored in order to ensure that the service impacts positively on budgets and in the longer term, this will contribute to our aims to reduce paper usage.

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.

Close working relationships between Education and IT departments have been maintained and further developed. Twice monthly network review meetings have taken place since November 2018. These have provided an opportunity for colleagues from the central education digital team and IT to take forward priorities relating to infrastructure and provision that were informed by the original strategy and to highlight any challenges being faced by establishments. Work is currently progressing to produce a Service Level Agreement between IT and Education in order to ensure that roles and responsibilities are clearly defined, that the needs of establishments are fully understood and that support is of consistently high quality.

Local planning and preparation for the Scottish Government’s commitment to a ‘device for every child’ has commenced. This remains at an early stage and, due to a lack of information regarding next steps, this has not progressed with any pace. The department is working closely with IT services to develop a robust project plan to ensure that, as soon as more information is released from Scottish Government, we will be in a strong position to move forward.

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.

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.

All establishments make very good use of the productivity tools within Glow. Staff skills and confidence have increased as a result of support given in order to deliver high quality remote learning experiences through creation of content that is engaging and relevant. There are numerous examples of good practice across sectors of staff making very effective use of the Microsoft and Google tools in order to enhance learning and teaching. The central digital team keep abreast of new apps or extensions that can be accessed via a single sign on through Glow and we continue to work with colleagues in IT and our Information Security and Data Protection officers in order to maximise the services and apps available through the Glow environment. All establishments use Glow Blogs or Google Sites to host their websites and associated subsites.

Improve access to digital technology for all learners.

Following periods of remote learning, establishments have continued to make very good use of Glow in order to share and store learning and teaching resources. Many secondary school departments have used Google sites, Glow pages or MS Teams in order to share all course materials with learners. This enables learners to revisit key aspects of courses at a time of their choosing and fosters greater independence and autonomy. The increase in the number of Glow student sessions, mainly accessing Google Workspace and Microsoft 365, from 111,226 in 2017/18 to 2,513,923 in 2022/23 demonstrates significant levels of engagement and integration of productivity tools and improvement in the skills and confidence of both educators and learners.

The Education Department's representative has access to expertise from across Scotland to inform innovation and best practice.

Staff from the department are members of various national groups and networks including Glow Key Contacts, West Partnership Digital Leads, National Technologies Network and Computing Science leads network. This enables us to share and learn from best practice and collaborate with colleagues from across the West Partnership and beyond. In addition, productive relationships have been forged with a number of other organisations and teams including the Education Scotland Digital Team, Promethean, XMA, Microsoft and Google. Ongoing communication with these parties ensures that we are keeping abreast of new pedagogical developments and technologies which we can then share with establishments.

All learners are responsible digital citizens and aware of how to keep themselves safe and secure online, including their own devices.

Cyber resilience and internet safety skills are areas which are becoming increasingly prevalent and ever evolving. Schools have identified digital wellbeing as an area of focus for session 2023/24. To date, four primary schools have achieved the Digital Wellbeing Award for Cyber Resilience and Internet Safety. 11 additional primary schools and all 7 secondary schools have registered for the award.

The central team will continue to promote the award and support schools on their journey to ensure that digital wellbeing is embedded. Schools are encouraged to take part in the annual internet safety day and the central team support with sharing resources and activities linked to this in order to raise awareness. Our digital skills framework contains sections on online safety and resilience which identify skills at each level from early to second.



“Learning has been enhanced by a range of digital experiences which have been embraced by all, and the children have become leaders in the promotion of this culture. The children are undoubtedly very proud that the school is beginning to immerse itself in digital technologies. Teachers were aware of increased pupil motivation and engagement and harnessed this to give all children positive learning experiences.”

St Clare's Primary School Digital Schools Award Validation Report December 2019



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

All learners and educators benefit from the use of digital technology to support assessment.

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.

All schools have successfully used online SNSAs since 2017/18 and Quality Improvement Officers and senior leaders continue to build staff capacity in order to interrogate and meaningfully utilise the data produced. There is evidence to demonstrate that class teachers are skilfully utilising a wide range of digital tools in order to support assessment approaches and work in this area has further developed since the periods of school closures. Some examples include Mote for verbal feedback, Plickers, Mentimeter, Kahoot, Quizlet, Jamboard, MS and Google Forms for summative assessments. There is scope for further work to be undertaken in assessment of digital skills and application of these skills in order to ensure that learners are provided with meaningful feedback and understand what they need to do to improve in the various aspects of digital learning.

Effective engagement between the local authority and the SQA ensure that the place of digital technology in assessment is continuously strengthened.

As an authority, we keep up to date with all SQA requirements and work with our IT technicians in order to ensure that our systems can support new platforms/portals. We are keen to explore further ways in which digital technology can support assessment.

Education establishments are supported in planning for improvement in learning and teaching using digital technology.

Over the last five years, all establishments have included aspects of digital technologies on their improvement plans. QIOs and the central digital team continuously support and challenge to ensure that digital technology is embedded and that approaches are enhancing learning and teaching and not merely an add on. There is room for further consistency in this area across schools.

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.

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.

Over the past four years, there has been an increased focus on skills for learning, life and work in the 21st Century and particularly skills related to digital technologies. The authority Curriculum, Learning, Teaching and Assessment group is supporting establishments to consider how they develop skills for learning, life and work in the 21st century. As part of our CLPL calendar, we ensure practitioners are provided with opportunities to further develop their knowledge of digital skills and their relevance in the increasingly digitised world. The majority of schools have started to review their curriculum and are ensuring that digital skills are considered when designing a curriculum that fits with their context and meets the needs of all learners in order that they reach their full potential as they move towards the worlds of further study or work.

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

Improved engagement, increased enjoyment and raised attainment across all areas of the curriculum.

It is evident from lesson observations during review activity and through feedback from learners that where digital technologies are used effectively, they can have a positive impact on engagement and enjoyment of learners. In the best examples, practitioners skilfully use a variety of digital approaches in order to enhance learners' experiences. Where practitioners have successfully embedded digital approaches, pupils confidently and independently use a variety of apps, platforms and devices. Through consultation, a sample of students studying in the senior phase expressed the opinion that they would like increased opportunities to use apps and platforms during lessons and felt that usage of digital approaches in certain subjects had diminished as they moved from Broad General Education into the Senior Phase. Extensive research would be required to determine the impact that a range of factors, including digital approaches, has on raising attainment.

We have continued to support establishments to utilise accessibility tools particularly for learners with additional support needs. For example, usage of literacy tools within Glow ensures that barriers around accessing specific pieces of text can be removed and that all learners have the opportunity to experience success. We have also accessed support from Call Scotland as part of our service level agreement. They have delivered sessions for staff on apps and tools suited to pupils with additional support needs, many of which are free of charge. The Principal Teacher: Equity (Digital Inclusion) continues to deliver sessions in schools around accessibility features of Chromebooks, laptops and iPads to ensure equity in learning and teaching.



“The school has a clear focus on the development of digital learning. All classes have access to the ‘digi-hub’ and mobile devices are readily available. Interactive whiteboards are used well as both a teaching tool and as an interactive device for children. Teachers’ use of film clips engage and motivate children and enhance lessons. Children use confidently matrix barcodes and virtual reality headsets. A ‘bring your own device to school’ approach has been implemented successfully in P6 and P7. Children act as digital leaders across the school. They have supported staff across the school in increasing knowledge and skills by leading CLPL sessions. The school’s work has been recognised through the national Digital Schools Award.”

St John’s Primary School, HMIe Summarised Inspection Findings, June 2020



‘Innovative use of digital technology to enrich learning was a key strength of the school. An extensive range of technologies were used across the school to engage learners and extend their thinking. Teachers used email and air-drop to share resources instantly with children. Software and applications were used to complete quizzes, undertake surveys and practise a range of skills. iPads had a multitude of uses, including children documenting their own learning. Coding skills were developed from early level with children gaining a basic understanding of sequencing through their activities at Mearns Masters and playing with toys such as Codeapillar.’

Effective Transitions Review, Mearns Primary School, January 2019



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

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.

Education establishments and clusters collaborate, share and plan effective approaches to the use of digital technology.

Innovative and ambitious practice will be shared across education establishments and local authority boundaries, including West Partnership.

The weekly Digihub Digest includes a collation of activity from establishments from the previous week. At the end of each academic session we have produced a review in order to share examples of best practice from across East Renfrewshire establishments. Monitoring establishment social media accounts enables us to share practice and encourage collaboration on an ongoing basis. This has enabled the central team to develop good knowledge of which aspects of digital our establishments are focussing on and therefore offer support from either the central team or from digital leaders in another school/setting. All establishments are willing to share practice and support one another. This can be in the form of sharing ideas, resources including planning documents or organisation of reciprocal visits. ICT coordinators and digital leaders are very receptive to learning with and from one another and this has helped to develop strong practice across East Renfrewshire. In addition, Head Teachers have discussed digital approaches and provision at a number of Head Teachers' meetings and forums and are committed to driving forward digital approaches and actively encourage innovation and creativity. We have built up productive relationships with other Digital Officers from across the West Partnership and beyond. This has facilitated collaboration and sharing of practice. These relationships were particularly important during periods of remote learning where we met virtually on a regular basis.

Leaders of change have access to relevant research and guidance.

Leaders of change are signposted to current research and guidance through the weekly Digest newsletter, the Microsoft Team, @DigiSchoolsERC Twitter account and Digihub website.

We actively ensure that guidance and materials are up to date and forward thinking. In addition, if an establishment is seeking support or guidance on a specific aspect of digital learning, the central team are on hand to provide bespoke support that takes a variety of forms depending on the area of focus.

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.

Education establishments are compliant with legislation.

In line with the Council's recently adopted policy, all staff must undertake mandatory Information Security and Data Protection training on an annual basis from the beginning of the 2023/24 session. To ensure ongoing compliance, all schools and ELC establishments have allocated time across their in-service day plans to allow staff the opportunity to complete the mandatory training. This is routinely monitored by the department, with additional support and training made available where required.

All Head Teachers deliver refreshers on the key standard circulars relating to information security, data protection, code of conduct, social media use and safe use of technologies on the education network to all staff annually during one of the August in-service days. Digital resilience is built into our skills framework and we continually provide advice and guidance to schools that is up to date and relevant. Our Data Protection Officer has recently updated our guidance on GDPR implications when using website or apps which was shared with schools in August 2022.

The Education Department is represented on the Council's Information Security Forum. This ensures that all establishments are provided with updates and information relating to all relevant aspects of information security/data protection.

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

The education network and Wi-Fi have firewalls in place in order to ensure that pupils are not exposed to, or able to access inappropriate material. All ICT coordinators are familiar with reporting procedures should an online threat be presented. During session 2021-22, in partnership with the Council's Communications Team, we delivered a session for ELC settings and primaries in each cluster on administration of social media accounts. The aim of these sessions was to share best practice in social media usage and to ensure a greater level of consistency across the authority. We delivered sessions for all secondary schools in session 2022-23. Further work is planned to support schools with effective social media use in the 2023-24 school session.

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.

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. Lesson observation toolkits used during all review/improvement activity feature a statement on use of digital tools. This ensures that discussion and evaluation of digital approaches is ongoing and a consistent area of focus. Where good practice is highlighted, this is shared across the authority where appropriate.



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.

Due to Covid-19 and the requirement for remote learning, all schools worked hard to ensure that parents and carers were confident in supporting children and young people and that digital tools were at the forefront of provision. Schools provided helpsheets and guidance for parents and carers and many retained the most effective approaches such as homework issued and submitted via Google Classroom when pupils returned to schools full time. Digital learning is given a high profile in all schools and schools and early years settings frequently highlight digital approaches to parents/carers through their social media platforms.



"All pupils receive training in cyber resilience and internet safety throughout the year. This is delivered by different departments according to content. CEOP/ThinkUKnow, Internet Legends and other relevant resources are used. Safer Internet Day and Cyber Safety Week are celebrated. Staff and pupils I spoke with, were very aware of the links between internet safety, social media interactions and mental health. All staff are aware of their responsibility to regularly reinforce safety messages and reminded pupils of the importance of using reliable sites, choosing creative commons images and citing sources appropriately. The young people with whom I spoke were knowledgeable about how to keep themselves safe online. They all felt comfortable being able to talk to teachers in the school should they experience online difficulties, including reporting any cyberbullying they became aware of. They were all confident this would be dealt with appropriately by the school and support would be given to everyone involved. The school are about to be validated for the CRIS Award and I look forward to learning about this area in greater depth soon."

Mearns Castle High School Digital Schools Award Validation Report, October 2020





A new Digital Strategy 2024–2027 will be produced with a key focus on three areas:

Digital Access



Digital Learning and Teaching



Digital Leadership



The digital learning and teaching strategy has had a significant impact on learners' experiences across ELC settings and schools with very good progress being made across almost all activities and actions. To continue this progress moving forward, a new Digital Strategy 2024-2027 will be produced with a focus on three key areas: Digital Access; Digital Learning and Teaching; Digital Leadership.

As part of this strategy the following next steps should be considered:

- Continue to support establishments, through a variety of CLPL opportunities in order to ensure that digital practice is consistently enhancing learning and teaching and build capacity to ensure that all practitioners are confident in employing and embedding a wide range of digital technologies and pedagogical approaches.
- Support and challenge settings to increase meaningful parental engagement and involvement in digital learning along with creating opportunities to further expand partnerships with employers, trainers and third sectors to explore curriculum pathways and further real life learning experiences.
- Continue to support establishments to develop and embed approaches to educating children and young people about digital resilience and wellbeing and support them to achieve the Digital Wellbeing for Cyber Resilience and Internet Safety Award.
- Establish the 'Digichamps' accreditation programme and refresh approaches to staff digital leaders within establishments.
- Further develop approaches to digital learning in ELC settings with a particular focus on early computational thinking.
- Continue to keep abreast of national and international technological and pedagogical developments, ensuring that our learners are equipped with skills for the world of work in the 21st Century.
- Continue to work with our IT department to ensure that all establishments have consistently reliable and resilient network and wireless access
- Continue to ensure that establishments have access to up to date, innovative technologies.

Expected Outcome/Impact	Performance Indicator	Value	2019/20 Target	2020/21 Target	Value Achieved June 2023
1. Education establishments have embedded the use of digital technology within their learning and teaching.	<ul style="list-style-type: none"> % schools with Digital Schools Award 	40% (Nov 2018)	75%	100%	92% primary 86% secondary 100% special Overall 91%
2. More learners and educators are incorporating digital technology into education.	<ul style="list-style-type: none"> Increase in Glow usage 	2017/2018 Glow student sessions 111,226	Increase by 10% on 2018/2019	Increase by 10% on 2019/2020	2022/23 Glow student sessions 2,513,923

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East Renfrewshire Education Department Digital Strategy 2024-2027



Our Digital Vision

Our schools will empower children and young people with the skills, knowledge, and adaptability to thrive in a rapidly evolving digital world. Through the use of innovative technology, we aim to create inclusive and engaging learning environments that foster creativity, critical thinking, collaboration, and global citizenship.

We are committed to cultivating digital literacy, equipping learners with the tools to safely navigate, evaluate, and contribute meaningfully to the digital landscape.

By embracing digital innovation, we envision a future where every pupil has the opportunity to unlock their potential and become lifelong learners in a connected and diverse society.

digihub



**East
Renfrewshire
COUNCIL**

Introduction



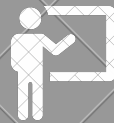
Digital technologies have increasingly become part of everyday life in our modern society. Over the lifetime of the previous Digital Learning and Teaching Strategy 2018 - 2021, the effective use of digital technologies in teaching, learning and assessment became more commonplace in playrooms and classrooms. This strategy builds upon these achievements and ambitions and outlines key activities for the next three years under the headings of Digital Access, Digital Learning and Teaching and Digital Leadership.

Digital Access



We will ensure all learners and staff have access to reliable and seamless internet connectivity, and continue to use modern digital devices effectively and safely.

Digital Learning and Teaching



We will expand opportunities for all staff to develop skills in digital pedagogy and ensure digital technology is embedded in daily practice.

Digital Leadership



We will continue to invest in pupil and practitioner digital leadership and innovate in digital technology skills to improve learning and teaching through a focus on self-evaluation and industry-recognised accreditation programmes.



We will ensure all learners and staff have access to reliable and seamless internet connectivity, and continue to use modern digital devices effectively and safely.

Aim

Improve digital access in school and at home for all

Primary drivers

Resource

Connectivity

Safety and Equity

Secondary drivers

Ensure all pupils and staff have access to the most appropriate digital devices and resources to support their learning (at home and in school)

Increase opportunities for innovation in emerging digital technologies

Provide secure, high speed internet connectivity across all learning environments

Support the development of a digital safety skills plan

Promote digital equity

Key activities

The Education Department will:

- Review the Council's Digital Refresh Programme, increasing flexibility in device and technology choice for schools and ELC settings.
- Deliver a digital sustainability plan to reduce the environmental impact of investment in technology.
- Implement Scottish Government commitment 'Device for Every Child'
- Launch BiblioTECH technology library- providing staff access to new emerging technologies for use across the curriculum.
- Roll out of high-speed internet across all education establishments.
- Introduce new, modern Wi-Fi infrastructure across all establishments with improved connectivity.
- Improve digital safety skills and knowledge through the launch of a Digital Safety Skills Plan.
- Enhance online security through updated device and app management.

ELC Settings and Schools will:

- Offer a range of devices to provide choice and flexibility to support learning in school and at home through the BiblioTECH initiative.
- Ensure digital and online safety is a consideration across all digital learning.
- Continue to expand Bring Your Own Device (BYOD) initiatives in schools whilst ensuring equity of access.
- Promote and facilitate inclusion and accessibility for all learners

Digital Learning and Teaching



We will expand opportunities for all staff to develop skills in digital pedagogy and ensure digital technology is embedded in daily practice.

Secondary drivers

Guarantee all children and young people will develop the skills for learning, life and work.

Ensure digital technology is fully utilised in all playrooms and classrooms to deliver across all areas of Curriculum for Excellence.

Provide enriched and enhanced learning experiences for learners through the use of digital technology.

Increase use of digital technology in teaching, learning and assessment.

Provide a Career Long Professional Learning programme.

Provide strategic guidance on digital pedagogy.

Primary drivers

Curriculum

Learning and teaching

Staff knowledge and skills

Aim

Improve learners' experiences through effective use of digital technology

Key activities

The Education Department will:

- Review the ERC digital skills framework taking cognisance of the CfE benchmarks.
- Support schools to develop clear and coherent pathways of progression in digital skills.
- Identify opportunities for learning experiences which integrate digital technology across the curriculum, particularly in numeracy and literacy and ensuring accessibility for all.
- Ensure digital technology is a key aspect of current and future assessment reform in the Senior Phase.
- Increase and promote use of West OS and other online learning platforms.
- Support and challenge schools to achieve the Digital Wellbeing Award.
- Work with Adult Learning Services and East Renfrewshire Culture and Leisure Trust to ensure that parents have the digital skills to support their children.

ELC Settings and Schools will:

- Support and challenge staff to effectively expand and embed digital technologies in learning, teaching, assessment and moderation.
- Plan digital experiences in children's play and learning both indoors and outdoors.
- Promote digital literacy as a skill for learning, life and work while supporting the aims and rationale of Developing the Young Workforce.

Digital Leadership



We will continue to invest in pupil and practitioner digital leadership and innovate in digital technology skills to improve learning and teaching through a focus on self-evaluation and industry-recognised accreditation programmes.

Aim

Improve the digital capacity of the service for children, young people and staff now and for the future

Primary drivers

Leadership

Building capacity

Ethics and safety

Secondary drivers

Ensure all ELC settings and schools have a member(s) of staff accredited as a digital leaders by external experts.

Create and support opportunities for digital leadership amongst pupils.

Build self evaluation for self improvement capacity across the system.

All new departmental and school policies and curricula will ensure effective use of digital technologies is embedded.

Key activities

The Education Department will:

- Promote and support school digital self evaluation (Education Scotland Self Evaluation, EEF SELFIE Toolkits).
- Expand the use and reach of the Digihub.
- Build an online collaborative digital learning network.
- Introduce Digital Champions in all ELC Settings and schools.
- Continue to support the development and sharing of high quality resources to promote the safe, responsible and ethical use of the internet and digital technology.
- Develop guidance for learners, schools and parents on effective and authentic use of emerging technologies, including Artificial Intelligence.
- Create a tiered East Renfrewshire staff digital learning achievement framework.
- Invest in digital leadership through external accreditation (e.g. Apple, Google)
- Continue to foster and develop relationships with colleagues and industry partners.

ELC Settings and Schools will:

- Empower children and young people to become confident and competent digital leaders.
- Promote the use of digital technologies to facilitate communication with learners, parents, partners and the wider school community.

Key Performance Indicators

(baseline needed)

Indicator	2023 value	2024 - 2027 target
Increase the number of establishments with accreditation for the Digital Wellbeing Award.	3 out of 31 primary and high schools	31 out of 31 primary and high schools
Increase the number of staff reporting that digital CLPL has impacted positively on their playroom or classroom practice.	Baseline to be identified in year one	
Increase in the number of ELC settings and schools highlighted by internal or external review, as using digital technology to enhance learning and teaching.	Baseline to be identified in year one	
100% of ELC settings and schools have access to high speed internet (>250mb/s).	0% of schools	100% of schools
Increase use of devices and digital resources in school and at home.	Baseline to be identified in year one	
Increase in the number of externally-accredited digital leaders.	Baseline to be identified in year one	
Increase the reach and footprint of the Digihub by 25% (as measured by website hits, CLPL attendance, engagement with the Digihub Digest resource, school sessions).	Baseline to be identified in year one	
100% of schools with a designated digital champion.	Baseline to be identified in year one	100% of schools