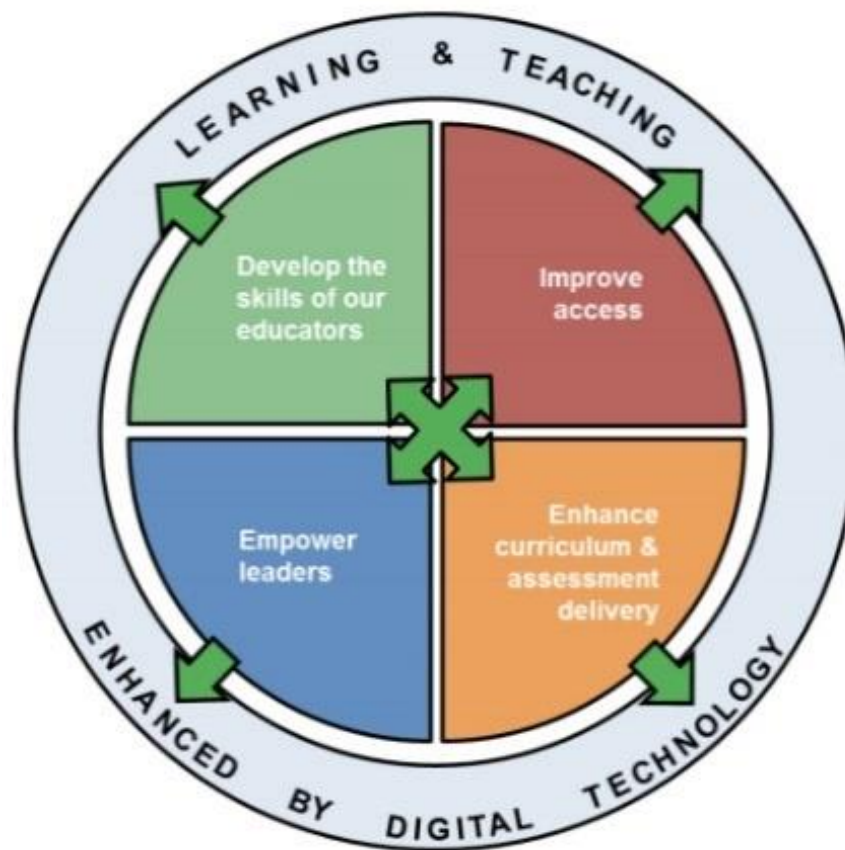


Dundee City Council Children and Families Service



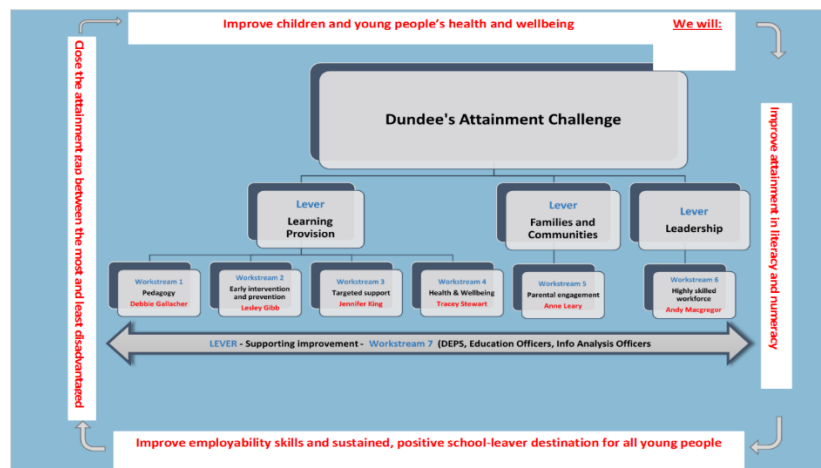
Strategy for Digital Learning 2021-2024



Dundee City Council Strategy for Digital Learning 2021-2024

Foreword

A plethora of documents exist to provide frameworks and strategy for digital learning. Some of them official, some of them industry standard advisory documents and consultations. What this strategy seeks to do is bring the ideas and strands together from these, as well as recent experience, to provide a clear route forward for our school leaders and their staff. In particular, there is a focus on how the digital learning strategy can support the work of the seven workstreams of our Attainment Challenge, itself related to the National Improvement Framework:



Additionally, the International Council of Advisers Report on Scottish Education from December 2020 concluded that now is the time for a permanent transformation involving digital, informed by the following questions:

- What are the best ways to strengthen all students' learning and wellbeing with as well as without digital technology?
- What can we do about the deep digital divide that is amplifying existing inequities in education?
- How can we explore the unique innovative potential of digital technologies inside and outside schools while developing clear strategies to deal with the proven risks for students such as digital addiction and excess screen-time?
- What new opportunities do we now have for reshaping teaching, learning, and assessment to make schools more engaging and innovative for everyone?

In compiling this strategy, we hope we are addressing each of these four questions.

Background

There has been no real time to fully digest the impact of the biggest challenge and disruption to our children's education since the second world war. What appears to emerge however is a consensus that there needs to be a much bigger role for digital learning; that there must be no going back. The pandemic has exposed weaknesses in systems, but it has also exposed solutions and new pedagogies.

Achieve consistency and streamline digital tools

The shift towards digital skills teaching and digital literacy has long since started but while there is plenty of evidence of excellent, innovative, and very effective practice in Dundee schools, it is not consistently experienced by pupils. Inconsistency can also be apparent within schools as well as between them. This situation is certainly not unique to Dundee, but it does highlight the need to raise our expectation that all children and young people will experience very similar, high quality, learning in digital technologies as well as digital literacy skills, including vital digital safety skills.

Support professional development

The refreshed professional standards recently published from the GTCS, emphasise a much greater role for digital technology in the learning of our children and young people and the necessary commitment from the teaching profession in using this technology for learning and in their commitment to professional learning. As an authority we are undertaking a review of our CLPL for staff and how we deliver this. Undoubtedly, this will involve making more use of Education Scotland and of private sector CLPL such as the Microsoft in Education and Apple Teacher Programmes. A requirement for all our schools to undertake the Digital Schools Award scheme will also help raise the minimum standard and drive innovative and collaborative practice. It would also be beneficial to consider how we support schools in this when we conduct extended reviews as well as in staff PRD.

Develop the Young Workforce and improve ‘digital intelligence.’

There is consensus that all children and young people must be digitally literate and need digital, creative and critical thinking skills to be able to carry out the jobs of the future and contribute to the economic prosperity of Scottish society and of our city. Consequently, there is considerable debate in the public sphere about how this may be achieved through our systems of education and workforce training, and indeed the ways in which these need to change in order that we can develop the necessary skills to create a modern, highly skilled workforce. The new strategy from the Scottish Government “Digital Scotland | A Changing Nation: How Scotland will Thrive in a Digital World,” which is in part a response to the Logan Review, highlights the recent research on this and calls for improvements to our country’s digital skills.

Skills Development Scotland’s report Digital Skills 4.0 uses the concept of “Digital Intelligence” to encompass the idea of both digital literacy and the confidence in exploiting digital as well as the ability and confidence to create. This second aspect is something that our own local economy has benefitted from and for which has become world renowned. It is important to have a bold strategic vision which feeds into the vision of Dundee City Council and the Tay Cities partnership to build upon this for the future.

However, there are significant challenges. The Dundee and Angus Regional STEM Strategy highlights the issue of a lack of suitably qualified people in the workforce to fill the demand and to develop the local economy. Part of our strategy to improve this includes raising the profile of digital technologies in all sectors, especially in primary and early secondary. We will also endeavour to equip young people with some of the tools to continue to develop skills beyond the classroom.

Schools and the Digital Learning Team already have a number of partnership projects with both local universities and Dundee and Angus College, but there is scope to expand this further; most especially in supporting digital technologies and computing science. We need to further develop and expand these partnerships. Striving towards 121 devices will allow another opportunity. Allowing our young people unlimited access to coding software like Scratch, Python apps, Minecraft EDU as well as other

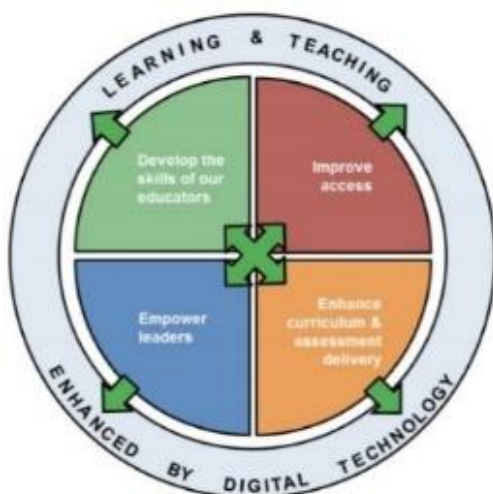
educational software may be what we need to help create our digital geniuses and entrepreneurs of tomorrow.

Supporting learners

In addition to the imperatives for developing pupils’ digital literacy and their digital skills, digital technology has enabled a rapid and massive change in how the curriculum can be made more accessible. To take just one example of this, Immersive Reader, a tool which can support people with specific needs such as sight loss or dyslexia, was virtually unheard of three years ago. Today, it is rolled out to almost all tools in the Microsoft suite and into related applications as well. In considering our future strategy, the ability of digital to allow us to create accessible and inclusive materials and learning spaces, to allow targeted support and enable young people to independently support their own learning. We encourage staff to make use of the National E-Learning offer and to continue to create digitised resources so that pupils can achieve at home and in school. We will also encourage staff to use the resources from CALL Scotland who provide the nationally ‘approved’ resources for those who have accessibility and learning barriers. Lockdown has allowed us to think more clearly about how we can harness technology to reach out to those who cannot attend school for whatever reason for short or extended time periods.

Narrow the digital divide

Our education system must focus on other important aspects too. As technology itself changes, it alters our understanding of the world. It is changing how we learn, how we understand our society and our democracy, and how we can understand the ways that we can make a difference. If we are to develop the other three capacities in our young people, then we need to take decisive action now to address digital literacy skills. The Covid pandemic has rapidly accelerated this process. “How Scotland Will Thrive in a Digital World?” asks how we can make more of our public services accessible to our population. In a city such as Dundee, where there is substantial social deprivation which affects access to devices and to broadband, this will be a challenge. Enabling the poorest families to access other services through universal provision of a digital device to their children may have a major impact. Already, we have enabled some NHS services through the existing school network and the capacity to enable families to access such services should be considered as part of the city strategy to reducing the digital divide. The provision of over 2000 HP X360 hybrid devices, some with a MiFi device to enable broadband connectivity has been a tremendous start in helping those young people who may well have struggled to continue with their education to do so.



Dundee City Council Aims and Expectations for schools:

- All schools should have a clear and focused written Digital Learning Strategy. This should include a strategy for Digital Resources such as hardware replacement and development.
- All schools should be signed up for, working towards or have achieved the Digital Schools Award.
- Every learner should have access to a virtual learning environment.
- Virtual Learning Environments in Dundee should be Seesaw (Early Years, First and Second level) or Microsoft Teams in Glow.
- All staff communication should be via the Dundeeschools Office 365 Tenancy – especially when communicating sensitive data.
- All digital staff/pupil communication should be in Glow.
- BY the end of session 2021-2022, all staff should use One Drive for storage. USB drives are not permitted on the Dundeeschools network unless encrypted or password protected. Requests for any software or hardware must be made through the IT Bid System.
- Make use of the National E-Learning offer where appropriate.

How the Digital Learning Team will continue to support schools:

- Use of Our Dundeeschools Team - which hosts authority wide webinars, resources, 'off the shelf lessons' and a space for staff questions.
- Providing a robust CLPL programme so staff feel confident in their own digital skills and delivering the Technologies Es and Os. As well as enhancing all aspects of learning and teaching using digital technology.
- Improving communication and collaboration with staff through the Dundeeschools network.
- Work closely with central IT and procurement to evaluate and obtain digital tools and improve network and infrastructure.
- Tutorial Guides on all Digital Tools available in the authority.
- Regularly updating the Dundee Digital Learning Hub and Dundee Online Learning Website.
- Creating bespoke training packages for schools centrally and by making links with partners.
- Meetings with SLT/ Digital Improvement Groups to help with self-evaluation and creation of school digital strategies.
- Quality Assurance and support in delivery of the curriculum.
- Providing consultations on appropriate software.
- Loaning hardware for schools to test before they invest.
- Support with creating Data Protection Impact Assessments and GDPR regulations.
- Sharing CLPL opportunities and best practice on our Twitter page @digilearndundee. Also running the DundeeLearning blog/Twitter.
- Advice and training on Internet Safety and Cyber Security Education.
- Creating more opportunities for digital leadership for staff and pupils.

Resources and Infrastructure

- Address the digital divide
- Streamline procurement procedures
- Provide staff training on hardware
- Streamline use of Digital Tools to ensure consistency in authority
- Improve network and WIFI infrastructure
- Reduce network storage and move to OneDrive

Digital Curriculum

- Encourage use of Technologies Progression Frameworks
- Improve uptake in Computing Science Subjects
- All schools signed up for Digital Schools Award and completing self evaluation
- Improve extra curricular opportunities
- Improve staff CLPL programme
- Contribute to Quality Assurance

Culture, Communication and Collaboration

- Continue to streamline staff communication and collaboration using Dundeeschools network
- Relaunch Dundee Learning Twitter and Blog
- Digital Guidance made easily available
- Collaborate with partners and other authorities to improve outcomes and reduce workload
- Improve school websites and the DDLH

Parental Engagement and Home Learning

- Continue with Roll out of Seesaw from EY- P7
- Keep up momentum of using O365 tools in Glow for Home, Blended and Flipped Learning.
- Provide continued CLPL on benefits of using Digital Tools for Home Learning

Digital Learning Action Plan

Cyber Resilience and Internet Safety

- Implement Cyber Security Ambassadors (with CEOP training)
- Improve resources for teaching CRIS
- Evaluate Firewalls and Digital Safety Technology
- Increase awareness of Media Literacy
- Work closely with H&WB Team.

Supporting Learners

- Work with AIS to evaluate tools to support learners
- Develop CLPL plan for tools available to support learners with ASN
- Evaluate AAC solutions
- Encourage staff to use Call Scotland Training and Resources.

Skills for life, learning and work

- Working with the Dundee Digital forum and outside agencies to address gap in Computing Science subjects.
- Improve Partnership work and relationships to improve provision of digital work experience
- E-Profiling on My World of Work

Leadership and Professional Development

- Improve staff digital skills
- Improve communication with staff Digital Leaders
- Improve collaboration among pupil digital leaders
- Improve and increase availability of CLPL opportunities.

Resources and Infrastructure			
Area of Improvement	Action Points	References	CLPL Needs Identified
Consider the future of digital learning and improve access and address the digital divide.	<ul style="list-style-type: none"> • 121 trials on larger scales. Evidence gathered on the success of these. • Data to be gathered and research to be done on how to raise attainment with 121 devices. • Collect data on how effective DIF laptops have been. • Ensure every child has access to technology and the benefits it brings. • Continue work with DIF devices. • ensure provision of suitable Wifi and broadband connectivity for every education establishment • design and deliver a suitable IT 'Refresh' support programme to help schools/settings to deliver upon their Digital Resources strategy 	<p>A changing nation: how Scotland will thrive in a digital world</p> <p><i>We want Scotland to be a fully digitally inclusive nation in which our digital and data infrastructure is recognised as critical national infrastructure and the benefits of technology are available to everyone.</i></p> <p>HGIOS 4 – 1.5 – Management of resources to promote Equity.</p> <p><i>“Teachers make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners.”</i></p> <p><i>“The impact of new resources are carefully monitored and evaluated to ensure a positive impact on learning. Evidence is used to support future resourcing.”</i></p> <p><i>“All available resources, including digital technologies and outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning.”</i></p>	<p>Resources to support staff in saving/moving documents to Onedrive.</p> <p>Training on Principles on Microsoft’s 21st Century Learning Design.</p> <p>Training on kit tools eg. 3d Printer, Computing Science tools and Early Years resources (eg. Beebots and code-a-pillars)</p> <p>Training on Apps that already exist in catalogue, so staff know what is available to them and what it does.</p>
Provide staff training on Hardware.	<ul style="list-style-type: none"> • Outside partners to provide training eg Promethean. • Encourage use of kits. • Provide training for kits so schools know how to use these tools effectively. 		
Streamline procurement procedures and products used.	<ul style="list-style-type: none"> • Working with procurement to ensure staff know what is available to them. • Reinforce importance of IT Bids/correct procurement procedures. • Apple Apps – continued strict monitoring and evaluation of apps. Consolidating support for commonly used apps. • Do more work on DPIA and research of non-core apps endorsed by Microsoft eg. Flipgrid. • Research e-book platforms and consider use of e-textbooks. 		
Focus on O365 and OneDrive as well as other Microsoft Products	<ul style="list-style-type: none"> • Continued focus on using O365 tools for staff communication and collaboration. • Work with IT to reduce storage and increase use of Onedrive. Creating support documents for this. • Encouraging as many staff as possible to sign up to Microsoft Educator Centre. Next step Incubator schools. • Focus on principles of Microsoft’s 21st Century Learning Design. 		

Improved network/ WIFI infrastructure	<ul style="list-style-type: none"> • Work closely with IT and DCC City Development to ensure both parties fully understand how improved network coverage will raise attainment. 		
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Digital Curriculum			
Area of Improvement	Action Points	References	CLPL Needs Identified
Technologies Progression Frameworks	<ul style="list-style-type: none"> • Feed into work of Pedagogy team. Working with subject leaders to create levels 3 and 4. • Ensuring all practitioners are aware of and using the Technologies Progression Frameworks to inform their planning and delivery of curriculum. 	<p>GTCS Standard for Full Registration:</p> <p><i>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;</i></p>	<p>Staff training on computational thinking/computing science.</p>
Digital Schools Award	<ul style="list-style-type: none"> • Continue to support staff working through Digital Schools Award, with a focus on digital curriculum. • Support schools with creation of Digital Learning Strategy, based on outcomes of Digital Schools Award. • Require all primary and secondary schools to have registered for the Digital Schools Award. • If completed, school should work towards achieving Microsoft Incubator Status. 	<p><i>skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies</i></p> <p><i>enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning;</i></p> <p>A changing nation: how Scotland will thrive in a digital world</p>	<p>Staff training on embedding Digital Learning into any classroom.</p> <p>Work with STEM officer to encourage staff to set up code clubs etc.</p>
Focus on increased uptake in computing science related subjects.	<ul style="list-style-type: none"> • Working with STEM Officer • More CLPL for staff on Computational Thinking for Early Years and Computing Science for Primary and BGE. • Set up more Code Clubs throughout the authority. • Creation of Dundee Digital Sports Academy 	<p><i>We need to do much more. In Scotland between 2016 and 2018 there was a 15% decrease in young people studying computing science at Levels 3-5 (National).</i></p> <p><i>Just 20% of our school pupils studying computing science Level 5 (National) are girls, and only 16% of students pursuing computing degrees at university are women.</i></p>	<p>Continue Staff consultations on Digital Schools Awards evaluation process.</p>
Contribute to Quality Assurance	<ul style="list-style-type: none"> • Contribute to school attainment reviews by evaluating strengths and development needs of individual schools and the authority as a whole. 	<p><i>We must also widen the definition of digital literacy to include a focus on both cognitive and technical skills, so our people are able to use technology collaboratively to find and evaluate information and to communicate ideas creatively.</i></p>	
Minecraft	<ul style="list-style-type: none"> • Work with Microsoft to integrate Minecraft as a platform for interdisciplinary learning, as well as teaching coding skills and STEM creativity. Creating links to other technologies Es and Os. Eg. Using 3D Printer. 	<p><i>We will do more to help our children and young people to raise awareness of digital technologies and realise the value of digital skills. This includes engaging with those who influence career decisions and equipping our teachers with a formal background in computing science, or a related discipline, so teaching is delivered</i></p>	
Improve additional and extra-curricular opportunities for young people in Dundee.	<ul style="list-style-type: none"> • Lego League • Code Club • Games Jam • Look to develop other achievement opportunities such as city-wide competitions. 		

Planning	<ul style="list-style-type: none"> Encourage staff to consider how digital tools can enhance learning in ALL subject areas. 	<p><i>with a balance of knowledge and enthusiasm that happens when a subject is taught by a subject matter specialist. We want to do this both by supporting the professional development and enthusiasm and confidence of those teachers who cover computing and providing opportunities to update and up-skill those who are already specialists.</i></p> <p>Logan Review</p> <p><i>The guiding principle to our interventions at this stage of the education funnel must be that Computing Science should be considered as equal to other sciences or mathematics in the school curriculum. Such a treatment has a number of significant implications, in terms of from when and how, by whom and how much the subject is taught in our schools, which we review in our recommendations section.</i></p> <p><i>In the intervening period and beyond, those voluntary organisations currently providing extra-curricular programming clubs would benefit from a more strategic approach to support, to increase the coverage of programming clubs across Scotland, and across demographics. Specific focus must be brought to the acute and chronic gender imbalance in Computing Science at school level. Strategically, we must start from the principle that the situation is unacceptable rather than “normal.”</i></p> <p><i>School-stage extra-curricular programming clubs should be strategically supported.</i></p> <p><i>The Scottish Government should work with councils across Scotland to create a database of extra-curricular programming clubs profiled by their geographic and demographic coverage to identify gaps in provision (and including, for example, by gender, ethnicity, age group and areas of deprivation). Funding should be increased to existing club networks, such as Young Engineers and Science Clubs (YESC), CoderDojo , Code Club , Make it Happen, Prewired, The DataKirk, Digital Skills 4 Girls and dressCode to support the purchase of additional equipment and to cover operating expenses; two constraints to scaling their current activities</i></p> <p>HGIOS 4</p> <p>2.2 – Curriculum</p>	
Improve curriculum content support.	<ul style="list-style-type: none"> Create ‘off the shelf’ resources for staff to be able to grab and go. Improve training with a focus on using Digital Tools to enhance learning instead as an alternative to pen and paper. 		
Upskill Staff	<ul style="list-style-type: none"> Materials for Inset days devoted to staff digital skills Trial Breakfast Bytes. Improved NQT input. Encourage staff to take part in University CLPL courses. (Particularly those offered by UHI in Computing Studies and Cyber Security.) More CLPL courses in Technologies eg. CRIS, Computational Thinking. More CLPL courses in how to make Digital Learning the forefront of any classroom. 		

		<p>Learning Pathways - All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p>There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.</p> <p>2.3 – Learning, Teaching and Assessment</p> <p>Quality of teaching - Learning is enriched and supported by our effective use of digital technologies.</p>	
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Parental Engagement and Home Learning			
Area of Improvement	Action Points	References	CLPL Needs Identified
Continued Implementation of Seesaw.	<ul style="list-style-type: none"> Continued CLPL for Staff on parental engagement and tools. Analysis of data from centre to see how uptake has improved. Hold Seesaw sharing event. 	<p>HGIOS 4 – 2.5 – Family Learning</p> <p><i>“creative approaches are used to engage families”</i></p> <p><i>Digital Learning and teaching strategy “Look for opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in education.</i></p> <p><i>Involve parent councils and parent/carer groups in discussions around the use of digital technology to help release anytime/anywhere learning.</i></p>	<p>CLPL for Staff on how to keep up momentum of using O365 tools in class and at home. Flipped learning, use of One Note, Forms and Sway.</p>
Continue use of GLOW and Office 365	<ul style="list-style-type: none"> CLPL for Staff on how to keep up momentum of using O365 tools in class and at home. Flipped learning, use of One Note, Forms and Sway. 	<p><i>Involve parent councils and parent/carer groups in discussions around the use of digital technology to help release anytime/anywhere learning.</i></p>	<p>Encourage staff to become Seesaw Ambassadors to make use of CLPL already available.</p>
Parental Feedback	<ul style="list-style-type: none"> Provide opportunities for parents to feedback what support is needed for parents supporting Digital Learning at home. 	<p>Logan Review</p> <p><i>Informative material should be made available through schools to parents and guardians, to educate them on what Computing Science is and the employment prospects for children who follow this path, etc.</i></p>	<p>Continue to provide Seesaw Training opportunities throughout the year, but also opportunities for schools to share good practice.</p>

Skills for Life, Learning and Work			
Area of Improvement	Action Points	References	CLPL Needs Identified
Working with Dundee Digital Forum and outside agencies to improve uptake in computing science	<ul style="list-style-type: none"> Two-week Digital Festival in November. A Learning Festival to be organised to showcase good practice and provide CLPL opportunities for staff. 	<p>Logan Review</p> <p><i>It is generally understood that interventions in our ecosystem that create more talent in programming, engineering and adjacent disciplines are essential to increasing the output of our ecosystem.</i></p>	<p>CLPL to be provided by partner agencies.</p>

			CLPL for staff on computing science etc (see Digital Curriculum.)
Improve Partnership work.	<ul style="list-style-type: none"> • Work with SDS and DYW to strike up partnerships with other agencies. • More company partnerships with schools eg. Braeview and Waracle. • Work with Universities and Colleges on extra curricular events such as Games Jam. 	<p>HGIOS 4 – 2.2 Curriculum -</p> <p><i>There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.</i></p> <p><i>Our curriculum has a strong focus on developing the skills our young people need in the world of work.</i></p>	
Provide young people with more opportunities to experience digital skills in the workplace.	<ul style="list-style-type: none"> • Work with SDS to provide virtual events such as virtual guests and virtual workplace visits. 	<p><i>We make our children and young people aware of a range of careers and the skills required for them. We challenge gender stereotypes within careers.</i></p>	
E-profiling on My World of Work.	<ul style="list-style-type: none"> • Roll out and support this as the main means of E-profiling from p4 onwards. 	<p>3.3 – Increasing Creativity and Employability</p> <p><i>As their digital literacy becomes more sophisticated they embed computation to solve problems. Increasingly they apply the core principles underpinning digital technologies to develop their own ideas. Their skills are up-to-date with technological advances informed by a range of sources including the expertise of the young people themselves.</i></p> <p><i>The development of digital skills enables children and young people to be creative and use digital technologies to meet a personal or social need.</i></p> <p><i>Young people understand the importance of developing their own digital skills for learning, life and work.</i></p>	

Cyber Resilience and Internet Safety			
Area of Improvement	Action Points	References	CLPL Needs Identified
Work with other providers to improve staff understanding of Cyber Security and Internet Safety	<ul style="list-style-type: none"> • Continued work with agencies such as SWGFL (in consultation with H&WB Team and relevance to prevention overview.) 	<p>HGIOS 4 – 2.1 Safeguarding and child protection</p> <p><i>The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school.</i></p>	New Cyber Security Ambassadors to deliver training throughout the authority.
Cyber Security Ambassadors	<ul style="list-style-type: none"> • Staff nominated to take part in CEOP training and deliver Thinkuknow CLPL throughout the authority. 	<p>Internet Safety for Children and Young People: National Action Plan (2017)</p>	Provide training for school leaders on importance of DPIAs and the process of creating them.

Improve resources for teaching Cyber Resilience as part of the curriculum.	<ul style="list-style-type: none"> • “Off the Shelf” lessons provided on Cyber Security. • Collate resources from Childnet, NSPCC etc. 	<p><i>Every child and young person has an age appropriate and evolving understanding of the opportunities and risks which exist in the online world</i></p>	<p>CRIS training with a focus on Child Protection – work with S. Anderson.</p>
Improve staff understanding of GDPR and DPIA process	<ul style="list-style-type: none"> • Work with GDPR group and Information Officer to deliver training on the creation of DPIAs. 	<p><i>Contributory outcomes</i> <i>Children and young people are aware of their rights and responsibilities in the online world</i></p>	
Digital Safety Prevention Overview	<ul style="list-style-type: none"> • Work with HWB Officer to ensure consistency of CRIS across authority. 	<p><i>Children and young people are resilient and are equipped to help themselves and their peers</i> <i>Children and young people are able to identify when they, or their peers, are at risk, and know what to do if they spot something</i></p>	
Increase awareness of Media Literacy	<ul style="list-style-type: none"> • Focus on ensuring children can discern which materials are biased or factually incorrect. Add this to ‘off the shelf’ activities section. 	<p><i>Schools, colleges and universities are expected to have policies in place relating to the use of IT and to use filtering as a means of restricting access to harmful content.</i> <i>Education Scotland will work with Digital Schools Awards Scotland to develop a link to relevant resources on internet safety for children and young people.</i></p>	
Supporting parents and carers in their understanding of CRIS	<ul style="list-style-type: none"> • Work with partners and CEOP ambassadors to create resources for parents/raise awareness of already existing resources 	<p>Technologies Es and Os – Digital Literacy Cyber resilience and internet safety <i>Level 1 - I can explore, play and communicate using digital technologies safely and securely. TCH 0-03a</i> <i>Level 2 – I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. TCH 1-03a</i> <i>Level 3 - I can explore online communities demonstrating an understanding of responsible digital behaviour and I’m aware of how to keep myself safe and secure. TCH 2-03a</i> <i>Level 4 - I can explore the impact of cyber-crime for business and industry and the consequences this can have on me. TCH 4-03a</i></p> <p>Health and Wellbeing – Relationships Es and Os <i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a</i> <i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</i></p>	

		<p><i>am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b</i></p> <p>Feed into the work created by the Child Exploitation programme</p>	
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Supporting Learners			
Area of Improvement	How we plan to do this	References	CLPL Needs Identified
Work with Accessibility and Inclusion service to find more tools we can use to support learners with ASN.	<ul style="list-style-type: none"> Audit on current tools to support pupils with ASN and to assess needs of pupils. Look into alternative forms of Augmentative and Alternative Communication. 	<p>HGIOS 4 2.4</p> <p><i>Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.</i></p> <p><i>Children requiring additional support have high quality individualised and meaningful progression pathways.</i></p> <p>Planning improvements for disabled pupils' access to education: guidance for education authorities, independent and grant-aided schools (2014)</p> <p>Responsible bodies will want to ensure that when undertaking ICT planning, provision is made for disabled pupils to access the curriculum through ICT.</p> <p>Accessibility strategies could describe:</p> <ul style="list-style-type: none"> How websites or other curriculum materials in digital form are to be accessed How websites or other curriculum materials in digital form are to be accessed. How assistive technology, possibly made available through auxiliary aids and services, can be used to access the curriculum or school information. Steps to be taken to ensure managed networks / corporate IT structures allow for changes to be made to individual computer operating system without additional costs incurred, thus helping to avoid discrimination arising from disability. How, when conducting regular housekeeping of school or authority network for MP3 or other files, files used by pupils are not deleted. Computer refresh arrangements that will take account of existing assistive technology software and associated files used by a disabled pupil or pupils 	<p>Various CLPL for staff on using tools to support different learning needs.</p> <p>'Off the Shelf' resources to be created to assist and train new staff.</p>
Review Alternative Assessment Arrangements	<ul style="list-style-type: none"> Clicker, Boardmaker, Immersive Reader, Reading Progress. 		
Develop CLPL plan for Accessibility tools already available	<ul style="list-style-type: none"> Encourage staff to take advantage of Call Scotland training. 		
Call Scotland	<ul style="list-style-type: none"> Research on definitions of dyslexia and how O365 tools in Glow can assist learners in school and at home. 		
Work with Literacy Team to contribute digital solutions on Dyslexia Framework			

Leadership and Professional Development

Area of Improvement	Action Points	References	CLPL Needs Identified
Improve communication with Staff Digital Leaders.	<ul style="list-style-type: none"> Develop ‘train the trainer’ model. Invite further Digital Leader representatives from other areas eg. AIS. Survey Digital Leaders to find out needs/strengths of individual schools. 	<p>HGIOS 4 1.2 Leadership of Learning</p> <p><i>There is evidence of a range of strategies in use to support children and young people to take responsibility for their own learning and progress.</i></p> <p><i>These are enabling children and young people to have greater confidence and skills in leading their own learning and that of others.</i></p> <p><i>Head teachers empower staff and take steps to develop leadership at all levels to improve the overall capacity of the school.</i></p>	<p>CLPL for Digital Test of change to promote Digital and Teacher Leadership.</p> <p>Promethean ‘Train the Trainer’ course – 4 days over the course of the year.</p>
Develop work with pupil digital leaders.	<ul style="list-style-type: none"> Set up central events for pupil digital leaders across city to share ideas and evaluate digital tools. Set up Glow Team to allow them to collaborate and share examples of the work they are doing. 	<p>The Standard for Career-Long Professional Learning: supporting the development of teacher professional learning</p> <p><i>have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning;</i></p> <p><i>skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities;</i></p> <p><i>enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning;</i></p>	

Culture, Communication and Collaboration

Key Aims	Action Points	References	CLPL Needs Identified
Dundee Learning Twitter and Blog	<ul style="list-style-type: none"> August 2021 start collating Dundee Learning examples to populate Blog. 	<p>HGIOS 4 1.4 Leadership and Management of Staff</p>	<p>Continued updated guidance for staff on communication policies.</p>

	<ul style="list-style-type: none"> • Work with Pedagogy Team to populate this. • This blog will have separate section for Digital Learning exemplars. 	<p><i>All staff make effective use of digital communication and balance this well with opportunities for face-to face discussions and collegiate time.</i></p>	
Digital Learning Guidance made easily available	<ul style="list-style-type: none"> • Update Digital Guidance document for 2021/22 session. • Make this easily accessible on team and hub. • Induction for NQTs and new staff on use of appropriate tools, procedures etc. 		
Collaborate with partners to improve outcomes and reduce workloads.	<ul style="list-style-type: none"> • Working with TRIC, Education Scotland, National Technologies Network, North East Group. Sharing resources and DPIAs. 		
Encourage staff to be using Dundeeschools Teams as a platform for communication and collaboration in schools and throughout the authority.	<ul style="list-style-type: none"> • Continue to encourage use of Dundeeschools Teams to communicate. • Use of DigiLearn Team for Digital Support and CLPL. 		
Improve school websites and the DDLH.	<ul style="list-style-type: none"> • IT looking at alternatives to Plone software. • Improve communication about CLPL etc via DDLH/Central Site. 		
Improved communication through schools Digital Leaders	<ul style="list-style-type: none"> • Termly meetings to update Digital Leaders on any information/changes 		