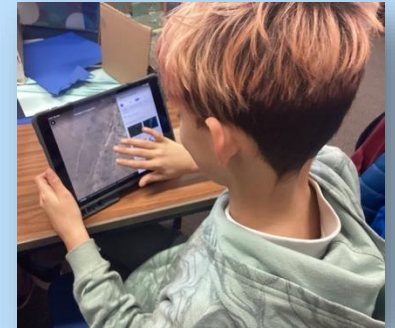
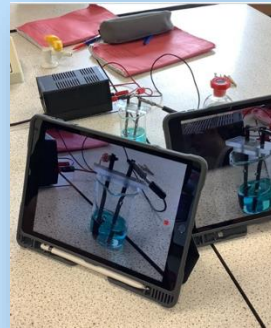


Digital Learning Update for Localities

David McKee, Quality Improvement Education Officer (Digital Learning)

November 2023



"effectively embedding digital strategy and digital pedagogy in teaching, learning and assessment to improve outcomes for all learners"

 edinburghlearns.digital  [@DigiLearnEdin](https://twitter.com/DigiLearnEdin)

Edinburgh Learns
DIGITAL 

Edinburgh Learns For Life

within the City Plan

“A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community and in the workplace”



Empowered Learning - solution

Deployed from January 2022 to March 2023

45,000 iPads (+ Microsoft 365 + ClickView)

1:1 for P6 to S6 + all teachers + 1:5 for P1 to P5 + Early Years

iPads used in school and at home (for P6 to S6)

Managed using MDM and device level filtering

Curated app store

Apple Classroom

Significantly improved school WiFi



“What does good digital learning and teaching look like?”

It's not...

- digital instead of an effective teacher
- digital instead of effective learning and teaching

But it's also not....

- An optional add-on or extra to 'normal' learning and teaching

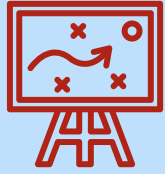


“Technology will never replace great teachers, but in the hands of great teachers, it's transformational.”

George Couros

From recent inspection reports

- Children have the opportunity to exercise **choice** in almost all learning activities. This includes the appropriate use of digital technology and opportunities to take increasing responsibility as they become **independent** in their learning.
- Staff are becomingly increasingly skilled in adapting tablet computers to make learning more **accessible** for children who have particular learning needs, for example using coloured overlays, dictation and text reading aloud functions.
- Teachers use digital technology in **creative** and wide-ranging ways to enhance young people's learning. This gives young people **personalisation and choice** in how they **present their learning**. All young people have their own tablet devices and use these to consolidate their learning through the materials teachers upload on **digital platforms**.
- Children confidently use digital tools to research and find answers to their 'big questions' and **produce content to share learning with parents**.
- Digital technology is used well to give **live, personal feedback** from which children benefit directly.
- **Pupil Digital Leaders** provide strong support to children who need help with their use of electronic devices and online applications.
- Each child has an individual **electronic learning journal**, which contains photographs and observations of learning. Practitioners use this information to make judgements about children's progress and to identify next steps in learning.



Strategy



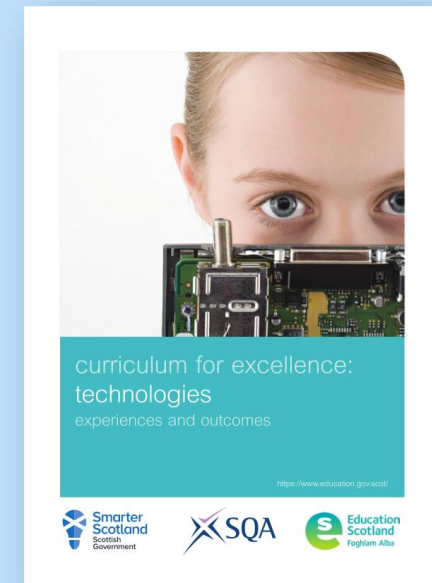
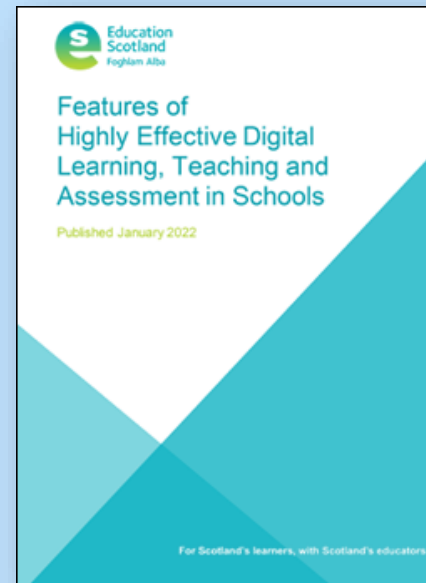
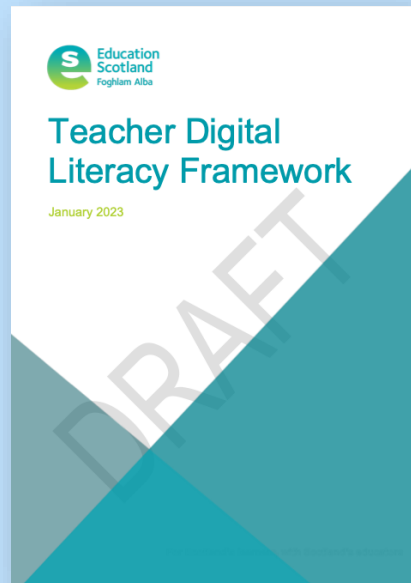
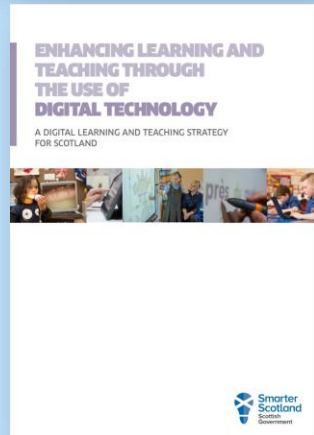
Skills

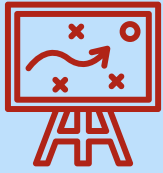


Pedagogy



Curriculum

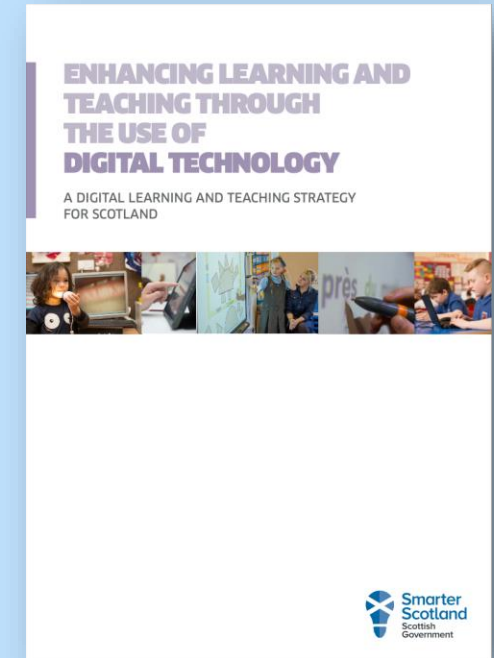




Strategy

Four objectives in national strategy:

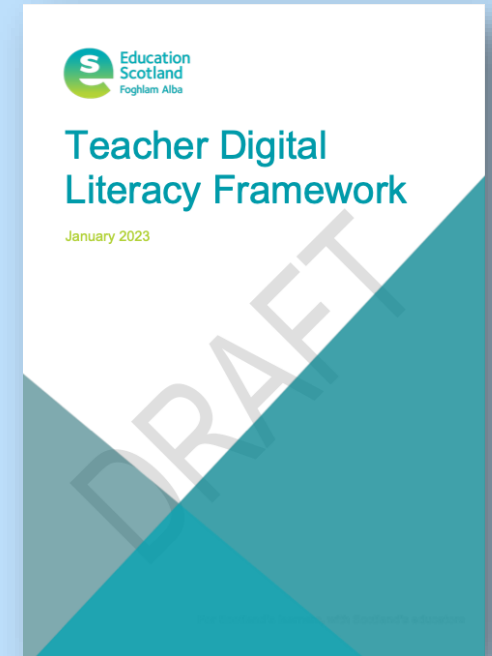
- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching
 - Improve access to digital technology for all learners
 - Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
 - Empower leaders of change to drive innovation and investment in digital technology for learning and teaching
- ✓ **Use Digital Schools Award Scotland to self-evaluate and plan improvement**





Skills

- Teachers and learners need a core level of digital skills competence
- To support this, we have developed 15 staff + 6 learner (and parent/carer) online courses (170 videos)



Edinburgh Learns **DIGITAL**

Digital Learning ▾ Curriculum ▾ Courses ▾ Parents/Carers ▾ Microsoft 365

Digital Skills

Six online courses available for use by learners and parents/carers. These courses comprise of several short videos designed to independently support the use of iPads for learning.

Getting Started with your iPad	Personalising your iPad
Creating and Editing Photos	Creating and Editing Movies
Workflow and your iPad	Class Notebook on your iPad

ClickView

← Back to LP04 - Creating and Editing Movies on your iPad

LP 04.03 Clips - Adding effects and music



Pedagogy

PLANNING

Digital technology is used to support and simplify planning to make it proportionate and manageable. It clearly identifies what is to be learned and assessed.

Staff are using digital/online planners that can be accessed, edited, and commented upon and shared.

Planning is shared across schools and/or subject networks to share experiences, transition, skills, knowledge and save time.

Progression pathways/planners are digital to allow for smooth planning for transition and the continuation of learning.

TEACHING

Staff use a wide range of digital/online learning environments and tools and apply creative and accessible digital teaching approaches.

Learners have opportunities to access learning in a range of different forms, face to face, online independent learning, anytime/anywhere learning remotely and through hybrid/flipped teaching strategies.

Learners have access to online platforms and digital tools where they can create, edit, share and collaborate with each other e.g. Glow.

Learners can access shared online platforms anywhere, anytime.

Learners can access digital devices to learn, when and where appropriate.

LEARNING

Learners' make use of digital tools and platforms to gather and record their achievements in and out of school. They understand how these achievements help them develop knowledge and skills for life, learning and work.

Learners use digital devices and tools to gather and record achievements in and out of the classroom in a variety of accessible formats, text, audio, video, graphical, digital books etc.

There is a consistent approach to how learners gather and record achievements and submit work across the school/establishment.

Learners exercise choice when, what and how they use digital technology in their learning.

ASSESSMENT

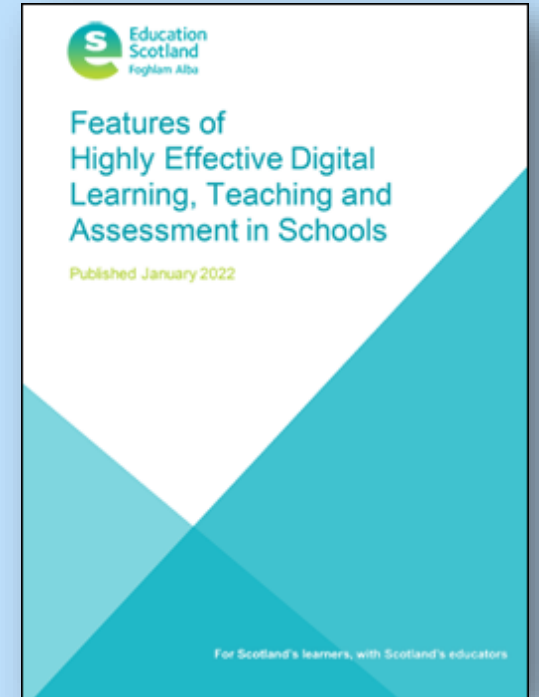
Assessment approaches are enhanced by the use of accessible digital tools and platforms. These are matched to the needs of learners in order to support them in progressing their learning.

Staff use digital tools for formative assessments such as online quizzes, video diaries, audio files, online whiteboards.

Staff use digital tools to gather evidence for summative assessments.

Staff use self-marking assessments via Google Forms, Microsoft Forms etc

Learners submit assessments digitally.





Pedagogy

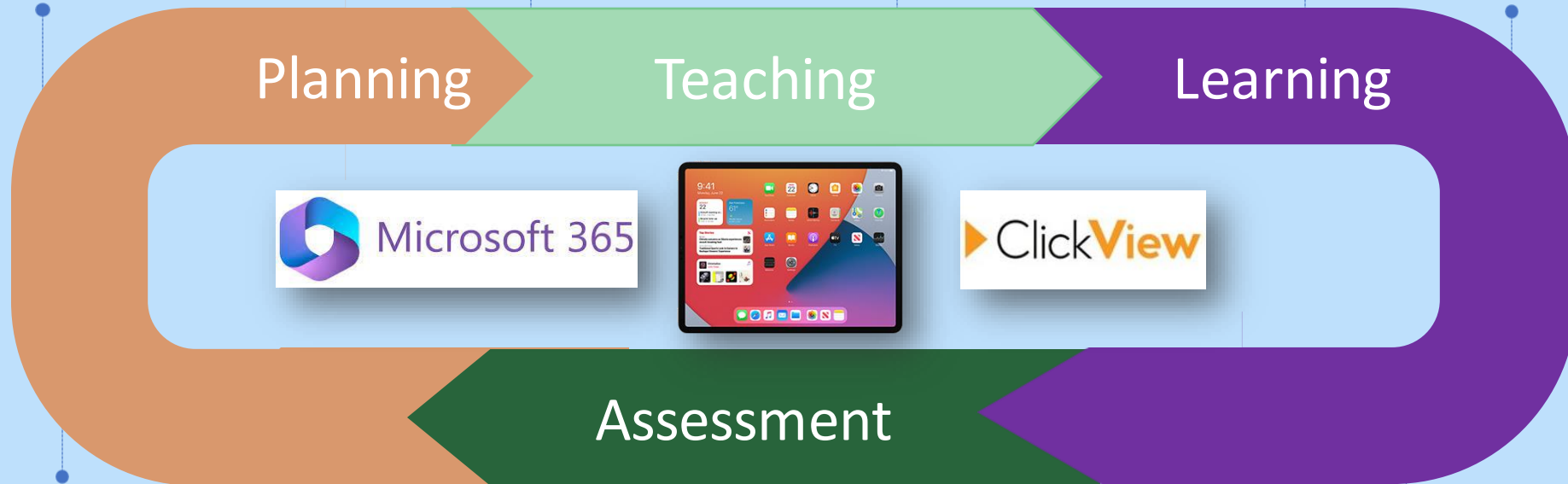
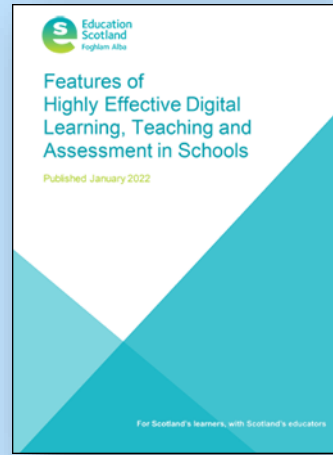
Plan digitally using a Team and Class Notebook for your faculty/stage

Make a Team and a Class Notebook for every class

Create accessible digital learning content, incorporating video and audio

Set open ended creative activities

Think beyond 'Substitution' (SAMR)



Gather and analyse data digitally to plan next steps

Use workflow tools to improve assessment efficiency and feedback

Gather all evidence of activities and achievements in your Team/Class Notebook

Learners can choose the tool to demonstrate understanding





Curriculum

- Delivering 'live lessons' to model best practice
- Working on 'Digital Learning Units' to support the delivery of aspects of Technologies curriculum (especially for P6,7)
- Specifically Digital Literacy, Cyber Resilience and Internet Safety, Computing Science



Searching, processing and managing information responsibly	I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. TCH 2-02a
Cyber resilience and internet safety	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

Understanding and analysing computing technology	I can explain core programming language concepts in appropriate technical language. TCH 2-14a I understand how information is stored and how key components of computing technology connect and interact through networks. TCH 2-14b
Designing, building and testing computing solutions	I can create, develop and evaluate computing solutions in response to a design challenge TCH 2-15a



'Assistive technology'?



“The phrase ‘assistive technology’ is often used to describe products or systems that support and assist individuals ~~with disabilities, restricted mobility or other impairments~~ to perform functions that might otherwise be difficult or impossible.”

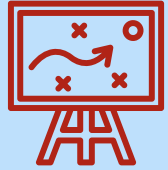
<https://www.gov.uk/government/publications/assistive-technology-definition-and-safe-use/assistive-technology-definition-and-safe-use>

We can use digital tools to 'assist' learning and teaching for all

“...if we can design a curriculum that is designed to be accessible to pupils with additional needs, then every single pupil will benefit. For example, a text being shared digitally means that a dyslexic pupil could change the font style and size and background colour to make it easier to read. Another pupil with no diagnosed additional needs could use text to speech because they find it easier to process text when they listen to it compared to when they read it.”

Anna Kellner, Inclusion Support Teacher, ASL Service

Professional Learning



Strategy



Skills



Pedagogy



Curriculum

- Strategy advice and support
- Online skills courses available to all staff, learners and parents/carers
- Central [CLPL](#) focused on Effective Digital Practice: Planning, Learning, Teaching, Assessment
- Improving curriculum delivery through Live Lessons -> Digital Learning Units
- Bespoke in-school support

Useful Links

[Digital Strategy](#)

[Highly Effective Digital Practice](#)

[SAMR model](#)

[Teacher Digital Literacy Framework](#)

[CfE Technologies](#)

[Digital skills courses for staff](#)

[Skills courses for learners and parents/carers](#)

[Links to research](#)

[Accessibility on iPad](#)

[CEC Privacy and data protection](#)

[CEC Data Privacy Notice for Education](#)

[Apple Privacy Overview for Parents](#)

[Further Apple Privacy Information](#)

[Microsoft Privacy Statement](#)

“If machines are getting better at being machines, if robots are getting better at being robots, then we humans need to start getting better at being humans”

Faeza Sirajudin

“Technology will never replace great teachers, but in the hands of great teachers, it’s transformational.”

George Couros