



'To grow, to believe, to love and to achieve. Supporting our children on a journey to success.'

St Joseph's Primary School Technologies Policy

February 2023

Introduction

Digital learning is described as 'any type of learning facilitated by technology or that makes effective use of technology' (Education and Training, 2015). In St Joseph's we encourage the use of digital learning to enhance and supplement learning and teaching experiences. We aim to develop pupils' digital skills and capabilities to manage their own learning now, for future study and into the world of work.

Rationale

We want to give our young people as rich a variety of learning opportunities as possible, including digital learning. In Fife, internet use includes the use of Glow, Scotland's safe and secure intranet for schools, and Microsoft Teams.

The use of technology is continually increasing and developing in every area of society. In order to successfully prepare our pupils for life, learning and work, St Joseph's are committed to ensuring that we are providing them with the skills they will need to be successful. Digital skills will be taught alongside, and embedded throughout, the curriculum.

Policy Aims

This policy aims to:

- Promote digital learning and literacy across the school.
- Increase understanding of digital literacy for all pupils, staff, parents and carers.
- Provide support for staff for the implementation of an inclusive and progressive digital curriculum.
- Promote responsible use of digital technologies.

Our Learners Will 	Our Staff Will 	Our School Will 	Our Community Will 
<ul style="list-style-type: none"> • Identify and use a range of digital strategies to support and enhance learning. • Develop the skills and abilities to experiment and create innovative digital solutions. • Be able to understand and demonstrate the benefits of digital technology in their learning. • Adhere to acceptable use protocols, applying their skills and knowledge to use the internet safely and responsibly. • Participate in learning that will develop skills and provide opportunities to work collaboratively using digital technology. • Have opportunities, and the means to use 	<ul style="list-style-type: none"> • Have the skills and abilities to experiment and create digital technology solutions. • Understand and demonstrate the benefits of digital learning for themselves and their learners. • Participate in digital technology professional learning opportunities in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations and formal training. • Have opportunities to demonstrate the value of digital learning and allow teachers to share examples of good practice. • Have the opportunities and means to use 	<ul style="list-style-type: none"> • Become a Digital School with nationally recognised accreditation. • Follow a clear progressive framework for digital technologies. • Have a digital strategy and have a positive attitude towards digital technology. • Demonstrate an awareness that digital technology affects the quality of learning and teaching, pupil's attitudes and behaviour, and the school community. • Have appropriate materials and resources to enable all staff and pupils to access plan and deliver digital learning opportunities. • Ensure equipment and resources are 	<ul style="list-style-type: none"> • Have close links with our associated cluster primary and secondary schools. • Work collaboratively and share good practice with associated cluster primary and secondary schools. • Encourage staff to take up and seek out digital technology professional development opportunities. • Use digital technology to communicate with parents and carers. • Work with parents and carers to ensure they are aware of the technologies we are using to support learning and teaching. • Update parents and carers on Cyber Resilience, Internet

<p>digital technology, to access online content.</p> <ul style="list-style-type: none"> • Display a positive mindset towards technology with the confidence and competence to embrace digital technology and the internet. • Acquire the skills, ability and agility to select and use appropriate digital technology for learning, life and work. • Make effective use of Glow tools. • Be treated equitably; all learners including those with Additional Support Needs (ASN) will benefit from digital technologies and will be guided on the use of assistive and other technologies for their ongoing support. 	<p>digital technology and access online content, during and when planning learning and teaching.</p> <ul style="list-style-type: none"> • Make effective use of Glow for communication, collaboration and learning and teaching - e.g. Glow Teams, Glow Forms, Office 365, Glow mail, Sway, etc. • Develop their skills, ability and agility to use digital technology in their teaching. • Identify digital technology professional learning opportunities from the SIP in their annual Professional Review and Development (PRD) as appropriate. • Have confidence in their own skills and knowledge to use the internet and digital devices safely and responsibly. 	<p>maintained and renewed where necessary.</p> <ul style="list-style-type: none"> • Make digital resources available to all stages and facilitate their use. • Provide ongoing support to staff members in their use of digital technologies. • Collaboratively review its digital strategy by evaluating the potential of emerging technologies and best practice scenarios. • Embed current and emerging e-safety messages in teaching and learning. • Support, develop and embed approaches to assessment that make effective use of digital technology. • Have appropriate digital technology resources, including hardware, software and infrastructure that support learning environments and reflect plans for digital 	<p>Safety and Digital Literacy.</p> <ul style="list-style-type: none"> • Continue to offer and arrange guidance for our parents and carers to help them support their child with digital learning and in coping with the demands of the digital world. • Continue to incorporate digital family learning experiences where appropriate. • Share pupil's learning and engage with families and the community.
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	<ul style="list-style-type: none">• Be equipped to deliver key safety messages regarding digital technology to pupils.• Participate in collaborative teaching and learning opportunities using digital technology.• Embrace digital technology and the internet and become more confident in its application.• Ensure they are confident and competent at supporting children with additional support needs using digital technologies.	technology development.	
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Children who are successful learners in technologies:

- show enthusiasm and enjoyment in a range of practical, task-based activities;
- learn independently and think creatively;
- apply critical thinking through research, exploration and discovery;
- make learning links across different curriculum areas through inter-disciplinary learning;
- use a wide range of technologies well, showing a growing awareness of technologies in common use.



Children who are responsible citizens in technologies:

- make informed choices which reflect understanding of their responsibilities towards and ethical actions on the environment;
- have a well-developed knowledge and understanding of technologies and their effects on society;
- are well informed about local, national and international use of technologies to meet individual needs;
- become informed consumers who are environmentally aware of sustainability.

Children who are confident in technologies:

- respond well to new challenges, needs or opportunities and make informed decisions;
- evaluate and make reasoned choices relating to the environment and to sustainable development;
- use design processes to go beyond their first idea and seek alternatives; and
- produce solutions from an initial idea, seeking alternatives where necessary and going out with their existing skills and knowledge.

Children who are effective contributors in technologies:

- work well as individuals and within teams;
- use trial and error to change approaches, reach solutions and solve problems
- develop entrepreneurial and presentation skills;
- confidently evaluate commercially-produced products for their purpose, reliability, durability and appearance; and
- evaluate own work and that of others.