

CLACKMANNANSHIRE COUNCIL

Report to: Audit and Scrutiny Committee

Date of Meeting: 24 October 2024

Subject: Digital Learning Strategy and Action Plan 2023-2025

Report by: Catriona Scott, Senior Manager, People

1.0 Purpose

- 1.1 To provide a progress report on the Clackmannanshire Digital Learning Strategy and Action Plan 2023-2025

2.0 Recommendations

- 2.1. The Committee is asked to note the report, commenting and challenging as appropriate.

3.0 Considerations

- 3.1. The Clackmannanshire Digital Learning Strategy and Action Plan 2023-2025 was approved by Council in May 2023, following a review of the previous Digital Learning Strategy and Implementation Plan 2019-2022.
- 3.2. The Digital Learning Strategy and Action Plan 2023 - 2025 is underpinned by the National Improvement Framework's long-term commitment to achieving excellence and equity through raising attainment and improving outcomes, and the priorities of the strategy align with the four objectives of Scottish Government's Digital Learning and Teaching Strategy for Scotland: **Skills, Access, Curriculum and Leadership**.
- 3.3. The Digital Learning Strategy and Action Plan 2023-2025 recognises the significant impact the global pandemic had on the way we deliver learning and teaching and seeks to ensure that our children and young people have the opportunity to build and use their digital skills throughout their learning, increasing their confidence and maximising their opportunities to fully prepare for life, learning and work in this digital age.

4.0 Progress Update

4.1 The full interim report of progress to date is included at Appendix 2. Some key highlights to note under specific actions are:

Priority 1 - To further develop the skills and confidence of all educators in the appropriate and effective use of digital technology

- The digital leads group champion and support the use of digital within their schools and this work extends to supporting pupils to become digital leaders and support their fellow pupils.
- A digital system to arrange trips and excursions has been developed in conjunction with Health and Safety colleagues and will go live in October 2024. This will ensure there is a more robust process in place and will minimise any human error, which could arise through the previous paper-based system.

Priority 2 - To improve access/remote access to a range of digital technology for all learners and families

- The use of Google Classroom to extend and support learning beyond the walls of our classrooms continues and is embedded across all schools. There are an average of between 800-900 active Google classrooms every day across Clackmannanshire schools.
- Chrome Extensions that help support and broaden functionality of Google Workspace have been deployed to our Google Workspace for Education tenancy. Pupils have access to ColorVeil and Natural Reader to help support their learning needs.

Priority 3 - To ensure that digital technology is evident in all areas of curriculum design, delivery and assessment.

- Clackmannanshire Regional Improvement staff have been key to the creation of an Ai Lesson planning assistant and an interactive teaching and assessment tool, which have been shared with all schools and are available for staff to access through a Glow tile.
- Chrome Extensions that help support and broaden functionality of Google Workspace have been deployed to our Google Workspace for Education tenancy. Pupils have access to ColorVeil and Natural Reader to help support their learning needs. In August 2024 all pupils gained access to Adobe Express suite through Glow.

Priority 4 - To empower leaders to drive forward and further develop innovation and investment in digital technology.

- The following Clackmannanshire schools have their digital schools award: Banchory Primary, Sunnyside Primary, Lornshill Academy, Tillicoultry Primary, Menstrie Primary and Redwell Primary, Lornshill Academy.

- Our primaries use the 'Speak Up Stay Safe' by NSPCC and our schools also take part in activities and use resources highlighted as part of Safer Internet Day.
- Digital Leads are in place in all schools.

5.0 Resource Implications

5.1 None

6.0 Exempt Reports

6.1 Is this report exempt? No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

- | | |
|--|-------------------------------------|
| Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all | <input checked="" type="checkbox"/> |
| Our families; children and young people will have the best possible start in life | <input checked="" type="checkbox"/> |
| Women and girls will be confident and aspirational, and achieve their full potential | <input checked="" type="checkbox"/> |
| Our communities will be resilient and empowered so that they can thrive and flourish | <input checked="" type="checkbox"/> |

(2) **Council Policies**

- | | |
|---|-------------------------------------|
| Complies with relevant Council Policies | <input checked="" type="checkbox"/> |
|---|-------------------------------------|

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations? Yes

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

10.0 Appendices

10.1 Please list any appendices attached to this report.

Appendix 1: Interim Progress Report on the Digital Learning Strategy and Action Plan 2023 - 2025

11.0 Background Papers


- Digital Learning Strategy and Action Plan 2023 - 2025
- Clackmannanshire Council's Digital Strategy 2019-2025
- Enhancing Learning and Teaching through the use of Digital Technology - A Digital Learning and Teaching Strategy for Scotland (Scottish Government)

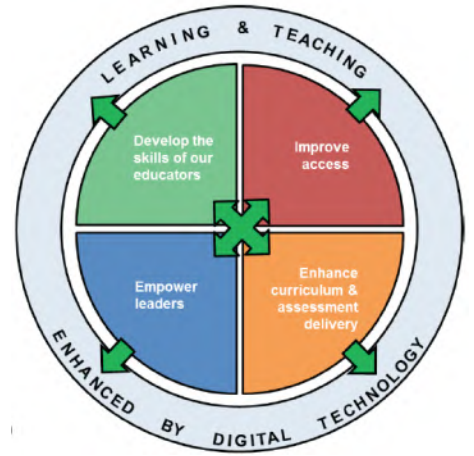
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

No

NAME	DESIGNATION	TEL NO / EXTENSION
Catriona Scott	Senior Manager	2469

Approved by

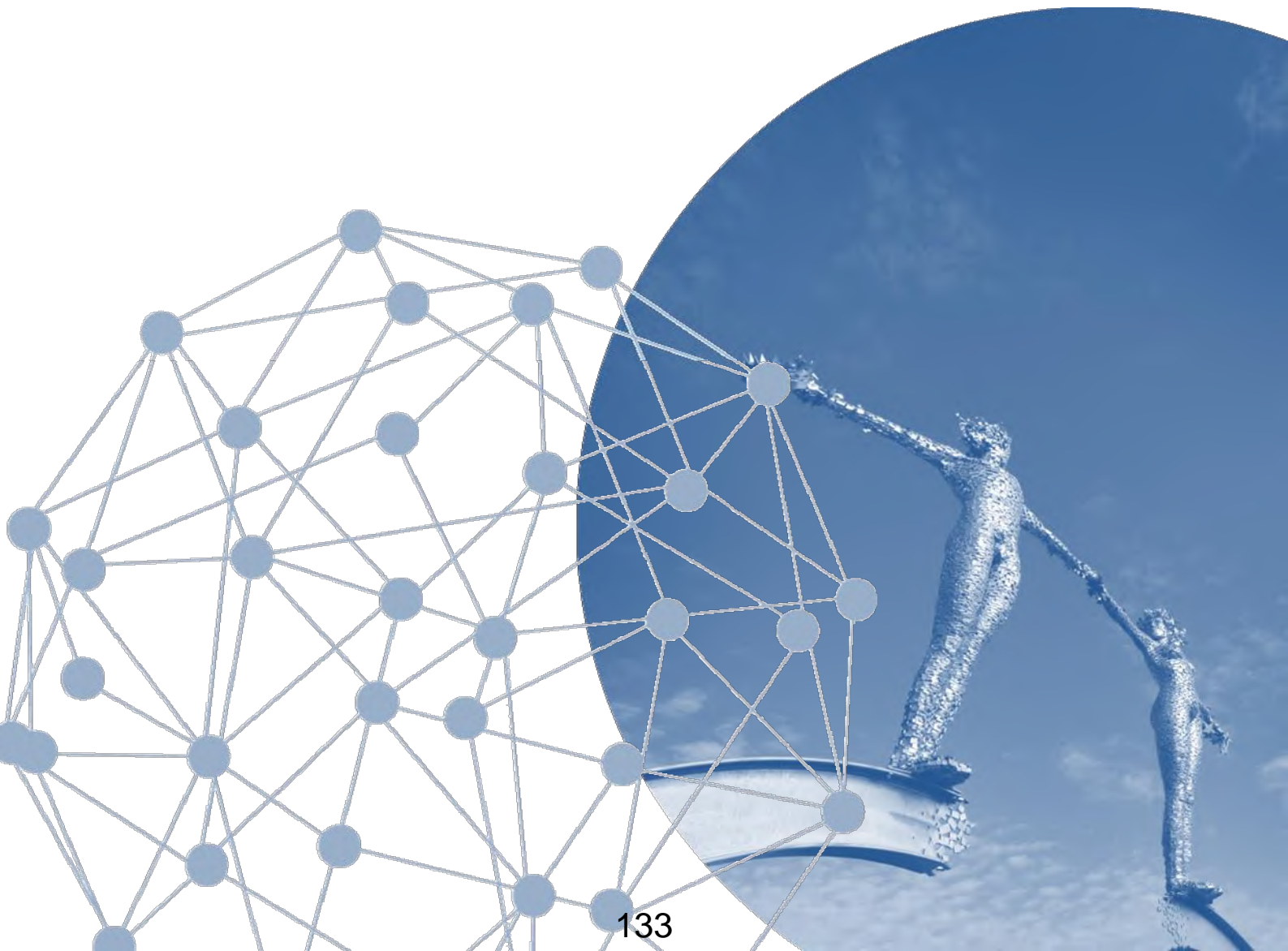
NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director, People	



Digital Learning Strategy

2023-2025

Annual Report - September 2024



Introduction

This report provides an annual update on the progress with the priorities set out in the Digital Learning Strategy 2023-2025 (**Appendix 2**) which was approved by Clackmannanshire Council in May 2023 and runs parallel to Clackmannanshire Council's Digital Strategy 2019-2025.

The Digital Learning Strategy 2023-2025 is underpinned by the National Improvement Framework's long term commitment to a collaborative approach to improving Scotland's education system and to achieving excellence and equity through raising attainment and improving outcomes. The priorities of the Strategy align with the four objectives of Scottish Government's Digital Learning and Teaching Strategy for Scotland: *Skills, Access, Curriculum* and *Leadership*.

An integral part of tracking progress is a commitment to review and report annually on the impact of the Strategy to ensure the priorities remain relevant and responsive to new and emerging needs.

This report reflects the progress made to date in Year 1 (May 2023 - September 2024).

Progress with Digital Learning Strategy 2023-2025 – Year 1

Progress with the Actions in the Digital Learning Strategy to achieve the four priorities is noted below. This work will continue into 2024-2025 in Year 2 of the Strategy.

Priority 1 – To further develop the skills and confidence of all educators in the appropriate and effective use of digital technology

- A Digital working group has been formed, with representatives from our ELCs, primary and secondary schools. This group plays a pivotal role in sharing good practice across the authority and members have established an Outlook Group for sharing documentation, communication and resources. The group also serves as a point of contact and support with digital technology in their establishments. Every establishment has now appointed a Digital Lead, who is key in supporting the smooth deployment of 6,447 individual Chromebooks and 1,285 individual I-pads as part of the 1:1 Device Rollout to enable children and young people to access digital technology to support their learning.
- All establishments have digital learning as part of their improvement plans and have embedded Google classrooms as an integral component of learning and teaching. The use of Google Classroom has a number of benefits for learners and staff and can be used for an array of purposes, e.g. research, presentations, videos, assessment preparation, drawing and writing. It also enables learners who are unable to be present due to illness the opportunity to catch up on work they have missed at a time that suits their situation. The Google Admin console evidences that every day in Clackmannanshire, an average of 800-900 Google Classrooms are live, enabling learners and staff to share classwork, homework, assignments, ideas and suggestions. An evaluation of the 1:1 Digital Rollout was undertaken in May 2024 in schools and the views captured highlight the positive impact this has had on children and young people, particularly in establishing equity for all.
- Teaching and support staff have taken advantage of a wide range of training opportunities organised by Education Scotland, including sessions on Artificial Intelligence, Cyber Security and Adobe Express. 34 staff took up Google Certified training offered by Canopy, through Education Scotland. Clackmannanshire has the most Chrome extensions enabled for local authorities using the Glow tenancy, which was highlighted by Education Scotland at national level during a meeting of Glow Key Contacts. This demonstrates that we are leading the way in terms of functionality and tools to support learners, enabling them to access additional learning opportunities by utilising the following Chrome extensions: Natural Leader (text to speech tool), Google Translate (for English as an Additional Language learners), Reader view (to support visual impairment), Immersive Reading (help with focus on reading skills), Music Snippet (enables adding musical notation to documents), Equat IO (enables the use of mathematical formulae to documents), Lego Education (supports coding and STEM learning), Obit Note (allows annotation and writing on PDF files). Feedback from schools in May 2024 has highlighted the positive impact this is having on learners and is noted in this report under Priority 4.
- A professional learning calendar of Digital sessions has been produced and shared with all establishments and has been added to the Connecting Clacks Educators site for ease of access. Digital Modules are also a mandatory part of training through Clacks Academy.

- The Forth Valley West Lothian Regional Improvement Collaborative (RIC) has worked collaboratively on a number of digital priorities, which are having resultant positive impact on learning and teaching. We link in with our RIC colleagues through monthly Glow Key Contacts meetings and also share knowledge from and with other RIC local authorities.
- The Artificial Intelligence (AI) lesson planning tool was launched in May 2024 and has been used over 6000 times to date. This tool is designed mainly for use at all stages of the Broad General Education. The informal feedback from Clackmannanshire staff has been very positive, with particular reference to the following advantages:
 - *It is unique as it is based on the Scottish Curriculum and identifies the Experiences and Outcomes covered.*
 - *It is comprehensive in that it suggests differentiation strategies as well as a range of possible assessment strategies.*
 - *The suggestions are all for active learning methodologies, in line with Curriculum for Excellence recommendations and are cognisant of UNCRC.*
 - *The tool was designed to assist teachers and save time, providing creative suggestions that they can modify and adapt for their classroom.*
- 'Ask RIC' is an AI pupil assistant that is being developed to support children with numeracy development. This will answer queries and offer strategies to assist the pupil in solving numeracy/maths problems. RIC staff have continued to work with an Education Data Officer to share knowledge and help create and develop a new tool to manage data and improve tracking of learners' achievements. The RIC is currently in discussions around creating a national RIC resource centre i.e. a place where practitioners and pupils can access the best resources created by all of the RICs across Scotland. This would be searchable and accessible to all and would provide access to the best learning and resources created by our RICs. This would be available for all staff and learners to use.
- GDPR training is mandatory for all staff and is accessed through Clacks Academy modules and is completed annually. School staff completed this on In-service Days. Senior Managers have tracked the uptake of this and followed up with any instances where staff have not completed required elements.
- The Digital Leads in each school are well established and take forward any required updates, as directed by the Local Authority. This includes troubleshooting and liaising with the central IT team on matters pertaining to digital technology. Additionally, the Digital Leads champion and support the use of digital technology in their schools and this has extended to supporting learners to become Digital Leaders and supporting their peers.
- A digital system to arrange trips and excursions has been developed in collaboration with Health and Safety colleagues, a presentation of which was shared at a recent Heads of Establishments meeting and a session with Community Learning and Development (CLD) staff. This will go live in October 2024 for the planning and approving of all trips and excursions in ELCs, Primaries, Secondaries and CLD, ensuring a more robust process in place, which will minimise any potential for human error, which could arise through the previous paper-based system.

Priority 2 – To improve access/remote access to a range of digital technology for all learners and families

- The Digital Device 1:1 Deployment Programme has continued as part of the 10 year programme. All P4s were issued with a Chromebook before the summer 2024. 1:1 iPads have been set up and delivered to all primary schools, meaning all children in P3 now have their own individual iPads. In terms of P3 and P4 deployment, this breaks down as 530 iPads to P3 and 513 Chromebooks to S4. This year's P4 deployment has been managed by re-deploying the returned devices from P7 leavers. New Chromebooks have been deployed to the new S1 cohorts, the plan being that these devices should see them through their secondary education. Chromebooks are supported for 8 years.
- All staff are kept updated with regard to digital learning offers from Google, Apple and Education Scotland. All staff have completed Google Educator training, delivered by Canopy. The next step is to establish Outlook Groups for all teaching and support staff and to develop a system to keep this updated.
- Aspects of digital delivery of individual subjects are being piloted in our Academies as part of their

consortia arrangements, by offering elements of Senior Phase Geography courses online. This is a continuing focus and will be rolled out to other subjects as the pilot is evaluated.

- Every learner from P3 to S6 now has access to their own device, as a result of the success of the 1:1 Digital Device rollout programme. Chrome extensions specifically for learners with Additional Support Needs have been deployed for our Google Workspace for Education tenancy. Learners have access to Color Veil , an extension which allows learners to add their own customized colour filter over any website or document to support those with dyslexia, visual stress and eye strain. The Natural Reader extension is a text to speech tool which converts text online into natural sounding audio, to help support their learning needs.
- Staff from the Open University have linked with Clackmannanshire Council to outline opportunities for online learning. The Virtual Headteacher (VHT) supported 18 learners through a trial Clackmannanshire Active Learning Academy (CALA) programme linked to reaching positive destinations, which required them to enrol on to Open University to complete 10 hours of digital learning. This was linked to the work of Skills Development Scotland to ensure support. Each learner was enrolled in their own home, with parents/carers involved as part of the discussion. This use of digital technology re-engaged the young people with learning, by removing barriers that were preventing them from doing so.
- The Qualifications Group is led by the Virtual Headteacher and is currently working with 8 young people across 3 Academies utilising digital technology to support qualifications, aiming to achieve Levels 3 and 4 Scottish Credit and Qualifications Framework (SCQF). The young people have been reintroduced to Google Classroom to access resources and using programmes such as MS Word to overcome access challenges around spelling and literacy. Additionally, the VHT has linked around a further 10 young people onto Open University as part of bespoke programmes for learning. Working directly with families to show how to use KOOH, and QWELL mental health supports using digital technologies has ensured that parents/carers know what supports are on offer for their young people.

Priority 3- To ensure that digital technology is evident in all areas of curriculum design, delivery and assessment

- Google Classroom is embedded across all schools to support learning and teaching and to extend and support learning beyond the walls of classrooms. There is an average of 800-900 Google Classrooms active every day across Clackmannanshire schools. There are approximately 4,500 devices in use by Clackmannanshire learners every day. The Bandwidth that Chromebooks can use has been doubled to help manage internet traffic. The need to improve infrastructure is a constant feature when driving forward with digital technology. The central IT Team manage, support and upgrade infrastructure. There are plans to upgrade computers used by teachers and also upgrade connectivity between school and to the internet. This will help to deliver the aims of the Digital Learning Strategy.
- Clackmannanshire staff have worked with the Forth Valley West Lothian RIC and are using AI to help to create a series of micro learning programmes from the Learning, Teaching and Assessment (LTA) 'thinglink' (an App based programme for annotating digital items). Staff complete a common self-evaluation process, yielding information at school and Local Authority (LA) level, which will be collected and analysed to identify areas for development within the LTA cycle for the school and the LA. For the individual member of staff, a bespoke micro learning programme will be available to support them in areas identified for development. A whole LA approach will offer data to support National Improvement Framework planning and will support LA evaluation, providing a quantifiable measure of progress in specific areas, when repeated the following year. The report that the individual practitioner will receive will be augmented by a link to the micro learning programme for the relevant identified areas for development. The establishment and the LA data (but not the individual data) will be available for Heads of Establishments and Council Officers to analyse. This data will help to inform professional learning provision within establishments and across the LA.
- In addition to the micro learning courses above, the planned next step is to add further micro learning courses for a range of areas including early years, anti-racism, attendance, data champion programme, care experienced and Additional Support Needs. These micro learning programmes will form the basis of a RIC Academy which can be added to with further courses, moving forward. It is envisioned that the academy will have two sections, a practitioner section and a learner section. Within the learner section there will be a range of courses for those with significant Additional Support Needs, including courses for children learning elsewhere on needs based timetables.

Priority 4 – To empower leaders to drive forward and further develop innovation and investment in digital technology.

- A Digital Lead has been appointed in each establishment and is pivotal in leading digital technology, tracking progress with the actions of the Digital Learning Strategy and evaluating its impact. Their role includes the dissemination of all professional learning opportunities pertaining to digital technologies. Almost all schools have now signed up to be Gemini AI Champions and have committed to participating in three separate champion sessions to then train staff in their own schools, which will build capacity and enable more learners to benefit from this particular App, which supports with writing, brainstorming and research.
- Work has commenced to support schools to achieve their Digital Schools Award and currently five primary schools and two Academies have secured this, whilst others continue to work towards it. This will be carried forward into Year 2 of the Strategy, so that our remaining establishments are supported to achieve the Digital Schools Award.
- The importance of responsible digital citizenship, cyber security and being safe online is an integral part of lessons involving the use of the internet. 12 of our primary schools signed up to 'Speak Up, Stay Safe'; a programme delivered by the NSPCC, delivering assemblies, lesson plans and resources and face-to-face workshops. All Heads of Establishment attended a talk given by the Police about the dangers for young people online, with a particular focus on the mental health of young people and the risk of 'sextortion'. All our establishments participated in activities and used resources produced for Safer Internet Day 2024 and will work towards the follow-up event in February 2025.
- All Heads of Establishment were asked to evaluate the impact of the Digital Strategy and the 1:1 Device Rollout and have provided feedback which highlights the positive impact to date, whilst also offering ideas and suggestions of what they need to support next steps, examples are noted below:

"Digital learning is a golden thread of our curriculum. As we grow and develop our digital knowledge and skills, we have seen an improvement in attainment, engagement and motivation to learn, whilst ensuring our learners know how to be safe in a connected world and how to use technology to enhance their learning." (Primary Headteacher)

"The 1:1 Project has established equity across all learners in our school. All young people have the same device and access to the same resources, training and supports. This has singlehandedly done more to level the equity playing field for secondary pupils more than any other initiative." (Secondary Headteacher)

"The 1:1 Digital Rollout has made such a difference in our school. In terms of writing, many of our children now see themselves as writers and are producing more literacy work with less frustration at the writing process. Digital technology supports our learners with ASN and breaks down barriers." (Primary Headteacher)

"In our recent HMIE inspection, the effective use of technology was highlighted as a strength: 'Children use these devices very effectively to enhance their own learning and to support younger children with their digital skills' "(Primary Headteacher)

"The 1:1 project has been transformational for us as a school in terms of learning and teaching. Our school staff have worked hard to update their digital skills and ensure they are at the cutting edge of new technologies. Our Digital Ninjas are visible throughout the school, helping staff, parents/carers and learners." (Primary Headteacher)

"Digital Learning has increased across our staff but we would welcome further professional learning that could support teacher knowledge." (Primary Headteacher)

