

Edinburgh Learns Digital Strategy

December 2024



Table of Contents

Rationale.....	3
Vision and aims	3
What does the research say?	4
What does our data tell us?.....	5
Current support and advice	6
Roles and responsibilities.....	7
Governance.....	9
Arrangements for Quality Assurance	9
Supporting Documentation.....	9
Appendix – Posters	10

Rationale

“Where our educators are supported through professional development, resources and leadership, digital technology can enrich learning and teaching, help to raise levels of attainment and close the attainment gap. The skilful deployment of digital technology in our schools and early learning settings will also ensure our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in an increasingly digitised world.”

*Introduction to the [Digital Learning and Teaching Strategy for Scotland](#)
Deputy First Minister, September 2016*

In today’s world, where digital technology has become an indispensable tool in almost every aspect of our lives, it is essential that we also harness its potential to transform teaching, learning and assessment in our education settings.

Digital technology has the capacity to make learning more engaging, personal and inclusive, and provides learners with greater opportunities for collaboration and more creative and innovative ways in which to demonstrate and express their understanding.




Leveraging a range of digital tools, teachers can create dynamic and immersive learning experiences that cater for the diverse needs of our learners and help develop the skills they need to thrive in life, learning and work.

Vision and aims

Our overall vision is that:

In our education settings, digital learning is an intrinsic component of effective planning, teaching, learning and assessment. All learners and staff have ubiquitous access to high quality digital tools and resilient infrastructure to ensure fast and reliable online functionality. All learners and staff are digitally capable – they can create, communicate and collaborate digitally, transforming learning opportunities and enabling access to broader and more flexible curriculum pathways across all the city’s education settings.

Our aims are that:

Strategy 	Learning 	Solution 
Digital technology is a central consideration in all improvement and curriculum planning, and enhances communication and collaboration across learning communities and our city.	Learning is transformed through effective digital pedagogies which develop the key skills, capabilities and behaviours crucial for success in today’s rapidly evolving society.	Universal access to digital technology is an entitlement for all learners and staff, and all settings are provided with robust solutions and responsive support to ensure progress.

What does the research say?

Independent Literature Review on the Impact of Digital Technology on Learning and Teaching from [Digital Learning and Teaching Strategy for Scotland](#)

In July 2015 the Scottish Government commissioned an independent literature review on the impact of digital technology on learning and teaching. The review specifically looked at the potential for digital technology to support and contribute to five educational priorities:

1. raising attainment
2. tackling inequalities and promoting inclusion
3. improving transitions into employment
4. enhancing parental engagement
5. improving the efficiency of the education system

Nearly 1000 items of literature were collected from academic, professional and governmental sources. A sift to determine relevance was then carried out and 217 sources of literature formed the basis of the review.

The review concluded that if there is sufficient access to equipment, tools and resources and if there is sufficient training and support for educators, then digital technology can have a positive impact on all five of the educational priorities in question. In particular there was:

- conclusive evidence that digital technologies can support educational attainment in general (and in maths and science subjects particularly)
- indicative evidence that it can support educational attainment in literacy and help close the gap in attainment between groups of learners
- promising evidence that digital technologies can provide assistance to overcoming the challenges faced by some learners; improvements in employability skills and knowledge of career pathways; improved communications with parents; and time efficiencies for teachers

The full literature review can be accessed at: <http://www.gov.scot/Publications/2015/11/7786>

What does our data tell us?

A thematic review of our Empowered Learning project was conducted in March 2024 and measured our progress with digital learning against a set of core themes and indicators created and aligned to the [4 objectives](#) of the [Digital Learning and Teaching Strategy for Scotland](#).

The thematic review concluded the following:

Teachers are very positive about the potential benefits of digital teaching and learning, and how they are currently making use of digital tools with their learners.

Whilst most teachers and learners have developed a competent set of digital skills, particularly in relation to productivity tools, it is clear that there is still a significant need for ongoing professional learning opportunities (both within schools and centrally) to help embed digital practice and increase teachers' usage in the areas where they are less confident, particularly around effective digital pedagogies and creative learning activities.

Strategically, most schools are now evaluating progress with digital learning and incorporating its development in improvement planning, but it would be gratifying to see greater recognition of their progress through an increase in Digital School Award Scotland certification.

From a curriculum perspective, there needs to be increased focus on the delivery of BGE Digital Literacy and (in primary) Computing Science, from CfE Technologies.

Also, parent/carers require further guidance on how digital technology is being used to enhance learning and teaching, with particular reference to digital safety.

The overriding area of concern with Empowered Learning is that teachers do not believe the technical solution is reliable enough or well enough supported, and this is undermining confidence and progress. These factors need to be urgently addressed to ensure success, as we begin to plan Empowered Learning 2.

Core Themes	Rating (/100)
Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching	79
Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery	69
Empower leaders of change to drive innovation and investment in digital technology for learning and teaching	80
Improve access to digital technology for all learners	51

From '[Empowered Learning Thematic Review – Overall Findings, April 2024](#)'.

Current support and advice

The development of digital learning in our education settings is led and supported by the Edinburgh Learns Digital team. This team consists of a Quality Improvement Education Officer and a number of permanent and seconded Development Officers, and aims to help education settings “effectively embed digital strategy and digital pedagogy in teaching, learning and assessment to improve outcomes for all learners”.

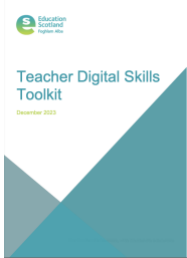
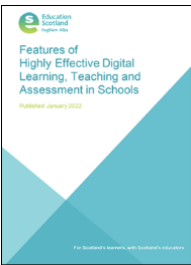

Support across the key areas of digital strategy, skills, pedagogy and curriculum delivery is provided through a range of activities and opportunities including strategic advice, online skills development courses, webinars, central and bespoke in-school professional learning, live lessons and curriculum development.

More information can be found at:

<https://edinburghlearns.digital/>



National support is available from Education Scotland’s digital education support team and website (<https://digilearn.scot/>). This team provides access to a range of online support resources, [documentation](#) and professional learning [webinars](#) to support the development of digital learning. For example:

Teacher Digital Skills Toolkit (Dec 2023)	Features of Highly Effective Digital Learning, teaching and assessment in schools (Jan 2022)	Curriculum for Excellence: Technologies Experiences and Outcomes
		
“This document aims to help teachers evaluate their own digital literacy skills and identify strengths or next steps for developments ... and focuses on upskilling educators, supporting leaders and developing and delivering digital literacy in the curriculum.”	“This document outlines the features of high-quality digital learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure digital learning is motivating and meaningful.”	“As well as literacy, numeracy, and health and wellbeing, digital literacy should be placed at the heart of all learning, not only the technologies area of the curriculum. Digital literacy outcomes could be met in any/all curriculum areas and so all practitioners can contribute to and reinforce them.”

Lastly, the overall council ICT service is delivered by CEC’s outsourced ICT partner CGI, and central technical and service support for that is provided by the Digital Education Team within Customer and Digital Services.

Roles and responsibilities

In order to meet our aims, the following actions will be undertaken:

Senior Officers will:

- Ensure that settings include the development of effective digital practice in school improvement and curriculum planning processes.
- Support settings with Digital Schools Award Scotland (DSAS) self-evaluation and validation.
- Provide support and challenge to improve learning and teaching through effective digital practice.
- Help develop the use of digital technology to improve the delivery of a full range of curriculum pathways for all learners.
- Promote the use of digital technology to enhance communication and collaboration with all key stakeholders.
- Ensure that learners' rights and responsibilities in relation to the ICO Children's Code, UNCRC and GDPR legislation are embedded in all appropriate aspects of digital strategy and practice.

Edinburgh Learns Digital will:

- Work closely with Digital Learning Strategic Leads and Digital Learning Coordinators to build capacity and support schools' progress with digital strategy, curriculum, and safe and effective practice.
- Promote and support use of DSAS and the Digital Wellbeing Award self-evaluation tools, encouraging more schools towards certification.
- Provide a range of asynchronous video-based courses to support the development of core digital skills for staff, learners and parents/carers.
- Deliver a range of central professional learning opportunities and bespoke sessions for schools, focused on highly effective digital practice, including 'live lessons', modelling aspects of effective practice directly with teachers and learners.
- Create resources and deliver professional learning opportunities to support progression through Digital Literacy and BGE Computing Science curriculum areas, including improving the teaching of data protection, cyber resilience, internet safety and digital wellbeing.
- Research safe, effective and innovative digital practice, and responsively incorporate this into the ongoing programme of professional learning and guidance.
- Develop effective approaches and resources to support face to face, hybrid and remote digital curriculum delivery.
- Promote the use of accessibility tools, to enhance progress for all learners, particularly those with additional support needs.
- Work in partnership with CEC Digital Services, the managed ICT service provider (CGI) and other external organisations, to ensure that technical solutions and tools available to schools and settings are delivered in line with the principles of the ICO Children's Code, and that they develop to ensure they always meet Education's evolving needs.

Senior Leadership Teams will:

- Ensure there is a team (led by a Senior Leader, including a Digital Learning Coordinator and a member of staff to carry out admin/technical ICT support) to proactively lead and develop digital learning within your setting and across your learning community.
- Self-evaluate using DSAS and ensure that the development of safe and effective digital practice is embedded in school improvement and curriculum planning, and that is reflected in classroom practice.
- Offer regular CLPL opportunities focusing on effective digital skills and pedagogies to all staff.
- Ensure all learners are provided with access to a full range of curriculum options, both in school and through remote learning opportunities across the city.
- Regularly engage with parents/carers to discuss the benefits and risks of digital technologies, including constructive approaches to data protection, cyber resilience, internet safety and digital wellbeing.
- Engage with central officers and the managed ICT service provider (CGI) as appropriate, to ensure continuity of service and development of technical infrastructure and tools.

Digital Learning Coordinators will:

- Keep up to date with and share current digital strategy and best practice.
- Liaise regularly with the Edinburgh Learns Digital team, DLC colleagues and external agencies.
- Work with SLT to help plan and evaluate progress with digital learning.
- Ensure that appropriate CLPL opportunities are offered to all staff to help support the ongoing development of safe and effective digital practice.
- Support the delivery of the Digital Literacy curriculum and progressive skills development across all levels.
- Offer coaching support to all staff to creatively integrate digital technology into learning.
- Develop your skills and understanding of the tools available in order to best support your school community.
- Support staff and learners to access and manage their own device and available tools, and where appropriate, work with third parties to resolve any issues.
- Identify and feed back potential improvements to available services.

Teachers will:

- Regularly participate in CLPL opportunities to continually develop safe and effective digital practice.
- Plan and organise learning using our digital workflow solution (Microsoft 365) to improve access and collaboration.
- Differentiate learning resources using a range of accessible formats to cater for all learners' needs.
- Set learning activities that involve the use of a range of digital tools to help develop creativity, innovation and independence.
- Ensure learners can independently utilise available digital accessibility tools, to ensure learning is inclusive.
- Support learners to develop key digital skills and capabilities, including a clear understanding of their rights and responsibilities in relation to data protection, cyber resilience, internet safety and digital wellbeing.
- Embed Digital Literacy experiences and outcomes in learning activities, where appropriate.
- Make use of online assessment tools (eg Microsoft Forms) to improve formative assessment and learner feedback.
- Gather and analyse evidence of learning activities digitally to help plan next steps for learning.

Early Years Practitioners will:

- Support children to learn with and through digital technologies to enhance learning experiences
- Have secure knowledge and understanding of current guidance on the use of digital technologies in ELC.
- Use Microsoft 365 and other apps competently, seeking support where required.
- Engage with appropriate school and local authority CLPL digital learning opportunities.
- Enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning.
- Provide a range of opportunities for learners to develop their digital skills across the curriculum
- Make the best use of available resources, including digital technologies, to create, sustain and enhance a motivating environment for effective learning.
- Ensure that learning is enriched and supported by effective use of digital technologies.
- Ensure appropriate Digital Literacy experiences, outcomes and benchmarks are embedded in their area of the curriculum.
- Provide a range of opportunities for learners to develop their creative skills using digital learning across the curriculum.
- Employ a range of strategies and resources including digital technologies to meet the needs and abilities of learners.

Governance

The Edinburgh Learns Teaching, Learning and Assessment Board will be responsible for monitoring the impact of the Edinburgh Learns Digital Strategy, including reviewing the Edinburgh Learns Digital team's annual action plan.

The City of Edinburgh annual Standards and Quality Report will include progress on the impact of the Edinburgh Learns Digital Strategy and action plan, identifying what is working well and what is ongoing improvement.

Arrangements for Quality Assurance

Quality Assurance At Local Authority Level:

- Scrutiny activity undertaken regularly by the Quality Improvement Team (with support from the Edinburgh Learns Digital team) will include supported self-evaluation visits, follow through visits, coaching support in context with the headteacher and senior leadership team, attainment and tracking meetings and involvement in shared classroom experiences.

Quality Assurance at school level:

- All schools will self-evaluate using the Digital Schools Award Scotland toolkit, to measure progress and inform improvement planning.
- All schools will have a Quality Assurance calendar in place at the start of each new academic session, which sets out all scrutiny activity for the year.
- Scrutiny activities will ensure the triangulation of evidence-based information and data, people's views and direct observations of practice, and involve all school staff, learners, partners and other stakeholders where appropriate.

Supporting Documentation

- [Digital Learning and Teaching Strategy for Scotland](#)
- [Digital Schools Award Scotland](#)
- [Features of Highly Effective Digital Learning, Teaching and Assessment](#)
- [Teacher Digital Skills Toolkit](#)
- [Curriculum for Excellence: Technologies](#)
- [Information Commissioner's Office \(ICO\): The Children's Code](#)
- [UN Convention on the Rights of the Child \(UNCRC\)](#)
- [UK GDPR guidance and resources](#)
- [CEC Education Privacy Notice](#)
- [CEC Education Digital Learning and Teaching Privacy Notice](#)

Appendix – Posters

The following set of posters are designed for use in education settings to help remind staff of the strategy's vision and aims, and summarises their key responsibilities within this strategy.



Vision

“Digital learning is an intrinsic component of **effective planning, teaching, learning and assessment**. All learners and staff have **ubiquitous access** to high quality digital tools and resilient infrastructure to ensure fast and **reliable online functionality**.

All learners and staff are **digitally capable** – they can create, communicate and collaborate digitally, **transforming learning opportunities** and enabling access to broader and more **flexible curriculum pathways** across all the city’s education settings.”





Aims



STRATEGY

Digital technology is a central consideration in all improvement and curriculum planning, and enhances communication and collaboration across learning communities and our city.



LEARNING

Learning is transformed through effective digital pedagogies which develop the key skills, capabilities and behaviours crucial for success in today's rapidly evolving society.



SOLUTION

Universal access to digital technology is an entitlement for all learners and staff, and all settings are provided with robust solutions and responsive support to ensure progress.





Senior Officers:

Provide support and challenge to improve learning and teaching through safe and effective digital practice

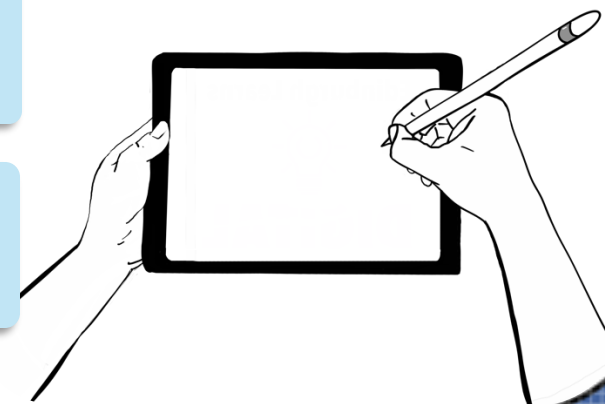
Help **develop the use of digital technology** to improve the delivery of a full range of curriculum pathways for all learners.

Ensure that settings **include the development of effective digital practice** in school improvement and curriculum planning processes

Embed learners' rights and responsibilities in all appropriate aspects of digital strategy and practice, in line with the ICO Children's Code, UNCRC and GDPR

Support settings with Digital Schools Award Scotland (DSAS) self-evaluation and validation

Promote the use of digital technology to enhance communication and collaboration with all key stakeholders





Senior Leadership Team:

Self-evaluate using DSAS and ensure that the development of effective digital practice is embedded in school improvement and curriculum planning, and that is reflected in classroom practice

Ensure there is a team (led by a Senior Leader, including a DLC and a member of staff to carry out admin/technical ICT support) to proactively lead and develop digital learning within your setting and across your learning community

Ensure all learners are provided with **access to a full range of curriculum options**, both in school and through remote learning opportunities across the city

Engage with parents/carers on the benefits and risks of digital technologies, including constructive approaches to data protection, cyber resilience, internet safety (CRIS) and digital wellbeing

Offer regular CLPL opportunities focusing on effective digital skills and pedagogies to all staff

Engage with central officers and the managed ICT service provider (CGI) to ensure continuity of service and development of tools and infrastructure





Digital Learning Coordinators:

Support staff and learners to access and manage their own device

Work with SLT to help **plan and evaluate progress** with digital learning

Liaise regularly with the Edinburgh Learns Digital team, DLC colleagues and external agencies to keep up to date with safe and highly effective digital practice

Support and coach all staff to creatively integrate digital technology into learning

Support the delivery of the Digital Literacy curriculum and progressive skills development across all levels

Develop your own skills and understanding of the tools available to best support your school community

Identify and feedback potential improvements to available services





Teachers:

Regularly participate in CLPL to continually develop safe and effective digital practice

Plan and organise learning using M365 (OneNote, Teams etc), embedding Digital Literacy Es and Os, where appropriate

Embed Digital Literacy Es and Os, where appropriate

Use digital solutions to make learning and teaching accessible for all learners and guide pupils to use available supports with independence

Promote and support learners' understanding of rights and responsibilities in relation to data protection, cyber resilience, internet safety and digital wellbeing based on their developmental milestones

Develop digital skills, creativity, innovation and independence through your learning activities

Gather and analyse evidence of learning to help plan next steps, using online assessment tools to improve formative assessment and feedback





Early Years Practitioners:

Support children to learn with and through digital technologies to enhance learning experiences

Employ a range of strategies and resources including digital technologies to meet the needs and abilities of learners.

Provide a range of opportunities for learners to develop their digital skills across the curriculum, enhancing, supporting and motivating their learning

Have secure knowledge and understanding of current guidance on the use of digital technologies in ELC

Engage with school and local authority CLPL digital learning opportunities

Use Microsoft 365 and other apps competently, seeking support where required

