



Abernyte Primary Validation Report

| Validation Report | |
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| School Name: Abernyte Primary | Name of Validator: Katharine Jewitt |
| Abernyte Primary Inchture Perth PH14 9ST United Kingdom | Date of Validation: 29/11/2023 |
| Head Teacher / Principal Name: Jen Clark | Digital Technology Co-ordinator: Jennifer Smith |
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This report includes validator's comments based on a review of the online submission and the validation visit.

- We are happy to share this report with Education Scotland: Yes
- Would you be willing to be contacted by the programme with the view of contributing an article/blog or other materials to help other schools on their digital journey?: Yes
- We are happy for Education Scotland to contact us to highlight our practice: Yes
- We are happy to share this report with the local authority: Yes

Leadership and Vision 82%

In relation to leadership and vision, Abernyte Primary School has a vision is to equip everyone to be the best they can be. Digital learning is embedded throughout the school and at all levels, across all staff and pupils. The school follows both the Perth and Kinross Council and Scottish Government guidance. The school does not use technology for technology sake. The use of technology goes beyond pedagogy and pupils are experiencing self-direct learning, exploring knowledge; also andragogy - interactive knowledge and there is strong evidence of heutagogy where learning is active, negotiated, experimented and pupils are learning how to learn, rather than simply receiving knowledge. Both staff and pupils emphasised and demonstrated the real potential of technology is engaging and empowering learners to learn outside the classroom, for example, children are using apps to learn maths at home, using Seesaw for photography, reading, creating video and training other family members in the use of technology. The school shows how devices are enablers for learning, but it is not the technology, it's how effectively teachers use technology. Teachers set goals, offer strategies for learning, motivate pupils, adjust to each pupil's context, give formative assessment, rapid feedback and communicate often.

Pupils can take ownership of their learning, they have their own login and make decisions about how they demonstrate their learning, for example, through a poster, an ebook, a presentation or an animation. The school uses technology to give pupils a voice and choice in a format that suits them. There is strong pupil voice evident with pupils having ownership and responsibility on how technology is used, and pupils share their use of technology with others with different year groups teaching each other both up and down in ages. Technology has been used to support pupils in building their confidence, for example, pupils who find reading or writing difficult are encouraged to use apps first and develop their skills.

Use of Digital Technology to Deliver the Curriculum 100%

Teachers and pupils use digital technologies extensively when engaging in learning experiences. There are many examples of enhanced, independent and extended learning. Learners and teachers can clearly identify how digital technologies make a difference to their learning and teaching. The school demonstrates in a variety of ways how the use of technology enhances the learning experience. Pupils across all year groups demonstrated knowledge and enthusiasm in the use of technology, for example, researching and then presenting their work in a presentation. There are several examples of pupils teaching teachers in the use of digital technology. Digital technologies are used to enhance and extend learning experiences and to foster independent learning within and beyond the school. Pupils appointed as Digital Leaders have built their confidence in the use of technology and share that knowledge with others both in and out of the school. Pupils talked of using a wide range of apps for reading, writing, coding and maths; utilising QR codes to access learning resources and developing a range of core skills including researching using google, typing and creating videos and music. Pupils use Apple pencils to help with writing skills and learn to code use Scratch, Spheros and Microbits. A wide range of apps are used including Book Creator, Tinkercad, Draw and Tell, Top Marks, Seesaw, Garage Band and Indi robots.

School Culture 84%

In relation to school culture, all classrooms are mature digital learning and teaching environments, where digital technologies are deployed in ways that help learners improve their motivation and self-esteem. Across the school there is a huge passion and enthusiasm to use technology for teaching and learning. The culture is very much inclusive, allowing everyone to share ideas about using technology, make choices and trying things out. This is the case for both pupils and staff. There is no top-down dictatorship on how technology should be utilised, but a collaborative and inclusive approach with both staff and pupils. The school demonstrates how they have not forced new technology into old pedagogy. Both classes in the school have multi-leadership roles which have pupils of all ages as leaders. There has been a paradigm shift. It is about a new pedagogy, different skills for teachers and engaged and empowered pupils supported by digital infrastructure accessible to all pupils. The school demonstrates a strong culture of trust and communication between parents / guardians / carers and their pupils. The school has an informative and visually engaging website (which can be found at <https://www.abernyteprimary.co.uk/home/>). The website and twitter account is up-to-date, showcasing many examples of learning and achievement (which can be found at <https://twitter.com/AbernyteP>). Teachers deploy digital technologies in ways that help pupils improve their motivation and self-esteem. Teachers use a variety of digital technologies in their planning and administration. The school has led support sessions for parents on internet safety and cyber resilience. Language in relation to online safety and the use of technology is embedded across the school. Every year the schools hosts their PAT PAL Conference (Pupils as Teachers, Parents as Learners) where all the children showcase their use of digital technology. The school does a number of activities to support upskilling parents so that they can support their children in their learning, at home. The Digital Pupil Leaders meet every week and have formed the aims of the group and rules. Each meeting has minutes taken.

Professional Development 92%

All teachers have engaged in professional development in digital technologies, based on the school Digital Learning and Teaching strategy. This knowledge is systematically incorporated into the school digital learning and teaching strategy and into teaching. There is a strong ethos for staff development, utilising for example, CPD facilitated by the council. The school keeps abreast of developments in technological, professional practice and the curriculum in relation to digital technologies. Every staff member has led on extra-curriculum clubs and training is put in as protected time.

Resources and Infrastructure 100%

Digital technologies are prominent and the school has given particular consideration to how digital technologies can best enrich learning and teaching in their context and the school has procured digital devices accordingly through the Parent Council, pupil equity fund and other funding sources. There is a school-wide structured approach to help maximise effective digital technology deployment around the school. A range of online environments, including Glow are used responsibly and support learning for most age groups, where staff take due account of GDPR requirements. A mix of network and cloud facilities are used to create, record, store and share resources and learners' work. All classrooms have internet access and or Wi-Fi that pupils can

access whenever required. The school has almost 1-2-1 devices for all.

General Recommendations:

It is clear that digital learning is well embedded in classroom practice. The use of digital tools for learning and teaching is fully integrated in the whole School Improvement Plan. Abernyte Primary School exude a strong sense of the value of the use of digital technologies in enhancing and supporting learning and teaching. The school is clearly committed to investing in digital technologies, in order to motivate and inspire its learners, with the aim of enabling them to make a significant contribution to our growing digital world, and successfully equipping them with essential skills for life and work. There is a confidence and enthusiasm within staff and pupils about the positive impact digital technologies are having on learning and teaching, and in assisting in planning and tracking of activities and learner progress. There is a clear recognition of the benefits being brought to enhancing learning and teaching by the use of digital technology to connect with organisations, authors, cluster schools and individuals outside of the school. Pupil Digital Leaders and pupils from all year groups explained confidently, eloquently and with enthusiasm how they were making use of digital technology to support their own learning, and how they are sharing with others in the school. The school's Digital Lead and Headteacher provide evident digital leadership and support across the school. Pupil Digital Leaders share their digital skills, enthusiasm and experience to promote and support digital learning. There are effective structures in place for the school to communicate with parents/carers about digital and other skills their children are developing, and opportunities are provided for parents/carers to engage digitally with the school and teachers. The school is clearly committed to embedding digital technologies and ensuring continuous improvement. I believe that the school has met the criteria for the Digital Schools Award. I recommend that the school should also be invited to become a mentor school as they have the skills and capacity to do so. I encourage the school to apply for the Digital Wellbeing Award for Cyber Resilience and Internet Safety (<https://www.digitalschoolsawards.com/news/new-framework-developed-boost-digital-wellbeing-schools>), as well as, the SELFIE award <https://awards4selfie.eu/> . I'd recommend the school considers in the future applying for the MIEE programme <https://docs.microsoft.com/en-gb/learn/educator-center/programs/microsoft-educator/expert> and encourage staff to become Microsoft Innovative Educator Experts and Apple Teachers.

Signed

A handwritten signature in black ink, appearing to read 'K Jewitt', written in a cursive style.

Katharine Jewitt
External validator

