KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY
*Educational excellence for our City*

# Use of Digital Technology

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## Introduction

This policy will outline our digital learning provision and guidance on the approach to digital learning provision that should be taken by staff and pupils. The aim is to ensure consistency of approach across all curriculum departments at HWGA.

## Devices to support learning, not replace teaching time

The use of all ICT devices and the internet should be primarily used to enhance Teaching and Learning, and therefore the education of students. It is important to ensure our ICT use does not have an adverse impact on Teaching and Learning and enhances the progress students make.

Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.

Studies suggest that approaches which individualise learning with technology (such as one to one laptop provision where pupils work through learning activities at their own pace, or individual use of drill and practice software) may not be as helpful as small group learning with technology or the collaborative use of technology.

There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.

## What is Digital Learning?

Digital learning is a key aim of the academy, with students one-to-one devices allowing the integration of classroom face-to-face learning with online/remote learning experiences. The aim is to bring the digital world and classroom teaching together effectively. Digital learning provides a combination of face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning.

It is important to consider how we use digital learning, so that technology is used to support the true essence of learning and aids teachers in helping students integrate skills. Students experience considerable benefits from the digital learning model, but it is important to consider students attempting to gain access to course materials with a poor internet connection or outdated device.

At HWGA this means that time spent learning in the classroom will introduce key concepts, new content and skills; address misconceptions; answer questions; and, set clear expectations and guidelines for the work to be completed at home. However, it should be noted that the learning that takes place at home will take a variety of forms and will not be restricted to online provision.

## Methods of Digital Learning

To enhance learning using a digital learning approach requires the following methods to enhance learning:

- Prompting learners to think about what they have learnt previously, that will help them with their next steps
- Explicitly teaching strategies to learners and helping them decide when to use them
- Learners practicing strategies and skills repeatedly, to develop independence
- Learners reflecting on what they have learnt after they have completed a piece of work
- Revisiting previous learning after a gap

## Benefits to Digital learning

There are many benefits to digital learning, such as:

- Set digital assessments for instant feedback
- Set digital revision tasks and then use the results to inform class schedules. You can invite students to complete revision exercises on a digital learning platform at home. It is important how to set revision tasks according to identified gaps in learning/knowledge.
- Use Multimedia tools to maximise the effectiveness of digital learning methodology. It is important to develop ICT skills, so that lessons are evolved around using the available ICT tools. Our Lead Practitioners, Director of IT and Innovation and SLT will

## Challenges to remote leaning

There are many challenges to remote learning. It is therefore, important to consider the following when we plan our lessons remotely:

- We need to be aware that many of our disadvantaged students will struggle to access the internet and some who may not have the learning atmosphere as we hope. We therefore, need to use technology by ensuring all students are not disadvantaged and we are observant of the particular requirements of individuals, including those who may require support to undertake learning and assessment. This can be achieved by providing workbooks, and printed work.
- Some families may have multiple children in different years and sharing digital devices to access to remote learning. We should consider a mix of pre-recorded videos and short live sessions. This is because they can choose when is the most suitable time for a child to watch a video lesson.
- Students who are unable to attend school can access your lessons on Teams and where possible can join your lesson on Teams.

It is important to use digital learning not to replace traditional teaching, but to be incorporated alongside. The aim is to have our students to better able to utilise their resources, collaborate with other students, and take more of an ownership of their learning – especially when we are facing challenging times of any missed learning due to students in self-isolation, staff teaching lessons remotely in events of shifting to remote lessons.

## Using Microsoft Office365 and Microsoft Teams to support Digital Learning

You need to know what platforms are available and how they support Digital learning effectively. Content accessible and engaging, whilst enriching digital learning with appropriate images, audio and video to add variety and impact. Accessible practice builds-in quality and provides benefits for all. All staff and students at the academy have access to use Microsoft Office 365 and Microsoft Teams which need to be utilised fully to support Digital Learning. This will include:

- Uploading all resources before lessons
- Using assignments for setting tasks
    - create, assign, collect, and give feedback on assignments
    - attach relevant files (Microsoft Office Word, PowerPoint, Excel, and OneNote are built into the platform, so you can create with these tools and allow students to do the same)
    - Create, save, and use rubrics to assess student work (the rubric builder is customisable and allows users to add written feedback and go back and adjust a score later).
- Using Office365 and Teams for effective communication
- Incorporating other platforms and apps when using these platforms

## Responsibilities

To effectively deliver curriculum via digital learning, tutors will:

- Plan a range of in class and remote learning activities, including direct instruction, real time lessons, recorded activities, formal assessments, discussion forums and online material accessible via Teams
- Calendar all lessons on Teams in accordance with your timetable, so that you can deliver remote lessons whenever necessary
- Use technology with pupils to deliver content and provide formative feedback
- Promote the use of laptops, ipads, and desktop computers for completion of assignment work
- HWGA is committed to providing continuity of education for its students in the event of any closure. We will endeavour to provide continued learning for our students during any period closure. It is therefore, important to calendar all lessons in accordance to your timetable and remote lessons can take place, with the ability for students to ask questions of their teachers in real time as far as possible. Teachers will not be required to pre-record teaching sessions. It is also important for students to have their work assessed by their teachers and receive feedback.

## Online Platforms available at King Edward VI Handsworth Wood Girls' Academy

- **Seneca Learning** - A homework and revision platform with 250+ exam board specific interactive courses. The combination of tech and neuroscience has proven to let students learn 2x faster than revision guides. Helps teachers save time marking homework, monitor students' progress, and improve study engagement (KS3, KS4, KS5).

- **Educake** - An online homework, classwork and revision system for Key Stage 3 and GCSE Science, English, Maths, Geography, History and Computer Science.
- **GCSEPod** – Online resource to help students learn, retain and recall all the information they need to achieve their GCSE goals.
- **Kerboodle** - A subscription service which works alongside your course textbooks to create a truly digital learning solution.
- **Classoos** - is a service that gives you access to digital textbooks on desktop computers, laptops, tablets, iPads, Chromebooks and smartphones

## One to One Devices at King Edward VI Handsworth Wood Girls' Academy

All students at the academy have been given a one to one device, so all students should have these readily available when in lessons. The devices students have are as follows:

Key Stage 3 – iPads (Tablet computers which run the iOS operating systems. The user interface is built around the device's multi-touch screen, including a virtual keyboard. All iPads can connect using Wi-Fi. iPads can shoot video, take photos, play music, and perform Internet functions such as web-browsing and emailing. Other functions can be enabled by downloading and installing apps.

Key Stage 4 and 5 – Chromebook (Laptop running the Linux-based Chrome OS as its operating system, used to perform a variety of tasks using the Google Chrome browser, with most applications and data residing in the cloud rather than on the machine itself. Chromebooks can also run Android apps.

## What to consider when using digital devices at King Edward VI Handsworth Wood Girls' Academy

- Effective use of digital technology is driven by learning and teaching goals rather than a specific technology: the technology is not an end in itself. You should be clear about how any new technology will improve teaching and learning interactions.
- New technology does not automatically lead to increased attainment.
- How will any new technology support students to work harder, for longer, or more efficiently, to improve their learning
- Students motivation to use technology does not always translate into more effective learning, particularly if the use of the technology and the desired learning outcomes are not closely aligned.
- Teachers need support and time to learn to use new technology effectively, involving more than just learning how to use the hardware or software.

A major change post Covid is undoubtedly the use of the digital learning model. This offers many benefits, particularly regarding engagement, and it allows greater flexibility for both teachers and students. However, with that in mind, digital learning is only a supportive platform, and should be used alongside more traditional methods, not as a replacement.

The following activities can be performed via ICT to support these:

| Pre-Lesson | During Lesson | Post-Lesson |
|---|---|---|
| • Conduct research (e.g. internet searching)<br>• Correspond with others (e.g. students, teachers, experts) via email, network, or internet<br>• Contribute to quiz's, polls, online assessments (forms, Seneca), blogs or wikis | • Prepare written text (e.g. word pro- cessing, desktop publishing) *<br>• Learn or practise skills learnt in lesson*<br>• Conduct research (e.g. internet searching) *<br>• Develop and present multimedia presentations*<br>• Create or use graphics or visual dis- plays (e.g. graphs, diagrams, pictures, maps)<br>• Correspond with others (e.g. students, teachers, experts) via email, network, or internet<br>• Contribute to quiz's, polls, blogs or wikis<br>• Create art, music, movies or webcasts. | • Prepare written text (e.g. word processing, desktop publishing)<br>• Learn or practise skills learnt in lesson<br>• Develop and present multimedia presentations<br>• Create or use graphics or visual displays (e.g. graphs, diagrams, pictures, maps)<br>• Correspond with others (e.g. stu- dents, teachers, experts) via email, network, or internet<br>• Contribute to quiz's, polls, blogs or wikis<br>• Create art, music, movies or webcasts. |

Please note, the bullet points in red should be used occasionally and for small periods of time only. The digital learning model can be utilised perfectly for these tasks to be completed as homework. These tasks should not have a detrimental impact on Teaching and Learning taking place whilst students are in the classroom, and Schemes of Work/Curriculum Maps should reflect this.

## Supporting Students

Students in your class may have problems accessing the curriculum due to learning difficulties with reading, writing, spelling or numeracy, visual or hearing problems, emotional or behavioural problems. In many cases the use of ICT in many cases, help to alleviate these problems. Students who find handwriting difficult or impossible the use of a keyboard might enable them to record their work for easily. Speech to text software is readily available now and has a high rate of accuracy.

## Communication and Feedback

Digital learning and the use of ICT enables teachers to provide timely feedback to students about their progress. It is critical to maintaining learning momentum and motivation. This needs to be maintained to help inform teaching at the academy, again alongside traditional feedback methods, ensuring the feedback policy is adhered to. Assignments should be set in face-to-face sessions with clear submission deadlines given with learners reminded that when they submit work online that they are to avoid any forms of malpractice (for example plagiarism) and the con- sequences should they commit it.

Teachers should consider how learners can be formally assessed so that progress can be effectively monitored, and intervention can be put in place where necessary. The nature of marking and feedback given will depend on the type of work completed and the method of submission.

## Supporting Teaching and Learning through devices

We are fortunate to have the ICT infrastructure and availability of hardware and software for staff to use. It is important to understand how to best utilise the given IT devices to maximise our teaching and learning. It is important to remember that advancements in educational technology are not about replacing our traditional teaching methods. Instead, we need to use our available devices as an evolution of older techniques, so that we are improving pupil/teacher interaction, create effective online assessments/assignments to track our classes more smartly and effectively, maximise learning time (e.g. intervention sessions, students absent from lessons), in- crease innovation through using various teaching apps, develop greater pupil confidence by sending their answers, from their devices directly to yours – promoting deeper learning and engagement while increasing the participation of all pupils.

## Student behaviour when using Digital Technology

- When teacher is demonstrating/instructing, device should not be used, placed on the desk with case closed if necessary to avoid distractions.
- Time should not be wasted logging on, this should be done at the beginning of the academy day with devices kept on standby as necessary.
- Devices should look after the device, in terms of vandalism and damage.
- Devices should only be used as instructed, with appropriate software/web site used.
- Students should not be able to use devices in examinations/tests if not appropriate.
- Device to remain in the students bag if not needed during the lesson.
- Devices placed in student gag at the end of each lesson, to avoid damage in corridors.

## Recommendations when using Digital Technology

Collaborative use of technology (in pairs or small groups) is usually more effective than individual use, though some pupils, especially younger children, may need guidance in how to collaborate effectively and responsibly.

- Technology can be as powerful as a short but focused intervention to improve learning, particularly when there is regular and frequent use (about three times a week) over the course of about a term (5 - 10 weeks). Sustained use over a longer period is usually less effective at improving this kind of boost to attainment.
- Remedial and tutorial use of technology can be particularly practical for lower attaining students, those with special educational needs or those from disadvantaged backgrounds in
- Providing intensive support to enable students to catch up with their peers.
- In researched tasks, technology is best used as a supplement to normal teaching rather than as a replacement for it. This suggests some caution in the way in which technology is adopted or embedded in lessons.
- Tested gains in attainment tend to be greater in mathematics and science (compared with literacy for example) though this is also a more general finding in meta-analysis and may be at least partly an artefact of the measurement process. In literacy the impact tends to be greater in writing interventions compared with reading or spelling.

Overall, the over-arching implication is that the technology is solely a catalyst for change. The question is how can technology bring about improvement and make teaching and learning

practices more efficient or effective. Focusing on the change (and the process of change), in terms of learning is essential in supporting effective use.

## Appendix 1 – Useful apps on ipads

- Desmos Graphing Calculator,
- Desmos Scientific Calculator,
- Educake for Students,
- ePlatform by Wheelers,
- GarageBand,
- GCSEPod – Education on Demand,
- GeoGebra Graphing Calculator,
- iTunes U,
- Kahoot! Play & Create Quizzes,
- Khan Academy,
- Maths Dictionary with Quiz,
- Mathsspace for Students,
- Microsoft Authenticator,
- Microsoft Excel,
- Microsoft Office,
- Microsoft Office Lens/PDF Scan,
- Microsoft OneDrive,
- Microsoft OneNote,
- Microsoft Outlook,
- Microsoft PowerPoint,
- Microsoft Teams,
- Microsoft Word,
- Minecraft Education Edition,
- PiXL Maths App,
- Quizlet Flashcards & Homework,
- SpeedQuizzing – Live,
- Sumaze! 2,
- SUPER PADS – Become a DJ,
- Synthesia,
- Virtual Guitar Free,
- Virtual Piano +,
- Virtuoso Piano Free 3