



Killermont Primary School

Validation Report	
School Name: Killermont Primary School	Name of Validator: Tracy Atkinson
1 Aviemore Gardens Bearsden Glasgow East Dunbartonshire G61 2BL United Kingdom	Date of Validation: 28/03/2019
Head Teacher / Principal Name: Elspeth Smith	Digital Technology Co-ordinator: Colin Henderson
School SEED Number: 8324425	Time of arrival:

This report includes validator's comments based on a review of the online submission and the validation visit.

Leadership and Vision

100%

#	Descriptor	Validator's comment
1	The distinctive contribution of digital learning and teaching is integrated into the whole school vision and the School Development Plan.	Digital Technology has been at the heart of Killermont's development planning for several years now. There 2016/17 Development Plan laid out clear, progressive targets for the implementation and integration of technology-enhanced learning across the curriculum. As a result of this progress, Digital technologies are now fully integrated throughout the school and continued development consistent of ensuring that staff are kept up-to-date on the latest technological developments and how these can be used effectively to enhance learning and teaching across the curriculum.
2	The digital learning and teaching strategy is approved by the local authority and is informed by wider research of the regional/national guidance, advice and information.	Killermont digital technology policy is informed by both national and local authority policy and guidelines. The School's Digital Leader has attended authority-wide digital forums and has regularly visited local cluster schools to share good practice and to ensure continuity, equity and attainment targets linked to A Digital Learning and Teaching Strategy for Scotland (2016).
3	The digital learning and teaching leader/coordinator has a proactive, operational and evaluative role in supporting learners' digital capability and teachers' pedagogical deployment of digital technology.	As part of sharing good practice at Cluster level, the School's Digital Leader has led training sessions in the use of Glow, iPads and the digital portfolio application, Seesaw to Local Authority colleagues. Within the School itself, the Digital Leader has been extremely proactive in developing a coherent training programme for staff. Ensuring that support and encouragement in the use of digital technologies is readily available.
4	The school frequently and collaboratively reviews its digital learning and teaching strategy by evaluating the potential of emerging technologies and best practice scenarios.	As stated above, the School are keenly aware of the ever-changing nature of technological hardware and applications and the multitude of ways these can be used to enhance learning and teaching. This is reflected in the CLPL undertaken by teachers across the school.
5	The strategy supports digital learning and teaching CLPL in a range of formal and informal contexts including whole-school teaching, peer-to-peer learning, the use of external organisations/personnel and formal training.	Over the past two years, the School have implemented a programme CLPL in the use of digital technologies. This has happened at cluster, whole school, stage and individual level. The School are working to develop closer links with their local High School, both to tap into good practice, and to facilitate smooth transitions for their Primary 7 pupils concerning technology use in High School. A more structured digital CLPL as part of every teacher's PRD is recommended.
6	Outlines the rationale for the use of digital technologies and recognises the distinctive contribution of digital in learning and teaching.	The School Policy provides a clear rationale for the implementation of technology across the curriculum to enhance learning and teaching. It is clear that Killermont have been on their digital journey for a number of years now and that the use of technology is firmly embedded.
7	Includes links to both external and school-generated curriculum links.	The School have developed comprehensive and progressive Digital Literacy planners that include rich school generated curricular links, whilst also making effective use of external resources. The School have worked with ITeach training to inform the use of technology policy.
8	The digital learning and teaching strategy supports the inclusion of learners with additional support needs and provides guidance on the use of assistive and other technologies for their support.	The School's Digital Leader has been working with a group of pupils using Clicker 6, Co-writer, Colour Veil for overlays, Using speech to text on Office 365, Immersive Reader. The School is being very proactive in its use of assistive technologies to both support and challenge learners.

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9	Develops teachers', parents'/carers' and learners' understanding of the importance of internet safety and cyber resilience and how they can remain safe online.	Parents and children undertake an e-safety promise at the beginning of each year. Annual whole School assemblies. The Campus Cop is regularly invite in to speak to children on Social Media safety. Parental workshops on internet safety and cyber resilience through NSPCC have proved very successful. All of this is available through the School Website.
10	Provides guidance on the management of digital technologies so that learners have regular access in a safe environment.	The School digital timetabling system ensures that all stages have opportunities to use technology safely and securely to enhance learning and teaching.
11	Outlines how to make best use of the internet as a resource for learning and teaching in a safe and responsible manner.	Although not explicit in the School's Digital Strategy, this information is fully documented in the new Digital Planners. These planners include clear guidelines, links and useful suggestions. Whilst at the same time, allowing for teacher autonomy. The School fully embraces the use of Glow from Primary 3 upwards as a safe cloud based collaborative communication space and repository. Primary 7 mentors are currently working with groups of younger children to support and lead the learning.
12	Includes an Acceptable Use Policy that is implemented throughout the school and shared with parents	The School follow the Local Authority internet permission policy for staff and each child and parent/carer has to sign up to an annual E-Safety promise. A recommendation would be for Acceptable Use to be updated at Authority level as the current Internet Permission form is dated 2008.

Use of Digital Technology to Deliver the Curriculum

100%

Summary Comments

Through the development of afterschool/lunchtime technology clubs and 'beyond the school gates' learning, Killermont are very much encouraging their pupils to engage in knowledge construction. I was particularly impressed with the creative use of Minecraft Education to allow pupils to construct the school. This fosters problem solving skills, creativity and personalisation and choice.

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1	Digital technologies are a central consideration in all areas of the curriculum and its assessment, at all levels.	The School subscribe to Sumdog for maths assessment at Primary 6/7. Microsoft Forms is used as a survey tool. In particular, it is used annually in P5-7 to conducted SHANARRI surveys. One recommendation would be to expand the use of Forms as an assessment tool across the curriculum that would then provide meaningful assessment data to inform next steps. Staff training in this application should be considered. The School are mindful of applying appropriate digital pedagogies when planning for effective teaching and learning.
2	Digital technologies are used to enhance and extend learning experiences and to foster independent learning within and beyond the school.	The School have clubs set up to facilitate independent learning. These include Book Creator Clubs, a Glow club, and a Coding Club including Scratch and Minecraft Education. Pupils play a very active role in running and assisting with these clubs. The use of Glow facilitates collaborative working outwith school hours. This is something the school plan to expand upon and develop further.
3	Digital technologies have a demonstrable impact on learning. Learners and teachers can articulate how learning has been enhanced.	There is a clear a demonstrable impact on learning and teaching in Killermont through the use of digital technologies. Both the pupils and teachers I spoke to were well able to evaluate and justify the impact that such technologies have had on both on learning.
4	Digital technologies are used creatively by learners and teachers to engage with learning, teaching and assessment	In Killermont, there is a strong focus on knowledge construction and children leading the learning. Technologies such as Keynote, iMovie and Minecraft are being used effectively to facilitate content creation. Seesaw digital portfolios allow for personalisation choice in the organisation of content for their e-portfolios. Moving away from paper based 'learning journeys' to a digital recording format has been both empowering and engaging for both pupils and parents and carers. P7 pupils recently demonstrated use of Seesaw at Parent Council meeting.
5	Teachers integrate digital technologies into teaching and learning and provide learning experiences that support the transfer of digital skills across the curriculum	During my visit, I observed numerous examples of technology being implement in classroom practice to facilitate effective cross-curricular learning. Some examples were the use of Sumdog, Duolingo, Digimaps and TigTag to enhance learning across the curriculum.
6	Assistive Technologies and appropriate software/apps are deployed across all age groups in ways that provide additional and/or differentiated learning for students with additional support needs.	Assistive technologies are utilised (where applicable) across all stages, to support learners and facilitate more effective and meaningful differentiation. A targeted group of Primary 5-7 children requiring additional support with literacy have been trained on using Clicker 6, Co-Writer and Immersive Reader through OneNote in Office 365 on Glow.

School Culture

88%

#	Descriptor	Validator's comment
1	There is evidence of a strong digital technology presence throughout the school.	There is a very strong digital technology presence throughout every stage of Killermont. During my visit I was fortunate enough to observe learning across a wide range of stages where digital applications were being used effectively to enhance learning and teaching. This permeates the School from Early Level through to Second and (where appropriate) Third.
2	Teachers and learners demonstrate the motivational capacity of digital technologies	During my visit to Killermont, I was very impressed with the enthusiasm and confidence exhibited by pupils using digital technology to enhance their learning and teaching. From speaking pupils, the motivational power of technology and the positive effects it can have on learner engagement were explicitly clear to see.
3	The school has a website/blog or twitter account that is updated regularly and features learning and achievements.	The School website is regularly updated with news and events and was one of a few pilot schools selected to trial a new Authority-wide website design. As such, the School are an Authority model for good practice in the effective use of a website and were the first school in the Authority to embed twitter on its website. The School make very effective use of technology to communicate with parents and carers, both on a school-wide and individual level. The School's Twitter account has been running since January 2016 and currently has 872 followers. For parents not on social media, the School have embedded their Twitter feed into the school website. The School are very active on Twitter, with every class aiming to have at least 2 tweets per-week. From their success in the use of digital communication, the School's Digital Leader has had other schools seeking guidance on good practice. Although the School did have app to communicate with parents/carers, use of this was discontinued, in line with Local Authority costings. Killermont operate a 'digital by default' communication system, where all communication to parents is sent via the School's email or text message system to provide parents with importantly updates instantly.
4	The Nursery/Primary/Special Education school has positive transition links to ensure there is a progression of digital skills for learners	The School are actively working to improve transition links, in particular between the School and associated Secondary. As part of this discussion are taking place regarding continuity and progression in digital skills in line with Experiences and Outcomes and related Benchmarks.
5	Teachers use digital technologies in their own planning and administration.	The School use the local area network for the storage of all planning documents and ASN plans. In keeping with the School's 'digital by default' ethos, one recommendation would be a move towards use of OneNote in 365 on Glow to develop digital forward plans. These could be worked on at any time, in any location (with WiFi) and on any device. These would also allow SMT access to monitor at any time.
6	The school recognises and celebrates learners' use of digital technologies for their own learning.	The positive ethos and values of the School extend fully to celebrating the successes of their pupils in the use of digital technologies. In addition to sharing their progress with parents and carers through Seesaw, whole school assemblies and the School's Twitter feed are used as platforms to recognise and showcase learners' use of technology.
7	The school uses a range of digital solutions to collaborate with other schools or organisations in local, national or international project work.	The School have worked with local cluster school in digital development and the Digital Leader has provided training in this regard. This is an area the School will continue to develop to its full potential.

Professional Development

96%

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1	The digital learning and teaching strategy facilitates professional development in, about and through digital technologies	Over the past three academic years, Killermont's Digital Technology Strategy has progressively addressed the CLPL needs of staff to ensure that they have the confidence and knowledge base to utilise technology effectively across learning. As stated, the School have developed detailed, comprehensive planners that provide all staff with explicit guidance on progression pathways linked to relevant Experiences and Outcomes and Benchmarks.
2	The majority of staff have engaged in school-based and other relevant professional development programmes that are focused on enhancing learning and teaching through the use of digital technologies	A programme of in-house training sessions (led by the School's Digital Leader) has been in place for some time now. Pupil Digital Leaders and parent volunteers have also made regular contributions to staff development in this regard. Moving forward, I would recommend that the school implement a structured development pathway for teachers to gain Apple Teacher and Microsoft Innovative Educator certification. This could be linked to their PRDs.
3	Teachers are encouraged to be innovative and self-directed learners by exploring new ideas in digitally enhanced learning and teaching.	The School's leadership team are extremely supportive in encouraging staff to innovative in their use of technology within their own classrooms to meet the specific needs of their learners. Any examples of innovative practice are then cascaded down to the whole staff.
4	The school utilises the expertise in digital technologies acquired among staff and collaborates with other schools and organisations to inform practice.	As stated above, staff are encouraged to work collegiately and share both knowledge and expertise and examples of good practice across the School community. After attending last year's Scottish Learning Festival, the School's Primary 7 teacher delivered a development session to staff on what they had found beneficial. The School's Digital Leader has worked effectively with local cluster schools to deliver training on iPads and Glow to staff. They have also been involved in providing tutorials and advice on setting up Seesaw and Twitter, with a focus on safety and privacy
5	There is an ethos of self and collaborative review, supported by systematic review processes that focus on improvement in teacher competence in digital technologies	The School have plans to conduct regular digital skills audits with all staff. They have been provided with a review format by a mentor school and intend to implement this to ensure that teachers' CLPL in the use of digital technologies is regularly reviewed and addressed.
6	Teachers are confident in the safe, secure and appropriate integration of digital technologies in their daily teaching. Learning and teaching is in line with the Internet Safety and Cyber Resilience curriculum.	The School ensures that all staff and pupils are fully aware of responsibilities regarding safe and appropriate use of technology. From my observations and tour of the School, it was very evident that the majority of practitioners are confident in integrating digital technology in their daily teaching.
7	The school keeps abreast of developments in technological, professional practice and the curriculum in relation to digital technologies Staff are aware of their professional development needs in relation to digital learning and teaching	The School's Digital Leader has plays an extremely proactive role in ensuring that staff are kept up-to-date with the every changing face of technology including new applications and the professional responsibilities regarding CLPL and GDPR.

Resources and Infrastructure

97%

#	Descriptor	Validator's comment
1	There is widespread access to computers, laptops and/or tablet devices and other physical devices where appropriate	The school currently have forty-eight iPads. Each class has one 'class iPad', with the remainder dividing into two class sets for use as required across the school. There are also three iPads used exclusively by the School Nursery. The School possess three VGA to Lightning cables to allow teachers to display iPad screens on interactive whiteboards. Additionally, five Android boxes, with Airplay mirroring, have been installed to allow wireless mirroring of iPads onto interactive screens. The School have 38 class-use laptops. Ten of which have Co-Writer installed and three with Clicker 6 licences. All classrooms have one desktop and either an interactive whiteboard or a Promethean interactive screen. There are also sufficient microphones available to facilitate the use of speech-to-text compatible software.
2	The school deploys digital resources in the most appropriate manner to maximise opportunities for effective learning.	The school have a flexible booking system in operation that allows teachers to request devices as required. One recommendation is that this booking system moves to a digital format. Perhaps in a Microsoft Team created in Glow to facilitate staff communication and collaboration that can take place asynchronously.
3	Online environments, including Glow are used responsibly to support a wide range of learning activities within and beyond the school and GDPR issues have been considered.	The School make good use of Glow to support the children learning. Pupils make effective use of Office 365 application and use Glow cloud system to work collaboratively on project using digital applications. A recommendation would be that staff begin to use this space more consistently to enhance communication and collegiate working beyond the school gates.
4	The local authority network is used effectively to create, record, store and share resources and learners' work.	The Authority's LAN is utilised appropriately and efficiently to record and monitor assessment data and share planning resources. As stated, the School is making very effective use of Class Dojo (Primary 1-3) and Seesaw (Primary 4-6) as e-portfolios to replace their paper 'learning journeys' to allow both staff and pupils to create, and staff, pupils and parents/carers to comment
5	The school has sufficient internet/wifi access throughout.	The entire School is covered by Wi-Fi to allow for flexible learning spaces. Indeed, Killermont was one of the first schools within the Local Authority to have their internet bandwidth doubled to 100MB in order to cope with the high levels of internet traffic.
6	The school's software/apps cover a wide range of curricular areas and learning needs.	The School utilises a broad range of software and digital applications to provide a rich and diverse cross-curricular learning experience for its pupils at all stages
7	Teachers frequently use age and ability-appropriate software/apps to support differentiated and targeted learning.	As stated in previous sections, teachers across the school make effective use of a range of age and stage appropriate software to meet the needs of all learners across curricular areas.
8	The school is fully compliant with all software/app licencing requirements and are GDPR compliant	Killermont is fully compliant with all software and application licencing requirements and are fully GDPR compliant.

General Recommendations:

Killermont are happy to become a mentor school. As per the recommendations listed, they should continue to build on the positive progress they have made in integrating digital technologies across the curriculum to enhance learning and teaching and more effectively meet the needs of all learners.

Signed

**Tracy Atkinson**

External validator

