

Features of Highly Effective Digital Learning, Teaching and Assessment in Schools

Published January 2022

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Context

The Scottish Government [strategy for Digital learning and teaching](#) was published in 2016. It sets out the significant contribution digital technologies can make in supporting teaching, learning and assessment.

In March 2020 practitioners and learners across Scotland were asked to work from home and learn remotely. This posed a number of challenges from access to devices and connectivity to the confidence of our teaching staff to deliver in this mostly uncharted territory.

This document has been developed in partnership with local authorities and teachers to support the continued progress we want to see in the use of digital to support and enhance education delivery in Scottish schools.

Digital learning, teaching and assessment

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.

The features of highly effective digital practice have been split into the headings planning, teaching, learning and assessment. The challenge questions have been shaped in the form of 'What this might look like'. These are examples and not an exhaustive list.

A template has been included to support discussion around the features including the questions 'What are we doing?', 'How well are we doing it?' and 'What should we do next?'.

Features of highly effective digital practice	What this might look like...
<p>PLANNING</p> <p>Physical, online and hybrid learning environments are built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</p>	<p>The use of digital technology in learning, teaching and assessment is visible in the school vision, values & aims/ethos, curriculum overviews and rationales.</p> <p>There is a clear outline of classroom expectations and digital etiquette so that learners understand expectations and 'rules'.</p> <p>Cyber Resilience Internet Safety concepts are progressively taught and revisited throughout teaching and learning.</p> <p>Regular wellbeing check ins are established as part of online or hybrid learning, e.g. QR codes, Teams reflect tool etc</p> <p>Staff know and understand the needs of their learners and planning includes the appropriate use of digital technology to ensure curriculum accessibility - Appendix D and E in</p> <p>Planning improvements for disabled pupils' access to education: guidance for education authorities, independent and grant-aided schools - gov.scot (www.gov.scot) - https://www.gov.scot/publications/planning-improvements-disabled-pupils-access-education-guidance-education-authorities-independent/pages/1/</p>

<p>PLANNING</p> <p>Digital technology is used to support and simplify planning to make it proportionate and manageable. It clearly identifies what is to be learned and assessed.</p>	<p>Staff are using digital/online planners that can be accessed, edited, and commented upon and shared.</p> <p>Planning is shared across schools and/or subject networks to share experiences, transition, skills, knowledge and save time.</p> <p>Progression pathways/planners are digital to allow for smooth planning for transition and the continuation of learning.</p> <p>Resources are created digitally so they can be edited, modified and shared with staff and learners as part of planning and teaching/learning.</p> <p>Staff are collaborating online supporting each other in planning for learning, teaching and assessment.</p> <p>Learners are fully involved in planning learning, using digital tools and platforms where appropriate e.g. using devices to gather learner voice.</p> <p>Staff are using digital solutions to build shared expectations for standards across the establishment, cluster and local authority and to have robust arrangements for moderation across stages and across the curriculum e.g. to support cross department or school moderation e.g. OneNote ACM example.</p>
<p>PLANNING</p> <p>Digital tools are used to simplify tracking and monitoring, taking into consideration the potential for AI and machine learning to tailor support for learners.</p>	<p>Staff are using digital solutions for monitoring and tracking which include analysis, graphical presentation and summary of data.</p> <p>Automation tools are being used – e.g. PowerAutomate to update tracking sheets and communicate with Parents/Carers/Teaching staff , PowerBI to process and manage data more effectively.</p> <p>Digital solutions for monitoring and tracking allow a picture across departments/faculties and/or whole schools.</p>

<p>PLANNING</p> <p>All practitioners have well-developed skills for data analysis. They understand how to use digital tools to support them to interpret data, focused on improvement</p>	<p>Staff know how to access data from SEEMIS, Insight and other available systems.</p> <p>Staff are using digital tools such as Insight Dashboard or, BGE tool kit or excel to analyse, identify trends / gaps, draw conclusions and make informed decisions to support interventions.</p>
<p>TEACHING</p> <p>Staff access and apply relevant findings from research and professional learning focusing on digital learning and teaching to support improvement.</p>	<p>Staff take part in regular professional learning in digital, learning and teaching at a local, regional and national level.</p> <p>Staff have opportunities for reflection upon current practice and how digital can enhance this.</p> <p>Staff have opportunities to share their digital practice with others.</p> <p>Staff have opportunities to lead developments in digital learning and teaching across their school, cluster and local authorities.</p> <p>Staff take part in practitioner enquiry around digital learning and teaching.</p>
<p>TEACHING</p> <p>Staff use a wide range of digital/online learning environments and tools and apply creative and accessible digital teaching approaches.</p>	<p>Learners have opportunities to access learning in a range of different forms, face to face, online independent learning, anytime/anywhere learning remotely and through hybrid/flipped teaching strategies.</p> <p>Learners have access to online platforms and digital tools where they can create, edit, share and collaborate with each other e.g. Glow.</p> <p>Learners can access shared online platforms anywhere, anytime.</p> <p>Learners can access digital devices to learn, when and where appropriate.</p> <p>Learners have regular opportunities for digital/online collaboration.</p> <p>Digital accessibility tools (Apple, O365) are used to support all learners.</p> <p>Learners have opportunities to revisit explanations and instructions, for example through short video recordings or podcasts or resources uploaded to online spaces.</p>

<p>LEARNING</p> <p>Learners' make use of digital tools and platforms to gather and record their achievements in and out of school. They understand how these achievements help them develop knowledge and skills for life, learning and work.</p>	<p>Learners use digital devices and tools to gather and record achievements in and out of the classroom in a variety of accessible formats, text, audio, video, graphical, digital books etc.</p> <p>There is a consistent approach to how learners gather and record achievements and submit work across the school/establishment.</p> <p>Learners exercise choice when, what and how they use digital technology in their learning.</p> <p>Learners understand the purpose of their learning, including why they are using digital technologies and/or platforms.</p> <p>Staff and learners are responding to feedback and using the facilities within digital tools to show how they have responded and made improvements.</p> <p>Learners are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities which involve using digital technology.</p>
<p>LEARNING</p> <p>Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning through the use of digital tools.</p>	<p>Learners have the opportunity to use their digital skills across all curricular areas, and across the four contexts of learning.</p> <p>The school has a learner group of digital leaders or champions who work across the school, cluster and school community to share digital knowledge and skills and act as a conduit for student voice.</p> <p>Learners use their digital skills to support community activities such as digital literacy support in libraries.</p> <p>Learners take part in intergenerational projects to develop digital skills.</p> <p>Learners are recognised for their digital skills and/or digital leadership.</p> <p>Learners have opportunities to work and share experiences across the LA, cluster, school.</p> <p>Learners are responsible for digitally communicating the life of the school through digital newsletters / school web page / blog.</p>

<p>ASSESSMENT Assessment approaches are enhanced by the use of accessible digital tools and platforms. These are matched to the needs of learners in order to support them in progressing their learning.</p>	<p>Staff use digital tools for formative assessments such as online quizzes, video diaries, audio files, online whiteboards.</p> <p>Staff use digital tools to gather evidence for summative assessments.</p> <p>Staff use self-marking assessments via Google Forms, Microsoft Forms etc</p> <p>Learners submit assessments digitally.</p> <p>Staff ensure that all learners can access the assessments and are able demonstrate their learning.</p> <p>Staff consider how they can ensure assessments are robust and valid when they are using digital tools.</p>
<p>ASSESSMENT Digital technology is used to support and simplify the process of assessment and reporting, effectively informing improvements in learning and teaching, based on data that can be accessed and shared where required.</p>	<p>Learners have access to digital tools and/or platforms that allow them to store assessments and demonstrate their progress over the course of their school experience.</p> <p>Learners use features in spaces such as Google Classroom, Teams, Showbie et al to store, collect, maintain and share their work.</p> <p>Staff use digital tools and/or platforms to access learner work and can easily provide feedback in a variety of ways.</p> <p>Digital is the default format for the collection of all evidence of learning.</p> <p>Parents/carers have access to digital tools/platforms that allow them to see how learners are progressing and what the learners next steps are in learning.</p> <p>Schools and settings have worked with parents to share the digital tools/platforms that will be used and ensure that the digital tools/platforms are accessible and that parents/carers have the necessary digital skills to access such platforms.</p>

ASSESSMENT

Digital tools are used to enhance the high-quality feedback received by learners, from their teachers and peers, to gain a deeper understanding of their learning and what they need to do to improve.

Staff provide timely feedback to learners using rich media – e.g. video/audio/screen annotations / text where most appropriate

Learners can see how they are progressing and are able to identify and communicate about their next steps.

Digital provides an evidence trail of learning; from initial feedback to improved outcomes.

Learners use digital tools to give accessible feedback to their peers e.g. audio and/or video.

Learners work collaboratively on docs/word/slides etc. and give feedback when and where it is appropriate to their peers.

Template to support discussion and planning

Features of highly effective digital practice	What are we doing?	How well are we doing it?	What should we do next?
<p>PLANNING</p> <p>The physical, online and hybrid learning environments are built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</p>			
<p>PLANNING</p> <p>Digital technology is used to support and simplify planning to make it proportionate and manageable. It clearly identifies what is to be learned and assessed.</p>			
<p>PLANNING</p> <p>Digital tools are used to simplify tracking and monitoring, taking into consideration the potential for AI and machine learning to tailor support for learners.</p>			
<p>PLANNING</p> <p>All practitioners have well-developed skills of data analysis and how to use digital tools to support them to interpret data, focused on improvement.</p>			

<p>TEACHING</p> <p>Staff access and apply relevant findings from research and professional learning focusing on digital learning and teaching to improve learning and teaching.</p>			
<p>TEACHING</p> <p>Staff use a wide range of digital/online learning environments and tools and apply creative digital teaching approaches.</p>			
<p>LEARNING</p> <p>Learners make use of digital tools and platforms to gather and record their achievements in and out of school. They understand how these achievements help them develop knowledge and skills for life, learning and work.</p>			
<p>LEARNING</p> <p>Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning through the use of digital tools.</p>			

<p>ASSESSMENT</p> <p>Assessment approaches are enhanced by the use of accessible digital tools and platforms which are matched to the needs of learners in order to support them in progressing their learning.</p>			
<p>ASSESSMENT</p> <p>Digital technology is used to support and simplify the process of assessment and reporting, effectively informing improvements in learning and teaching, based on data that can be accessed and shared where required.</p>			
<p>ASSESSMENT</p> <p>Digital tools are used to enhance the high-quality feedback received by learners, from their teachers and peers, to gain a deeper understanding of their learning and what they need to do to improve.</p>			

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