



مدرسة جيمس رويال دبي الخاصة
GEMS Royal Dubai School

DIGITAL LEARNING POLICY GRDS 2020-21

Review Date: 24.1.21
Suzannah Hoskin Vice Principal

1. Introduction

This document is a statement of the aims, principles, strategies and procedures for the use of Digital Learning throughout the school.

2. Purpose of Policy

“Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other’s online behaviour and develop effective strategies for staying safe and making a positive contribution online.” (Dfe – Education for a Connected World Framework, 2020 edition)

Digital Learning is embedded in the school curriculum and is an integral part of all Teaching and Learning. The 21st Century classroom has no ‘walls’ and prepares all young people to participate in a rapidly changing society in which work and other forms of activity are increasingly dependent on an array of technologies. When we embed technology pedagogically, we make it part of all learning experiences, which in turn, develops pupils, information skills, including the ability to use information sources to help them find, explore, analyse, exchange and present information and to support their problem solving, investigative and expressive work. An essential part of Digital Learning is the ability to discriminate information and the ways, in which it is used, and making informed judgements about when and how to use different technologies to achieve maximum benefit. Pupils also develop an understanding of the implications of technology for working life and society. Recognising the rapid way technology develops, digital safety has been embedded into the curriculum to ensure appropriate and up to date coverage of all aspects of online risks. Digital Learning significantly enhances teaching and learning across the curriculum by enabling rapid access to knowledge, information and experiences from a wide range of sources. It encourages critical thinking and innovation, imagination and creativity, problem-solving, initiative and independence, teamwork and reflection.

3. Aims and Objectives

Technology is changing the lives of everyone. When we make technology an integral part of every subject, we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Digital Learning skills are a significant factor in enabling children to be confident, innovative, creative and independent learners.

Digital Learning aims to enable children to:

- Promote choice and personalise learning;
- Improve investigation skills;
- Enhance creativity;
- Improve collaboration skills;
- Encourage and support real, student-centred, independent learning
- Facilitate language and communication skills;

- To connect with others on a global scale to discuss common interests and work collaboratively on shared projects;
- To develop sound digital citizenship skills in which to help foster safe online learning participation;
- To explore their attitudes towards technology and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.
- To explore a range of ever changing skills and to spark childrens passions.

4. Learning and Teaching style

4.1 Effective Learning: As the aims of Digital Learning are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching is for individuals or groups of children to use technology to help them in whatever they are trying to do. So, for example, children might research a history topic or investigate a particular issue on the Internet. Children who are learning within science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of technology can improve their results, for example, research on the internet, collaboration with peers, enhancement by video using an iPad, which can all be brought together digitally using iBooks Author and iBooks on an iPad and made available for teachers, peers, family and friends to read interactively anywhere in the world. It means exposing learners to a vast array of applications, programs and systems that will help them explore problems and share their knowledge and findings through a more interactive and shareable platform.

4.2 Effective Teaching - We recognise that all classes have children with widely differing experiences and abilities using technology. We also understand that they are the digital natives and that much of what we do is commonplace and part of the 'norm' in their lives. The role of the teacher is to facilitate this in the classroom through focused learning experiences, where peers collaborate and share knowledge. It is still true, however, that some children have access to technology and the Internet at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity that are matched to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.
- Providing a variety of activities to develop key skills.

5. Digital Learning Curriculum Planning

The school uses the National Curriculum objectives as a broad basis for its curriculum planning. It also includes the 'Education for a Connected World' framework and is designed to be usable across the curriculum and is central to supporting a whole school approach to GRDS Policy 21.1.21 SH

safeguarding and online safety. The framework is progressive from EYFS -Y6 and covers the following eight different aspects:

- 1. Self-image and Identity**
- 2. Online relationships**
- 3. Online reputation**
- 4. Online bullying**
- 5. Managing online information**
- 6. Health, wellbeing and lifestyle**
- 7. Privacy and security**
- 8. Copyright and ownership**

We carry out the curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the topics that the children study in each term during each key stage. The Team Leaders work this out in conjunction with teaching colleagues in each year group and with the Digital Coach. Our long-term plan shows how teaching units are distributed across the year groups and how these fit together to ensure progression within the curriculum plan. The use of technologies is an integral part of this.

Wherever possible, Digital Learning should be used throughout the Creative Curriculum to support teaching and learning in these areas. These skills are to be annotated on all concept plans.

Our medium-term plans, which we have adopted from the national curriculum and Education for a Connected World Framework objectives, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. There is an expectation that teams actively plan for Digital Learning using the approach of looking at the Purpose, Skill and Tool needed to enhance the learning of all students. The Vice Principal, the Digital Coach and Team Leaders are responsible for keeping and reviewing these plans. E-safety lesson plans have explicitly been merged with the computing curriculum to ensure children have all necessary information to stay safe online.

The Digital Coach works with each specific year group. Concept planning is looked at, and then a discussion takes place in which we try to make links with technology, so it is embedded into the concept and not seen as an explicit lesson; however explicit lessons are planned for when the learning requires this.

6. Foundation Stage

Within the Learning and Development Area of Understanding of the World and in the aspect of Technology, we use technologies in Foundation Stage classes as an integral part of the topic work covered during the year. As the Foundation Stage classes are part of the Early Years Foundation Stage of the National Curriculum, we relate the Digital Learning aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. The children have the opportunity to use interactive Clevertouch screens, computers, iPads, iPod Touches, Bee-Bots and remote control cars. Then during the year, they gain confidence and start using the technology to find information and use it to communicate in a variety of ways. Students in FS2 begin to cover objectives from the Education for a Connected World Framework.

7. BYOD

Devices and technology are now part of everyday life and are used as a useful learning tool in the classroom and at home.

BYOD (Bring Your Own Device) is an initiative that requires students to bring their own devices to school to support their learning. The idea is firmly based on global research that shows children's learning is enhanced greatly when BYOD is implemented. GRDS is set up with secure Wi-Fi coverage to access the school network and internet, allowing students to bring in their own devices and use them for educational purposes within the classrooms.

To achieve school-wide BYOD we require that:

- **Year 1- 4 bring an iPad (or similar tablet device).** This is specific to Year 1- 4 and is designed around the work they will do and the apps/software they will access.
- **Year 5 & 6 bring a laptop.** In addition to this, students can also bring any device they feel they need to do their work. This could be a tablet but not a smartphone. We believe students need to start working in a way that will prepare them for secondary school and the future beyond.

Please refer to the following documents for further information and guidance linked to BYOD:

- GRDS BYOD Policy
- Online Safety Policy
- GRDS Responsible Use Agreement Policy + Related Forms

8. School Platforms

8.1 Phoenix Classroom

Phoenix Classroom is a state of the art learning management system with bespoke features and functionalities. It was conceptualized with School Classrooms at the heart, prioritized for Teachers, Students and Parents. Phoenix Classroom has a range of features, currently at GRDS we utilize the live lessons tool which is delivered through an embedded version of Zoom. Students have individual usernames and passwords. Through their GEMS accounts they can access live lessons. This allows GEMS to restrict access to certain aspects of the Zoom platform and ensure there is no way anyone outside of the organization can access live lessons. GEMS Royal Dubai School has zero tolerance on allowing students to participate in live, online lessons through a personal Zoom account to ensure maximum security. All GEMS online lessons are automatically recorded and stored in a safe file with the School Support Centre IT team for 28 days after the lesson. These will only be accessed for safeguarding purposes by the school Senior Leadership Team. SLT are able to access live calls at any time if required. Students are encouraged to only have their cameras on when it is necessary (e.g they are showing a piece of learning or responding to a question from their teacher?).

During the Covid-19 period full time remote students in FS1-Y6 access live sessions using Phoenix classroom. Face to face students in Y2-6 access some specialist lessons such as Arabic and Art through Phoenix classroom. In cases where a teacher is working from home, then the whole class would access other lessons through Phoenix classroom.

8.2 SeeSaw

Seesaw is an online platform that we use at GRDS to support learning. Each class has its own SeeSaw and each student has their own individual log in and account. Teachers have embedded Seesaw into their planning and teaching and pupils through their accounts access work and video and audio set by the teacher which encourages our flip learning approach. They can respond to tasks through SeeSaw and upload photos, voice notes and videos of their learning to create online portfolios. Parents have access to their child's folders and can easily view their child's learning, progress and leave comments for their child. (<https://youtu.be/dyQaeLva4Y>)

See 13.2 for a full list of apps and tools used at GRDS. If a teacher wants to use a new app or online tool then this must be approved by the senior leadership team via the Digital Learning Coach.

9. The Contribution of Digital Learning to Teaching Across the Curriculum

9.1 English

Digital Learning is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, laptops and iPads, children learn how to create, edit, and revise text. This is done through a range of programs and software. Movie making and sound recording applications have provided a means for tracking and recording Speaking and Listening skills as well as making it more fun and interactive for learners.

9.2 Mathematics

Many Digital Learning activities build upon the mathematical skills of the children. Children use technologies in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places. Each child in KS2 has access to a DoodleMaths account.

A range of iPad applications has made it possible for students to record their understanding of new concepts and share them on Seesaw. This enables students to independently show their understanding and allows teachers to see where students are excelling and where more teaching is needed. This allows for more personalised learning to take place more regularly.

10. Inclusion - including reference to SEN, ELL, MAG&T

At GEMS Royal Dubai School, we provide Digital learning experiences to all children. Digital Learning forms part of our school curriculum policy to provide a broad and balanced education for all. We provide learning opportunities that are matched to the needs of children. In many instances, the use of technology has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. iPads and a range of applications are used to practice writing numbers and letters in creative ways. Digital tools such as interactive number lines, number grids and a range of audio activities are used to personalise learning experiences to suit the varying learning needs. Teachers include activities that involve using iPads or the interactive whiteboards as tools for learning

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in their pull out support sessions. We use assistive technology for students who may need it and encourage typing for students who are finding writing difficult.

English Language Learners are encouraged to bring their own devices into school and iPads are available for pupils who do not have their own. ELL teachers provide suitable apps for parents to download to at home that enhance the four skill areas speaking, listening, reading and writing. Teachers include activities that involve using iPads as tools for learning in their pull out support sessions. iPads are also used as assessment tools for both ELL teachers and pupils encouraging peer assessment.

11. Equal Opportunities

GEMS Royal Dubai School recognises the value of and seeks to achieve, a diverse school community, which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and the promotion of good relations between all. GRDS work with families to ensure equity of provision and provide access to devices for students who may not have their own iPad or laptop.

12. Parents and Community

12.1 Home – School Communication

At GEMS Royal Dubai School, we communicate and share our learning with our community in a range of exciting, innovative and effective ways. Seesaw is our primary communication site to inform parents of curriculum plans, upcoming events, set home learning activities, provide support for home learning and provide a preview of next weeks work.

Seesaw is a multimedia journal that empowers students to showcase what they're learning at school. Throughout the school year, Seesaw builds an organised, digital portfolio of each student's learning, accessible by the teacher, student and parent. Seesaw also keeps parents in the loop by giving them a real-time, personalised glimpse into their child's school day, via automatic iOS or Android app notifications, text message or email.

Parents are given access to complete age appropriate parental courses in relation to internet safety through the National Online Safety website. Useful courses, webinars and 'how to' guides are accessible and sent to parents weekly to help raise awareness of risks in the online world.

12.2 Social Media

Students at GRDS are aged between 3-12 years and therefore we do not promote or support students use of social media apps. We do use Social Media to share events and achievements with parents and our GRDS community. We also have Instagram, Twitter and Facebook sites where families can keep up with, and comment upon, the happenings at GEMS Royal Dubai School in real-time, by way of text, video and photographs.

GEMS Royal Dubai School Online Links

GRDS Twitter Site
Facebook

www.twitter.com/gemsrds
<http://www.facebook.com>

Please refer to our GRDS Social Media Policy for further information relating to this area.

13. Assessments and Recording

Teachers ensure coverage of objectives across the academic year with evidence of students learning being collated within either 2Simple in EYFS or on Seesaw in Y1-6. Teachers observe children's Digital Learning and report on Digital Learning in each student's end of year report.

14. Digital Coaching

Digital coaching is provided for the staff by the Digital team and other colleagues who have specific knowledge in areas of innovation. Through PD sessions and whole school meetings staff develop their teaching practice to improve learning. These sessions enable teachers and staff members to strive for the highest possible standards of learning in classrooms and maximise the potential of each student.

GEMS Royal Dubai School has available to all children two technology rooms - For Foundation stage, we have a room called Technobase where there are 12 Mac computers and access to a range of technology suitable for the age group such as remote control cars, Beebots and other items. The Innovation Lab is aimed at KS1 and KS2. It is an innovative and creative space where children are timetabled in to use a variety of tools such as a 3D printer, robots, VR Headsets and drones. What they do in the innovation lab is all linked to the DL and wider curriculum. For example, students in Year 1 may use the VR headsets to explore a rainforest linked to their learning in humanities.

15. Along with computers, the school has the following:

15.1 Hardware

Colour printers	3D Printer	VR Headsets	BlueBots	Drones	Scanners
Keyboards	Calculators	Control Interface	Bee Bots	LEGO Mindstorm	LEGO WeDo
Dash Robots					

15.2 Software

Software	Description	Age Range/Phase
Doodle Maths	DoodleMaths mimics the actions of a good tutor. Its in-built intelligence identifies the strengths and weaknesses	FS2-Y6

	unique to each child and constructs a work programme specific to their needs. https://www.doodlemaths.com/	
Doodle Spell	Designed using Proxima™, the award-winning, adaptive learning technology, DoodleSpell provides the perfect opportunity for each child to gain confidence in their spelling. https://www.doodleenglish.com/doodlespell/	?
EducationCity	Enable inquiry-based and personalized learning in your classroom. Intuitive and adaptive curriculum content delivered based on unique student needs. Encourages students with taking responsibility of their education. Assessments and real-time data to inform instruction. https://go.educationcity.com	FS1-Y6
Accelerated Reader/STAR Reader	Personalized goals help students stay focused on the factors that matter most for reading growth—and help you monitor their progress and provide feedback to keep learners on track. Just reading” transforms into high-quality reading practice that fuels growth: Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and build skills mastery. Detailed reports provide insights into students’ progress. Paired with Renaissance Star Reading ®, track students’ mastery of focus skills aligned to state-specific learning standards. https://www.renaissance.com/products/accelerated-reader/	Y3-6 (+ some Y2s that are ready for the program)
MyOn	Thousands of popular, authentic digital books from award-winning publishers, plus timely and relevant news articles, give students abundant choice. Links to students accelerated reader so that they can take quizzes https://www.renaissance.com/products/myon/	Y3-6 (+ some Y2s that are ready for the program)
Read Theory	Teachers from all around the world are using ReadTheory to help their students improve their reading comprehension skills in a fun way that keeps them attentive and motivated.	Y3-6
IREAD Arabic/I START Arabic	A holistic leveled reading platform designed to advance Arabic language fluency and literacy for school-aged children. A rich platform of hundreds of diverse books, videos, lesson plans, worksheets and games, pedagogically classified based on rubrics that are aligned to scientific learning outcomes. https://www.ireadarabic.com/en/	?
Nessy	Nessy programs are designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently, including: Mainstream/EAL/Homeschool/Students with dyslexia. https://www.nessy.com/us	SEND/ELL
Puppet Pals	Create your own unique shows with animation and audio in real time! Simply pick out your actors and backdrops, drag them on to the stage, and tap record. Your movements and audio will be recorded in real time for playback later. https://apps.apple.com/us/app/puppet-pals-hd/id342076546	?
Go Bubble	GoBubble values and rewards kindness and creates authentic opportunities that promote social and emotional learning	All

	https://gobubble.school/home	
Purple Mash	Embed computing and digital skills across your whole curriculum with award-winning teaching and learning software for KS1 and KS2 https://www.purplemash.com/login/	?
Mathletics	Welcome to Mathletics! Supporting mathematics learning for students across the UK, both in the classroom and at home, through interactive activities, games and challenges. https://www.mathletics.com/uk	
TigTag	Tig Tag is a Science Resource to plan outstanding lessons for science https://www.tigtagworld.com/what-is-tigtag/	Y2-6
SwiftPlayground	Swift Playgrounds is a revolutionary app for iPad and Mac that makes learning Swift interactive and fun. It requires no coding knowledge, so it's perfect for students just starting out. Solve puzzles to master the basics using Swift — a powerful programming language created by Apple and used by the pros to build today's most popular apps. Then take on a series of challenges and step up to more advanced playgrounds designed by Apple and other leading developers. https://www.apple.com/ae/swift/playgrounds/	?
GarageBand	GarageBand is a fully equipped music creation studio right inside your Mac — with a complete sound library that includes instruments, presets for guitar and voice, and an incredible selection of session drummers and percussionists. With Touch Bar features for MacBook Pro and an intuitive, modern design, it's easy to learn, play, record, create, and share your hits worldwide. https://www.apple.com/ae/mac/garageband/	Y1-6
Kahoot	Create your own kahoot in minutes or choose from 40+ million ready-to-play games. Engage students who aren't in school with our distance learning features, play in class, and dive into game reports to assess learning. https://kahoot.com/schools/how-it-works/	Y1-6
Padlet	Collaborative tool that allows users to respond to a question or think piece and share their thoughts and ideas securely with their teacher and peers. https://padlet.com/features	Y1-6
Go Formative	Build, distribute, grade and analyze the results of benchmarks, formative assessments or anything in between. https://goformative.com/schools	KS2
NearPod	Engaging media and formative assessments to make every lesson interactive. https://nearpod.com/	Y1-6
FlipGrid	Flipgrid is a simple, free, and accessible video discussion experience https://info.flipgrid.com/	KS2
iMovie	iMovie lets you create Hollywood-style trailers and movies	KS2
Clips	Clips helps you put it all together. Easily express yourself by creating fun videos with Memoji, Animoji, animated titles, stickers, and more. Then share them with your closest friends, family, or the world — right from your iPhone or iPad	KS2

16. Staff Expectations and Digital Safety

All staff are expected to familiarize themselves and adhere to the following policies/documents relating to online safety:

- GEMS Acceptable Use Policy
- GRDS Staff Handbook
- GRDS Online Safety Policy
- GRDS Social Media Policy
- GRDS Blended/Remote Learning Policy
- GRDS Safeguarding Policy
- GRDS Anti-Bullying Policy
- GRDS Behaviour Policy
- GRDS BYOD Policy
- GRDS Device Responsibility Agreement

Use of Portable Equipment

The school provides portable equipment such as laptop computers, colour printers to enhance the children's education and to allow staff to make efficient use of such equipment to enhance their own professional activities.

Equipment may be in the care of a specific individual, but it is expected that all staff may wish to benefit from the use of a laptop computer and access should be negotiated with the individual concerned. Any difficulties should be reported to the Network Manager.

Equipment such as laptop computers are encouraged to be taken offsite for use by staff in accordance with the Acceptable Use Statement and Internet Access Policy, if staff have signed a disclaimer accepting full responsibility for the equipment in their care.

Equipment used in conjunction with a school-approved excursion does not require the signing of such a disclaimer.

Any costs generated by the user at home, such as phone bills etc. are the responsibility of the user.

Where a member of staff is likely to be away from school through illness, professional development, maternity, arrangements must be made for any portable equipment in their care to be returned for school. In the event of illness, it is up to the school to collect the equipment if the individual is unable to return it.

17. Roles and Responsibilities

GEMS, The Principal and SLT will be responsible for ensuring that:

- The school has an up to date Digital Learning/IT Strategy, which is used to plan the development of DL in school over a period of years.

- The Digital Learning/IT strategy is incorporated into the School Development Plan to ensure the necessary resources are available for its implementation
- Ensuring the provision of technical and teaching support for Computing and Online Safety
- Ensuring opportunities for staff to receive the necessary training
- Monitoring the delivery of Computing and Online Safety Curriculum in school
- Managing the budget for Digital Learning/IT and the provision of resources and consumables
- Ensuring that resources are maintained and repaired as needed
- Ensuring that procedures/protocols and systems are in place to monitor and review online safety

The Digital Coach will be responsible for:

- Ensuring there is full coverage of the Digital Learning curriculum and monitoring its delivery.
- Identifying the training needs of staff and delivery of some training or support in school
- Coaching teachers in areas that they need to develop to build confidence in delivering high quality DL lessons
- Team teaching to support teacher confidence and development
- Planning and supporting technicians, support staff and other helpers
- Supporting DL as part of the Online Safety Group
- Support the DL Student Leader to fulfill their role effectively
- Support school development through DL strategy and ensuring that we continue to develop and improve
- **Monitoring the school's Social media use**

17. Monitoring and Review

There is an annual review of this policy by the Digital Learning Leader.

This policy has been discussed and agreed by the RDS teaching staff and leadership teams for implementation.

Next review date: September 2022