Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

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EDUCATION SERVICES DIGITAL LEARNING STRATEGY

Purpose of Report:

To update Committee on the progress of Education Services Digital Learning Strategy

Recommendations:

The Committee is asked to consider the progress made to date and ask the Executive Director to present further update reports, as appropriate.

Ward No(s):   Citywide: ✓

Local member(s) advised: Yes ☐ No ☐   consulted: Yes ☐ No ☐

1. Background

1.1 During the period May 2017 to April 2018, Education Services, engaged in negotiations with CGI on proposals to provide IT Services to Education as part of a Council wide IT contract. A Digital Learning Strategy Group was established with membership drawn from schools as well as officers from headquarters.

1.2 The Digital Learning Strategy Group (DLSG) engaged with focus groups of practitioners on the proposals and have continued to give regular updates at headteachers' meetings throughout sessions 2017-2020.

1.3 All heads of schools and nurseries were asked to identify a Digital Leader of Learning (DLOL) for their establishment.

1.4 CGI carried out extensive surveys across the estate to ensure the new infrastructure would provide appropriate speed of access to the internet: Early Years Centres - 200Mbps, Primary Schools 500Mbps, Secondary Schools 2XGbps and 10 Gbps.

1.5 Interactive whiteboards are used in most establishments. These are being replaced by an Apple TV in each classroom and playroom to support and enhance interaction between learners and practitioners.

1.6 Across the estate there were 16,000 desktop PCs and 4000 laptops. These are being replaced by 5000 desktops and 53,000 iPads. Establishments have been given the option to retain equipment which would be managed but not supported. All teachers have now received their iPad, clerical staff will retain a desktop PC and senior leaders have options to choose their preferred device. IPads procured for distribution across Early Years Centres and schools will receive a ratio of 1:5 iPads for children P1 to P6 and P7 to S6 pupils will have a 1:1 iPad for use in school and at home.

1.7 A model classroom has been created on the top floor of Royston Primary School, the base for the Leaders of Learning teams. Professional learning opportunities have continued to be delivered in this venue and online to familiarise staff with the new resources.

1.8 The applications being provided to establishments have been Privacy Impact Assessed and will be fully compliant with GDPR, the new data protection legislation.

1.9 A new localised Service Desk has been provided by CGI which can be accessed by all staff. A Dedicated Schools' Service Manager has been identified to provide information on new products. CGI are measured on performance against fault fix, application availability, with a service level agreement of a 4hr replacement for teacher iPad and next day for pupil iPads.

1.10 The roll out of the transformation programme began in June 2018 and the final learning community engagement was planned to take place in 2020 but this has now been accelerated in light of the Covid-19 pandemic. Initially the roll out

progressed on a learning community, by learning community basis including secondary, primary, ASL establishments and Early Years Centres to facilitate collaborations across establishments and sectors. Following schools' experiences during the Covid-19 pandemic a new and accelerated plan for roll out was formulated on a priority sector basis according to the following priority:

- All remaining teaching staff received their Ipads during the summer period of 2020.

The emerging plan based on all dependences indicates that it is possible that:

- All secondary schools will have Ipads deployed prior to the October school break.
- P7 one to one deployment will begin after the October break and complete by early November.
- ASL Primary School Ipad deployment will begin early November and be completed by mid-November.
- By December the Shared Ipad deployment within mainstream primary schools will be in place in the majority of schools.
- By the end of January 2021 the IPad roll out to Early Years settings will commence.

1.11 During session 2016/17 Education Services provided a Digital Learning staff questionnaire to practitioners in all sectors. This questionnaire provided information which was used to determine the extent to which a variety of digital technology was used to enhance learning in establishments; to identify the professional learning needs of practitioners and measure readiness for new digital learning resources. The survey was repeated in 2018/19 and highlights the following key findings: 47% of teachers and Child Development Officers (CDOs) responded to the questionnaire as opposed to 28% for the initial survey, indicating increased engagement with digital learning. Significantly more schools now have digital learning on their School Improvement Plan and have strategic leadership for digital learning within their establishment. More teachers and CDOs are confident in planning for digital literacy across subject areas and more pupils are applying their digital literacy skills in other contexts. There is a significant increase in the use of Glow for collaboration; the use of Apps and awareness of the risks involved with technologies. Nearly double the number of teachers and CDOs are now accessing digital learning.

1.12 Engagement with the establishments has continued over the period to support: upgrade of infrastructure; development of a strategy; identification of staff professional learning needs; issuing teachers with iPads; new AV systems in classrooms/playrooms; iPads issued for use by children and young people; with ongoing support to ensure sustainability and impact on learning.

1.13 The Digital Learning Strategy was launched at the headteachers' Connecting Learning for All Conference on 30 January 2018. 450 delegates attended this conference. A successful follow-up conference for all DLOLs was held at Celtic Park in September 2018. Further conferences have taken place over 2019.

These were all supported by Apple and XMA and included a wide range of workshops led by pupils, staff and partners working with all sectors.

1.14 A Digital Learning page is now available on Glasgow Online, Education Services intranet, for early years' practitioners and teachers to locate resources and updates.

2 Progress

2.1 The DLSG have engaged extensively with CGI and XMA through focus groups for all sectors and curriculum areas, on the provision of both hardware and software to ensure the needs of practitioners and pupils are being met.

2.2 Across the 2019/20 session the DLSG engaged with parents, carers and pupils through an online questionnaire.

2.3 Resources for schools to use with parents have been prepared. During school closures parents reported difficulties with accessing learning resources to support their children. As a result, in partnership with Glasgow Parent Forum, a website has been developed to support parents which will be launched in September.

2.4 Engagement with each school begins with a Vision and Planning meeting and further engagements with parents, followed by AV refresh to classrooms, pupil deployment then sign off.

2.5 A DLOL has been nominated by all early years' centres and schools. The DLOLs met in sectors each term last session and continue to do so this session. The purpose of the meetings is for the DLSG to give updates and for DLOLs to share effective practice.

2.6 A questionnaire was developed for DLOLs to complete in order to gather intelligence about the impact of the iPad deployment during the time of school closures. The responses indicated greater engagement when pupils had 1:1 iPads.

2.7 Wide Area Network (WAN) upgrades (Delivery of high-speed, core network to all education establishments). New Local Area Networks (LAN) upgraded and Wi-Fi service to all education establishments are nearing completion.

2.8 Vision and Planning sessions have continued to take place across all establishments.

2.9 Teacher iPad deployment has now been completed across all establishments.

2.10 Surveys are being carried out across the remaining schools to determine the most suitable WiFi and AV refresh for classrooms and playrooms.

3 Developments

3.1 Apple Regional Training Centres and Career Long Professional Learning (CLPL)

Virtual Apple Regional Training Centres (RTCs) have been established in each area of the city with 50 trainers, from all learning communities, from all sectors, signing up to deliver training in each Local Improvement Group (LIG). The training materials used are specified and developed by Apple.

An online site for teachers, '*Keep Safe Keep Learning'*, has been developed which offers support and advice on the most effective platforms to use to communicate with children and young people. The '*Keep Safe Keep Learning'* professional learning programme was launched on 27 April 2020. During the period of lockdown, each week, DLOLs delivered 4 webinars, 7 Apple Monday (training for staff to gain Apple Teacher certificate), 25 Coffee-Break Webinars on Tuesday, Wednesday and Thursday at 10.30. The GCC Webinar Team had 1364 members with between 100 and 250 people participating in the live webinars each day. In addition, 5095 people viewed the recordings of the webinars.

A timetable of webinars has been developed for this session, delivered by RTC facilitators, replicating the model of 4 webinars a week for CLPL for staff ensuring we meet the training requirements of all staff. In addition, online training is available for all staff using the Teachables platform.

The RTC have also developed a series of recorded lessons for primary children teaching the skills for digital literacy and computing science to support pupils gain the skills identified as essential for the workplace. These lessons have been developed to ensure progression in learning and can be used in school and at home.

The RTC is a professional development opportunity for the DLOLs involved, offering a professional learning pathway which takes them from Apple Teacher status through the Apple Digital Leadership Academy, helping them progress through to a PGCert in Digital Leadership from University of Nottingham, or developing their skills to become an Apple Professional Learning Specialist.

3.2 Technology refresh – End Use Compute (EUC)

A Desktop Focus Group was established to ensure the refresh meets the needs of teachers and pupils. This group consisted of GCC, CGI and teaching staff.

The programme commenced in June 2020 with 5700 standard and power PC's being deployed to 29 Secondary schools over the summer break. Glasgow Gaelic Secondary is due to be completed on 28 September 2020. The laptop build is still under way and we expect these to be distributed to Secondary schools by end of October/early November.

As part of the refresh, a number of applications have been upgraded include MS Office, AutoCAD, Autodesk Inventor and a number of new applications to support the curriculum.

Deployments to Primary, Early Years and ASL establishments is still being planned and we are waiting on CGI confirming dates for these.

3.3 Digital inclusion

Education Services have been successful in securing £3.1million of Scottish Government Funding to address digital inclusion. It is estimated that around 15% of families in Glasgow do not currently have Wi-Fi access or access to a device other than a mobile phone. This grant funding will allow us to directly address this inequity. It will enable us to provide a device for up to 7240 children in primary school and connectivity for 1 year to 4225 children and young people, in both primary and secondary who currently do not have it.

3.4 West Online School

West Online School is a collaborative, teacher-led response to feedback from children and young people about what worked best in supporting their learning during lockdown.

In the initial development phase, West OS is recording and collating short, quality assured video lessons covering all elements of the 3-18 curriculum, with a particular focus on the Senior Phase and national qualification courses. These are being recorded by teachers across the West Partnership Regional Improvement Collaborative, from both primary and secondary schools. By the end of August, there were 250 recorded lessons which could be used by teachers in delivering the curriculum, or accessed by young people at home, if circumstances arise which prevent them attending school. The West Online School is also collaborating with E-Sgoil (Western Isles Council) and other Regional Improvement Collaboratives as part of a wider national offer for online teaching.

In the future, there is significant potential to develop West OS in order to facilitate a wider range of ways to deliver the curriculum and enhance the learning experience for all children and young people.

3.5 **Remote Learning**
GCC have made two commercial apps. 'Seesaw' and 'Showbie' available to schools which are simple to use and very effective for teachers to send learning activities to children and young people at home and also receive this learning back to in order to provide feedback. In schools, where these apps were deployed prior to schools closing, teachers are reporting an average of 85% of children and young people are responding regularly with the teacher. The usage of these platforms increased significantly during the period of lockdown. For 'Showbie, 667 teachers signed up in January and this increased to 4800 in March and continued to rise until June. For 'Seesaw' in January, 46 Early Years Centres and Schools had registered to use the app. and by June 106 were using the app.

A website has been created for children and young people to access innovative learning experiences in all areas of the curriculum. In partnership with the CREATE team and Apple a '30 days of creativity' was offered online: The statistics drawn from these 30 days indicate the success: YouTube 27.8k views, 565.3hrs watch time, +244 subscribers Twitter : 572.3k impressions, 3.9k link clicks, 1.2k retweets without comments, 1.9k likes.

3.6 **Research**
Glasgow Psychological Service intend to carry out some research exploring the impact of the remote digital learning which took place over the lockdown period, on pupil engagement, from the perspective of the young people involved. The educational psychologists (EPS) would be interested in identifying young people currently in S2–S4 who engaged well with digital learning – particularly those who had previously been identified (via staged intervention) as demonstrating less engagement within a 'typical' classroom context. The EPs hope to conduct either focus groups, or semi-structured individual interviews with the young people identified in order to explore what aspects of digital learning were perceived as effective and any barriers to accessing digital learning the young people experienced. It is hoped that the results will inform approaches within the classroom and may have implications should blended/home learning approaches become more prevalent in the future.

3.7 **Digital Schools' Award**
This national award recognising very good practice in Digital Learning has been secured by a number of schools across the city. To date, one Early Years Centre, nine primary and five secondary schools have achieved this award. To date, 160 registered schools and Early Years Centres have registered: 17 Early Years Centres, 116 Primary and 27 Secondary. More will be encouraged to go for this award during 2020-21. An online network of support has been established.

4. Summary

4.1 The use of iPads to support learning is an exciting and innovative project. According to Apple Education, this is the largest Apple Education project in Europe.

4.2 An accelerated iPad deployment plan and corresponding schedule has been formulated and is now being implemented. This began over the summer for staff and continues as a response to the demands experienced during the lockdown period and associated pandemic.

4.3 Education Services, in partnership with Apple Education and CGI, have continued to plan carefully for the roll-out of the project, learning from experience and existing good practice as it progresses.

4.4 Additional funding secured from the Scottish Government Digital Inclusion Fund is helping to strengthen the city's response, specifically targeting the most digitally excluded children and young people across the city.

4.5 Further reports will be provided to the Committee as the project progresses.

5. Policy and Resource Implications

Resource Implications:

Financial:	Financial provision contained within the approved £36.9m Connected Learning and End User Computing Programmes. In addition, Education has secured £3.149m Scottish Government funding for digital inclusion to provide additional devices and internet connectivity for pupils in areas of high SIMD.
Legal:	Associated contractual and regulatory compliance requirements are in place.
Personnel:	Training and development needs of staff are included in the delivery plan.
Procurement:	CPU and legal services input to the procurement framework are in place.
Council Strategic Plan:	Excellent and Inclusive Education 22, 33

Equality Impacts:

Does the proposal support the Council's Equality Outcomes 2017-22	Yes.
What are the potential equality impacts as a result of this report?	Increasing pupil access to technology and increasing engagement with parents.

Sustainability Impacts:

Environmental:	N/A
Social:	If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.
Economic:	Young people who are better educated with enhanced digital skills are able to contribute more positively to the growing economy of the city.
Privacy and Data Protection impacts:	Compliance with data sharing and information security requirements will be embedded into the associated technical solutions and operational practice.

6. Recommendations:

6.1 The Committee is asked to:

Note the progress made to date and ask the Executive Director to present further update reports, as appropriate, to Committee.