

Digital Learning Policy



Introduction:

At Milton Road Primary School we use two key digital platforms, Seesaw and Century, as whole school online learning resources to ensure our pedagogy and curriculum is enhancing children's learning and equipping them with the skills necessary to thrive in the modern world.

Seesaw

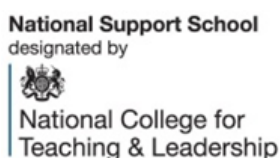
One of the key purposes of Seesaw for us, as a school community, is to ensure parents have a greater insight into their child's learning. We are so lucky to have such a supportive parent community and we wish to involve parents and carers in all that we do.

Each week parents/carers receive photos and updates of their child's learning journey, the class timetable, and insights into the wider curriculum so they have a detailed understanding of all their child is learning each day to facilitate conversations about this at home. Seesaw allows parents/carers to view their child's work and celebrate their child's many achievements. It also offers a faster method to communicate with their child's teacher and ensures they receive regular updates on their child's learning. We wish to provide vital connection and interaction with parents so they feel closely connected to their child's learning experience.

The other key use of Seesaw is as a digital portfolio. It is a means to celebrate children's progress and achievements and to encourage pupils to take pride in the work they are completing. Their portfolio documents their learning journey from EYFS to Year 6 and will be a wonderful record of their learning. Even in EYFS, children are explicitly taught how to photograph and upload their work independently, so they can take ownership of showcasing and sharing their work. These skills are built upon and enhanced as the children progress through the school.

Century

Research conducted by the EEF has suggested that, at a Primary level, homework only has a significant impact if it is individually tailored to the child in question. To do this effectively, in a class of 30, is not feasible on paper. Century is a digital learning platform that has been developed by teachers and neuroscientists. It uses artificial intelligence to tailor itself to each individual child's needs and skills. Class teachers set tasks linked to current classroom



learning, to review content covered and ensure retainment or to pre-teach upcoming topics and vocabulary. Century monitors how children are getting on with the tasks and will adapt itself to add greater challenge when children are secure in the knowledge/skills and also will adapt itself to provide further support when a child is finding the task challenging. It will re-explain key concepts, give worked examples and guide pupils through challenges with support when needed. Century will target areas and learning objectives which are most beneficial for each child to work on. It personalises itself to each child's individual learning needs. It also provides immediate feedback for each child. Class teachers have full oversight of children's progress (including how much time was spent on each question, misconceptions children held and confidence ratings provided by children) and can use the information to inform extra support or challenge in the classroom.

Class teachers teach children how to use Century in the classroom, so they are able to use this independently at home without significant parental input. Century is limitless. It is also very flexible, it is designed to fit in with busy home lives. We recommend 'little and often' is most effective, children should aim to use Century 2-3 times a week.

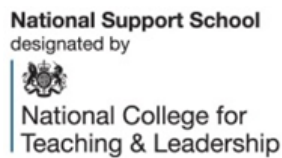
Aims and Objectives:

Seesaw:

- To enable children to engage responsibly, respectfully and safely in the digital world.
- To equip children with digital literacy skills, necessary to thrive in the modern world.
- To enable parents/carers insights into their child's learning adventures in school each day.
- To allow for excellent work to be showcased and shared with parents/carers.
- To allow a direct route for communication between parents and carers and their child's class teacher.
- To create a digital portfolio for each child to showcase work they are proud of, demonstrate their progress and achievements across the curriculum, allow monitoring across subjects for subject champions.

Century:

- To allow each child to complete home learning that is individually tailored to their specific learning needs, ensuring learning/knowledge gaps are filled, misconceptions are rectified, challenging concepts are broken down into manageable chunks and key methods/knowledge is reinforced to ensure understanding and retainment of knowledge.
- To ensure key knowledge and concepts are rehearsed and retrieval practice is emphasised.



- To enable teachers to track each individual's strengths, knowledge gaps and misconceptions and use this information to inform lesson planning and interventions.
- To ensure children receive immediate feedback.
- To allow parents/carers insight into the school curriculum and methods used and to ensure they too can track their child's progress and achievements.
- To ensure all children can work at their own pace and on the specific areas that are most meaningful and purposeful for them.

Inclusion:

At our school we hold high expectations of all children, regardless of their starting points, so that they have the opportunity to learn, progress and demonstrate achievement relative to their own level of development and understanding. We aim to meet the needs of those pupils with special educational needs, those with disabilities, and those learning English as an additional language, and we take all reasonable steps to achieve this. We carefully monitor engagement and achievement of all children, in particular vulnerable groups such as those identified as SEND or Pupil Premium. We target support such as digital equipment to use at home, or setting aside time in the school day for digital platforms to be utilised, so that these opportunities are accessible to all.

Monitoring and Review:

As Digital Lead, I monitor the usage trends and engagement with our digital platforms across all classes. If usage trends change, I investigate the dip and target support as appropriate and offer suggestions for raising engagement within particular classes or groups. I am also responsible for supporting colleagues to ensure the most effective use of the digital learning platforms, keeping informed about current or upcoming developments within the interfaces or content, and for providing ad strategic lead and direction in this area across the school.

Review:

This policy will be reviewed at least every two years.

Date of last review: May 2024