

<b>COMMITTEE:</b>	Education & Children's Services Committee
<b>MEETING DATE:</b>	17 March 2026
<b>BY:</b>	Depute Chief Executive Children and Communities
<b>REPORT TITLE:</b>	Digital Learning and Teaching Strategy update 2026
<b>REPORT STATUS:</b>	Public

---

## **1 PURPOSE OF REPORT**

- 1.1 To highlight to the Committee a considerable update to the existing Digital Learning and Teaching Strategy 2023 (Appendix 1) alongside the Action Plan (Appendix 2) that will capitalise on the progress made and realign aims and actions moving forward, into 2026 and beyond.

## **2 RECOMMENDATIONS**

Members are recommended to:

- 2.1 Note the work undertaken to update the existing 2023 strategy with a new 2026 version aligned to the progress made, by the Digital Learning Team. (Appendix 1)
- 2.2 Approve the updated Digital Learning and Teaching Strategy (Appendix 1) and the associated Action Plan (Appendix 2)

## **3 BACKGROUND**

- 3.1 Following the approval of the Digital Learning and Teaching Strategy in 2023 there has been significant progress made across all 4 priorities outlined in the previous action plan. Ensuring that this strategy is updated and aligned with current priorities is fundamental for schools reassessing their local aims for developing digital pedagogy and managing devices made available to learners. Ensuring appropriate

access, training, and support in the use of technology is paramount to raise attainment, ambition and opportunities for all. The Digital Learning and Teaching Strategy update also aligns with the key aims in East Lothian Council's Digital Strategy 2022-2027, focusing mainly on 'Growing our People' as it is vital we enable our employees to be confident and competent with the technologies and systems we use to deliver services both now and in the future. Digitally skilled employees can exploit technology and change how processes and ways of working can be made more customer focused, of higher quality and efficient.

### 3.2 The strategy is focused on 4 key priorities;

**Priority 1 - *Digital Literacy of Staff*** - East Lothian Council continues to provide a range of training opportunities related to all aspects of digital learning. The Digital Learning Team have recently built an in-house platform called the 'Learning Library' which ensures a flexible approach to professional development. The platform offers a range of asynchronous learning opportunities, tracked and monitored by ELC to support the development of knowledge, understanding and confidence in digital pedagogy. We will continue to broaden these offers for all staff.

**Priority 2 - *Infrastructure*** - Our Infrastructure has recently been upgraded to enable more stable internet connections within all settings. Primaries now receive 100Mbps with secondaries up to 1Gbps. We will continue to assess the Wi-Fi connections as well as aim to improve and streamline the filtering software recently introduced to all staff and learners, ensuring a safe learning environment.

**Priority 3 - *Digital Learning and Teaching*** – Having now established several vehicles for developing digital pedagogy we will continue to nurture our relationships with individual schools, ASGs and the Digital Community. The Digital Community remains integral to future developments through rigorous feedback, testing and capturing of pupil voice throughout the year.

**Priority 4 - *Digital Distance Learning*** - Online distance learning opportunities within East Lothian's Digital Consortia will increase equity of access to course choice for learners. Continuing to highlight National offers from West OS and e-sgoil are important to pupils in the senior phase.

### 3.3 The Learning, Connected project (Appendix 3) will be heavily driven by the action plan of the Digital Learning and Teaching Strategy. The Learning, Connected project is a comprehensive approach to standardise technology access for all students. This initiative introduces a 1:1 Chromebook ratio for secondary school pupils, who will keep their specific devices from S1 until they leave school. To ensure financial sustainability and equity, older devices from secondary schools will be assessed and redistributed to primary schools to

achieve a 1:2 device-to-pupil ratio. The council plans to extend the lifespan of these tools from four to six years, aligning with updated Google support policies to maximise the value of existing assets. This logistical shift aims to provide a consistent digital learning experience across the authority without requiring additional funding beyond current budgets. Through phased implementation and streamlined IT management, the proposal seeks to eliminate the current disparities in hardware availability between different school catchments. The Learning, Connected project has seen 2 secondary schools onboarded already (Dunbar Grammar School and Knox Academy) with another 5 schools to be completed this school year.

3.4 The Strategy document comprises of 5 key sections, outlined below;

**Section 1: Rationale for Change** - This strategy is a focused action plan supporting change within East Lothian Schools from Nursery to school leavers. The strategy has been developed using consultation which comprised engagement and discussion with children and young people, teachers and support staff, school leaders, delivery partners and staff from other service areas of the Council.

**Section 2: Current Position** – The current landscape for digital learning and teaching in East Lothian Council encapsulates infrastructure, skills and knowledge and our learning platform, all of which are key focus areas we aim to improve for teachers and students across the estate.

**Section 3: Digital Strategy Overview** - A robust, Digital Learning and Teaching Strategy will support schools in providing an equal opportunity in learning for **every** pupil regardless of their needs or access.

**Section 4: Key Strategy Actions** – The Digital Learning and Teaching Strategy action plan breaks down the key priorities within the strategy. These 4 priorities are; Digital Literacy of Staff, Infrastructure, Digital Learning and Teaching and Digital Distance Learning.

**Section 5: Links to online resources and documentation** – Many documents supported the details and priorities within the strategy. This section enables anyone quick and easy access to this related content.

3.5 Three groups have been established to ensure the delivery of the strategy whilst remaining aware of other ongoing priorities.

**Edu/IT Group** – Will focus on monitoring the delivery of the strategy for schools. This includes representation from end user platforms, Service Desk, IT Security, Digital Learning Team to ensure that the infrastructure and protocols are supporting a prosperous learning environment.

**Digital Development Discussions** – focused on driving forward the ongoing development and implementation of the strategy. This has been woven into the pre-existing Head Teacher updates which occur

each month. Ensuring Digital Learning is a standing item ensures all Head Teachers are kept abreast of continuing developments.

**East Lothian Digital Community** - The community encourages multiple staff members from schools to be involved in the development of digital skills, testing new hardware and software and most importantly providing staff and pupil feedback on suggested next steps. The agenda for each digital community session will be built around the delivery of the Digital Strategy.

#### **4 POLICY IMPLICATIONS**

- 4.1 The Digital Learning and Teaching Strategy will provide a basis for ensuring the Education Service delivers on its commitment to ensure all educators, learners and parents take advantage of the opportunities offered by digital technology, to raise attainment, ambition and opportunities for all. The strategy will align with several other East Lothian strategies, including the Included, Engaged, Involved suite of policies, the Raising Attainment Strategy and to the Council's Digital Strategy.

#### **5 RESOURCE AND OTHER IMPLICATIONS**

- 5.1 Finance: The cost of the Learning, Connected project is being met from within the current Education budget.
- 5.2 Human Resources:
- 5.3 Other (e.g. Legal/IT):
- 5.4 Risk:

#### **6 INTEGRATED IMPACT ASSESSMENT**

- 6.1 ***Select the statement that is appropriate to your report by placing an 'X' in the relevant box.***

An Integrated Impact Assessment screening process has been undertaken and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council's role as a corporate parent; or the storage/collection of personal data.

**or**

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

x
---

Subject	Impacts identified (Yes, No or N/A)
Equality and human rights	Yes
Socio-economic disadvantage/poverty	Yes
Climate change, the environment and sustainability	Yes
Corporate parenting and care-experienced young people	No
Storage/collection of personal data	No
Other	No

*[Enter information on impacts that have been identified]*

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

[https://www.eastlothian.gov.uk/info/210602/equality\\_and\\_diversity/12014/integrated\\_impact\\_assessments](https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments)

## **7 APPENDICES**

### **7.1 Digital Learning and Teaching Strategy**

Digital Learning and Teaching Strategy (Action Plan)

## **8 BACKGROUND PAPERS**

### **8.1 Learning, Connect Project Paper**

Integrated Impact Assessment for the Digital Learning and Teaching Strategy & Learning, Connected Project.

## **9 AUTHOR AND APPROVAL DETAILS**

**Report Author(s)**

<b>Name</b>	David Reid
<b>Designation</b>	Education Support Officer (Digital Learning)
<b>Tel/Email</b>	Email – <a href="mailto:dreid1@eastlothian.gov.uk">dreid1@eastlothian.gov.uk</a> Tel - 07547812164
<b>Date</b>	27 <sup>th</sup> January 2026

#### **Head of Service Approval**

<b>Name</b>	Nicola McDowell
<b>Designation</b>	Head of Education
<b>Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed</b>	yes
<b>Approval Date</b>	23.02.26

Appendix 1.



**Digital Learning and  
Teaching Strategy Update 2026**

## **Introduction**



### **Section 1: Our Rationale for Change**



### **Section 2: Our Current Position**



### **Section 3: Our Digital Strategy Overview**



### **Section 4: Digital Strategy Action Plan (Separate document)**

- **Priority 1 – Digital Literacy of Staff**
- **Priority 2 – Improving Infrastructure**
- **Priority 3 – Digital Learning and Teaching**
- **Priority 4 – Digital Distance Learning**



### **Section 5: Links to online resources and documentation**

**Lesley Brown - Executive Director - Education & Children's Services**

Developing the digital skills for all our learners has never been more important as we prepare them for their future lives and careers in an increasingly digital age. Technology will play a critical role in shaping the way we learn and teach. The widespread adoption of digital tools and platforms has created exciting opportunities for enhancing the quality and accessibility of education and this digital learning and teaching strategy represents a bold and innovative approach to seizing those opportunities. This strategy has been developed with the goal of creating engaging and exciting learning experiences for our children and young people, while also empowering educators to be more effective and efficient in their teaching. I believe this strategy has the potential to transform digital learning and teaching and inspire and engage our learners to have success in the digital age. I am delighted to endorse it.

## **Nicola McDowell - Head of Education**

Digital devices are ever present in our day to day lives, in the way we learn, communicate, work and share. Whilst this has been a monumental shift for many adults over the last year, for many of our children and young people, the digital age is the only one they have ever known. We have a special opportunity to embrace change, using it to inspire and engage young people with learning and life.

Embracing these changes also resonates with the aims outlined in East Lothian's Raising Attainment Strategy, Priority 1. 'Consistent, high-quality pedagogy that meets the needs of all learners and prepares them for the World of Work' and 'Effective design and use of the learning environment, learning resources and digital technologies to enhance learning experiences.'

Improved outcomes for all learners is at the core of Education in East Lothian and it is imperative that as a service, we build on the skills our staff, learners, parents and carers have gained through this time and make even more progress in improving outcomes for East Lothian learners. This cannot happen without embedding a robust strategy that is communicated, agreed and supported by all stakeholders involved to achieve the idea of a digital culture in all our schools. It is necessary to ensure the pedagogy and use of devices across East Lothian schools matches expectations and needs of learners that will ultimately make a difference to the delivery of high-quality learning experiences and improving outcomes.

This strategy is focussed on supporting schools and Early Learning and Childcare settings to be ambitious, innovative and forward thinking about working together to improve the outcomes of all children and young people. There are shared challenges for us all in addressing the impact of poverty, inequalities of access, disadvantage or disability and the key strategies outlined here have the potential to empower schools to rethink how they approach digital literacy and learning within each unique setting. Through being pro-active, ambitious and sharing the vast knowledge we have, we can collectively make a real difference to the lives and outcomes of our children and young people.

## Section 1 - Our Rationale for Change

From the Scottish Government document '[Literature Review on the Impact of Digital Technology on Learning and Teaching](#)' there is evidence to support that digital tools and resources can help reduce gaps in subject attainment where they are effectively implemented. There is promising evidence that digital equipment and resources can help learners with additional support needs to improve their skills and competences in literacy and numeracy. Teachers' skills and competences in recognising how to use digital tools and resources and apply them effectively are critical to achieving positive results for learners with additional support needs or who are disadvantaged in other ways. This strategy is focused on supporting change within East Lothian Schools from Nursery to School leavers. The Strategy has been developed using consultation with children and young people, teachers and support staff, school leaders, delivery partners and staff from other service areas of the Council, as well as extensive discussion with neighbouring local authorities. The strategy has also been developed in line with East Lothian Council's updated Digital Strategy, April 2022- March 2027. From this process, strategic principles and objectives emerged, together with priorities for action. Following the initial document, approved by Education Committee in 2023 revisions of this document have been made and are reflected upon.

East Lothian's Digital Learning and Teaching Strategy acknowledges that;



Relationships have a central role in all teaching and learning.



All references to the term '*devices*' represent hardware that is purchased, managed and supported by East Lothian Council. This bears no reference to personal devices such as internet enabled mobile phones, tablets or laptops.



It is necessary to further build confidence and skills related to the utilisation of digital technologies in schools, working with staff, learners and families to continue steps already taken.



Understand that the investment in professional learning is the foundation for improvement.



Recognise that inequalities exist in the life chances of children and young people with disadvantaged and vulnerable backgrounds.



Access to appropriate devices, connectivity and learning platforms are fundamental to success.



Collaboration, sharing knowledge and practice across East Lothian, other local authorities, partners and Education Scotland will support positive change and improve outcomes.



UNCRC is integrated into Scottish Law, this consideration will be applied through the creation and implementation of this strategy.

## **Children and Young People**

Digital technologies and the skills gained throughout a young person's learning journey are crucial to the way in which they engage with learning, and the modern world. Digital skills are key enablers for young people to access the world around them, supporting learning from any location at any time, giving instant access to the world of information and communication. They have a direct impact on the decisions they will make for their futures.

Learners, and their families, need support from us to develop confidence and skills in learning independently and collaboratively. This learning needs to be interactive and engaging, targeting what learners need to do to progress and improve. Teaching and learning about, and through, a wide range of digital technologies develops independence and encourages innovation, creativity, sharing and collaborating which is impactful on learner outcomes. To enable and enrich learning, we need to ensure good access to appropriate technology and devices, and high-quality pedagogy which capitalise on these opportunities.

## **Early Years**

The keys to all successful early learning are the experiences, interactions and environments we provide for our children. Today's young children are growing up in a world in which digital technology is pervasive and they will already have been exposed to the digital world at home. Learning for our youngest learners is significantly enriched through well planned digital experiences where children are learning about technology and learning through technology, in its widest sense.

## **Additional Support Needs**

All children and young people have the right to get the support they need to reach their full potential. Digital technologies offer significant possibilities for those with additional needs and with a commitment to improve, we can utilise these technologies to reduce barriers which face people with additional needs.

Well planned, creative use of digital assistive technologies can improve equity of access for individuals with additional needs and provide opportunities for greater inclusion and increased independent learning and participation in the life of the community.

## **Staff**

Digital technologies and the pedagogies which they support are of central importance for staff delivering high quality experiences which engage learners and reduce barriers for young people. The digital literacy of staff is pivotal to the successful engagement with digital technologies and the rich opportunities for learner engagement, achievement and equity this brings. Developing skills in this area is the responsibility of all of us and good access to high quality professional learning is a key aspect of this strategy. The tools to deliver learning effectively are of obvious importance and getting this right will involve creativity and innovation along with a commitment to an investment of time and financial resources.

## Section 2 – Our Current Position

### Improving Infrastructure

Ensuring that staff, children and young people have access to the devices, platforms and connectivity to engage in digital learning is essential in ensuring the necessary skills are incorporated into learning experiences in schools. East Lothian is continuously assessing the number of devices in schools and how this is working with regards to connectivity. The ratio of devices to pupils vary across East Lothian Schools and a key element of this strategy aims to ensure an equitable digital learning experience across all schools. Due to this reason, we have realigned our current aims of a 1:2 ratio in all schools, with the approach now moving towards a 1:1 ratio for all high schools and continuing with the 1:2 model in primaries. Further details on this rollout can be found via the [Learning, Connected Project paper](#). This approach aligns with the aims outlined in East Lothian's Digital Strategy, stating '*We will continue to invest heavily in ICT in our schools to ensure they have the hardware, software and skills required to meet these goals. This will be done within the parameters of Scottish Government funding and policy intent*'.

Our infrastructure upgrade project has been successfully completed as of summer 2025, delivering enhanced bandwidth connectivity across all schools. All Primary Schools now benefit from a minimum of 100 Mbps connections, with several of them already upgraded to 200 Mbps to meet increasing demand. Secondary Schools are equipped with 1 Gbps connectivity. This upgrade supports the delivery of media-rich content essential for today's digital learning environments.

We continue to actively monitor bandwidth usage across the network to identify and respond to evolving infrastructure requirements. While improvements to broadband connections were part of the project scope, the increasing number of devices in schools may still present challenges. However, the centralized management and control of applications and platforms ensures bandwidth usage remains within capacity, enabling reliable and effective use of technology in classrooms.

Our IT team is actively progressing with the integration of Zscaler Private Access (ZPA) to all Windows devices as part of our ongoing efforts to modernize infrastructure in alignment with East Lothian’s Digital Strategy: “When transforming existing services or designing new ones, we will design them digital by default.” This strategic direction enables us to adopt secure, scalable, and cloud-native solutions that enhance service delivery and operational resilience.

The ZPA project introduces a Zero Trust security model, ensuring that access to internal applications is granted based on user identity, device posture, and contextual policies. Unlike traditional VPNs, ZPA does not expose applications to the internet, significantly reducing the attack surface and mitigating risks such as lateral movement and unauthorized access. This marks a major step forward in strengthening our cybersecurity posture. From an infrastructure perspective, ZPA helps address ongoing challenges with bandwidth management and the deployment of applications to heavily shared devices.

The Aruba Wi-Fi upgrade is now fully completed, delivering seamless and reliable connectivity across all areas of the school. Bandwidth per user has been significantly increased to enhance the digital experience for both staff and students. School resources are now accessible over wireless connections, removing the dependency on hardwired machines and enabling greater flexibility in how devices are used. Enhanced web filtering has also been deployed, allowing students to take their devices home while maintaining the same level of protection and safeguarding as they receive within the school environment. The introduction of the Eduroam network across all school sites has further improved accessibility for visiting educators. Staff from other institutions—such as Edinburgh College—can now securely connect to our network when working in our classrooms, supporting collaboration and continuity in teaching.

Education and IT have also invested in securing the existing Google Workspace environment in several ways. Recently, Checkpoint Harmony has been applied to school Gmail accounts, this is a unified cybersecurity solution designed to protect users and devices, ensuring comprehensive security against sophisticated

cyber threats. Checkpoint Harmony prioritises the security of email inboxes for users with both a Microsoft or Google account. The technology is built to stop the most dangerous threats, which to Education settings are phishing and ransomware attacks.

In addition to protecting our online environments, there has also been significant investment into the acquisition of a back up solution for all resources stored within Google Workspace. With the increased use of technology in schools comes an increased number of files. Staff and learners have a wealth of resources stored within their Google Drive; therefore it was of great importance that ensuring the safety of these resources must be prioritised as digital learning progresses in East Lothian schools. This solution ensures the safety and security of all files if issues were to arise with Google's storage system.

## **Digital Devices**

East Lothian Council purchase, support and manage a range of devices across schools. The primary device which is accessible to all learners is the Chromebook. This can come in a variety of styles, as a standard laptop, a touchscreen model, Chromebook Flip or in tablet form. All these devices utilise the same Chrome operating system and fundamentally work in the same manner. Our [standard model, from HP](#) is a non-touchscreen, robust and ruggedised model that is ideal for busy educational environments. Tablets and touchscreen devices are used as an alternative to suit a range of additional educational requirements. A pilot project is in place across several primary schools to evaluate the impact using a [Chromebook Flip](#) has on teaching and learning, this is being tests across all stages of primary education.

In our high school learners will experience using a range of devices and digital tools for learning. Through the Learning, Connected project, each learner will receive a 1:1 Chromebook for supporting their day to day learning. In subjects such as CDT, Business Education and Computing, access to Windows PCs will enable them to access the subject specific software required to deliver the course contents.

Having access to a range of appropriate devices will ensure that planning, teaching and assessment can be enhanced through the effective use of technology. Referring to the aims in the [Pedagogy Sail \(Enabling Learning\)](#) devices can aid and support the planning and implementation of successful learning experiences.

The use of internet enabled personal device (smartphones, tablets) is devolved to individual school policy and will reflect the thoughts and preferences of the school community. Consultation with parents/carers, learners and staff will formulate the actions taken regarding these devices in school. East Lothian Council do not have a centralised mobile phone policy for schools, [as per the guidance provided by the Scottish Government](#).

### **Online Safety**

Due to the increase in access to technology and the rise in usage across schools, East Lothian have recently invested in a new web filtering service called [Lightspeed](#). Lightspeed is specifically designed for schools and educational institutions. Its primary purpose is to create a safe and secure online learning environment for students and staff. Lightspeed applies to all Council managed devices, both in school and at home, inclusive of personal Chromebooks when the user is logged into their school account. Other personal devices including mobile phones and tablets are not filtered using Lightspeed rules.

In summary, here are some of the main features of Lightspeed.

- **Blocks Inappropriate Content:** It filters out websites and content that are deemed harmful, distracting, or unsuitable for students, helping schools comply with internet safety regulations.
- **Monitors Online Activity:** It provides tools for administrators to monitor student web activity, including websites visited, applications used, and searches performed. This helps identify potential issues like cyberbullying, self-harm, or other concerning behaviours.
- **Customisable Policies:** East Lothian can create granular filtering policies based on specific content categories (e.g., social media, gaming, AI tools), allowing for tailored access based on educational needs.

- **Provides Reporting and Analytics:** It offers detailed reports and dashboards that provide insights into online usage, allowing data-driven decisions about digital learning environments and the ability to quickly troubleshoot issues.
- **Supports Various Devices and Locations:** It works across all council managed devices and provides filtering both on and off the school network, ensuring consistent safety for learners.

In essence, Lightspeed Filter helps schools manage and control internet access to promote a focused, safe, and compliant digital learning experience.

As part of the ongoing efforts to ensure East Lothian learners are equipped with the skills necessary to be responsible digital citizens, all primary schools will be utilising resources via Google's '[Be Internet Legends](#)'. The Digital Learning Team alongside the Digital Community have begun exploring these resources in depth and aligning the resources with the needs of East Lothian's young people. Further work is outlined in the action plan to create a framework of support materials that will enable appropriate input at all stages.

### **Digital Literacy of Staff**

East Lothian Council provide a range of training opportunities related to all aspects of digital learning. Going forward the training model will be designed to encourage staff to engage with an active digital community to maximise support and CLPL opportunities aligned to the needs of East Lothian staff.

Reference to the [Teacher Digital Skills Toolkit](#) provided by Education Scotland will formulate a framework for support customised to the learning platforms available to East Lothian staff. The Teacher Digital Skills Toolkit has been created in conjunction with teaching staff from all Scottish Local authorities and is aligned to the [Essential Digital Skills Framework](#) issued by the UK Government. These documents will also be utilised alongside the [Learner Digital Skills Toolkit](#) to review and update the existing [East Lothian Technologies Frameworks](#) in collaboration with the Digital Community.

Digital Champions had previously been established across East Lothian Schools, linking directly to the Self-Improving Schools Strategy and to the Empowerment Agenda. The Digital Champions programme relaunched in 2023 as **East Lothian's Digital Community**, encouraging multiple staff from schools to engage in professional discussion, software reviews, pedagogical approaches, developing the assessment and tracking for digital skills through rubrics and hardware, in order plan for effective support across the estate. This community will also be a key driver in the implementation of the strategy across all schools. By creating a community who are enthusiastic and skilled will enable a wide range of professional learning opportunities to take place across the council, ranging from school support sessions, ASG training and a blend of synchronous and asynchronous CLPL events. This programme aims to capitalise on the skilled professionals we have working in school, fostering their passions and sharing their knowledge with their colleagues. This will be supported centrally by regularly support sessions at the East Lothian Digital Community group organised and delivered as part of our Professional Learning afternoon agreed dates five times per year. As part of UNCRRC, we will encourage staff to bring along ideas outlined by learners from their settings to ensure that pupil voice is heard in the developments around Digital Learning and Teaching, with learner input planned across the school year.

AI has the power to transform education in many ways, by personalising learning for individuals, automating administration tasks and enhancing teaching tools. In East Lothian Council all staff have access to a suite of AI tools managed by IT. Since 2025 all staff have had access to Copilot via our current Microsoft Office 365 licensing. Since August 2025, the Digital Community have been testing features available within Gemini, included in our Google Workspace licensing. Since then, the group has shared several effective ways these tools can be used to reduce workload, improve learning experiences and assist with planning and assessment. From October 2025 all East Lothian staff will have access to Gemini, Gemini for Classroom and Notebook LM. As AI develops further, the Digital Community will continue to assess any new features, which will be shared via accessible CLPL hosted on the ELC Learning Library.

### **East Lothian's Learning Platform**

In 2006, the first phase of the Scottish Glow school's intranet (2005 – 2010) was emerging. Glow was seen to be the platform that would enable access to email between teachers and students, but due to an unexpected delay and the issue with access to email, the newly launched, free "Google Apps" service, which included Gmail, was deployed in East Lothian.

Deployment of Google Apps had the unexpected side effect of allowing staff to find that it also offered very strong support for the new types of learning activities envisaged under CfE, particularly the ability to edit shared documents. In practice, the Google system became very popular, with strong, organic growth. In addition to functionality, this was a direct result of the excellent usability it offered, not designed for office workers, but for Education. That excellent usability made it possible for staff and pupils, in both Primary and Secondary settings to enjoy using it, and to make progress with the tools available.

That trend has continued, with Google Workspace becoming the primary platform for teaching and learning in East Lothian. Glow is still available, use is recognised for aspects of professional learning and for engagement in national offers such as e-sgoil.

In recent times, IT alongside Education have refined the use of this digital learning platform with structures and processes in place for ensuring a safe and prosperous learning environment. Some of the key changes made recently included the removal of Gmail for primary learners, stricter controls on the use of Google Groups and an equitable approach to web applications and the Google Playstore, ensuring that all learners across the authority are provided with the same user experience.

### **Distance Learning**

Online distance learning opportunities within East Lothian schools and developing partnership with e-Sgoil and other authorities will increase equity of access to course choice for learners. It is paramount that the schools are aware of the developments of national offers related to specific courses and can utilise digital skills to enable access of these opportunities for students.

Following the developments of the National e-Learning Offer, East Lothian now have access to a wide range of study support sessions for students sitting National 5's, Highers and Advanced Highers. It is important that the offers through NeLO are promoted and made accessible to East Lothian schools. This will be supported by promoting the use of Glow for both staff and pupils in High schools. (Priority 3.6). Engagement with these offers will be discussed in schools, at ASG meetings and Head teacher meetings, to ensure that all 7 East Lothian High schools are aware of the support being offered on a national level. (Appendix 2 – National platforms available to schools).

Development of an online consortium approach to senior phase courses provides the opportunity to address the challenge of maintaining a breadth of offer, whilst ensuring this is equitable across our schools irrespective of the cohort size. A programme of pilots should be developed to test and develop course delivery models, providing a balance of online delivery, independent learning and opportunities for in-person learning, teaching and assessment. This process should engage with a range of stakeholders including young people, teaching staff, school leaders and professional associations. Decision making should be informed by outcome measures, including attainment.



### **The UN Convention on the Rights of the Child (UNCRC) in Scotland**

On the 16th March 2021, the Scottish Parliament unanimously passed a Bill to incorporate the United Nations Convention on the Rights of the Child (UNCRC) into Scots law. Following a referral to the UK Supreme Court which required amendments to the Bill, the legislation was reconsidered and passed again by Parliament. The UNCRC (Scotland) Act 2024 came into full force on the 16th July 2024.

This Act makes it unlawful for public authorities, including the Scottish Government, to act in a way that is incompatible with the UNCRC requirements as incorporated into the Act. It ensures that the rights of children and young people are given the highest possible legal protection within the powers of the Scottish Parliament.

A central requirement of the Act is that children and young people's views must be considered in decisions that affect their lives. This is fundamental to the development of digital learning in East Lothian Council. Pupil voice has been filtered through the Digital Community which informs next steps regarding pedagogy, software availability and how tools are used in East Lothian classrooms. Through the Learning, Connected project, a key element is to extract

pupil voice on a regular basis to assist in addressing challenges with the project, meeting learners needs with the devices made available to them and to share good practice between schools.

All articles within the UNCRC are available [here](#) as a summary. Four of the 54 articles of the UNCRC are particularly relevant to the creation and implementation of this strategy:

**Article 2 (non-discrimination)** – through the action plan and device ratios, we aim to provide all learners in primary and secondary school with the same level of access to digital hardware and tools to enhance learning experiences. Processes related to learners with ASN will be followed to ensure appropriate access to the right technologies is achieved.

**Article 12 (respect the views of the child)** – regular consultation with learners will take place to ensure the online learning environment is meeting their needs. An opportunity to highlight any issues/successes can be shared and implemented into approaches taken across the authority.

**Article 17 (access to information)** – all learner accessible devices are now equipped with high quality filtering agents that ensure a safe and prosperous learning environment, removed from any harmful material.

**Article 28 (right to education)** – Ensuring access to technology that enhances core digital skills and prepares learners for the future is paramount and this strategy aims to develop and refine digital skills from early stages of primary school into the senior phase of high school.

## **Digital Inclusion**

For children and young people, digital participation is essential in developing the skills required for learning, life and work. A significant number of East Lothian children and young people live in areas of social and economic disadvantage and are unable to access the same levels of technology and online services as those in more affluent areas. Digital exclusion can impact negatively on wellbeing, educational attainment and employment opportunities. East Lothian have been able to target this issue with investment into providing 1:1 devices for children and young people in these situations. This has been aided by grants provided by Scottish Government which enabled East Lothian to distribute over 2000 Chrome devices. With the movement towards 1:1 devices across the county, the aim is to eradicate this issue entirely, ensuring all young people in Scotland have access to technology for learning.

## **Additional Support for Learning and Digital Devices**

East Lothian Council believes that inclusion is the cornerstone for schools to achieve equity and excellence in education for all our children and young people. An inclusive approach with an appreciation of diversity and an ambition for all to achieve their full potential is essential to getting it right for every child (GIRFEC) and raising attainment for all.

## **Child Planning Framework**

The Child Planning Framework (CPF) is East Lothian Council's approach to ensure adherence to GIRFEC and the National Practice Model associated with the Children and Young People (Scotland) 2014 Act. The CPF is a staged intervention model:

The three levels of the Child's Planning Framework are as follows:

<b>Universal</b>	Additional support/wellbeing needs are met in classroom by the class teacher. Differentiation/modification to the curriculum/environment may be required. Advice and support may be provided by Support for Learning staff or school nurse.
<b>Additional</b>	A higher level of intervention is required over a sustained or planned period and may require support from other agencies out with the school e.g. Speech and Language Therapy, Children's Services, Educational Psychology Service. Detailed planning is required and recorded in a Child's Plan and/or Individualised Education Plan (IEP). As and when co-ordination of support is required, a Child's Planning Meeting will be held and the outcome recorded on a Child's Plan.
<b>Targeted</b>	Children and young people with significant and continuing level of need requiring multi-agency support e.g. educated within a specialist provision or children looked after by Local Authority. Detailed planning is required and recorded in a Child's Plan and Individual Education Plan. A Co-ordinated Support Plan (CSP) may also be required.

In line with this framework, The Equity & Inclusion service can consider the provision of a 1:1 digital device in **exceptional circumstances** for children and young people **where there is clear evidence that needs cannot be met through the provision of a school device.**

Further information about this process can be accessed via [this guidance](#):

## Chromebooks

Chromebooks include accessibility features, straight out of the box, unlocking learning experiences for students with diverse needs, abilities and learning styles. Built-in settings and easy-to-use apps and extensions help customise the learning experience to include and engage every student. Below are some of the key features that assist in supporting children with a variety of needs:

Visual	Hearing	Motor
<a href="#">Screen Magnifier</a>	<a href="#">Closed Captioning</a>	<a href="#">On-screen Keyboard</a>
<a href="#">Chrome Vox - Screen Reader</a>	<a href="#">Mono Audio</a>	<a href="#">Touchpad Settings</a>
<a href="#">Visual Aids (mouse Cursor/colour options)</a>	<a href="#">Translation in Google Docs</a>	<a href="#">Physical Keyboard Settings</a>
<a href="#">High-Contrast Mode</a>	<a href="#">Dictation</a>	<a href="#">Sticky Keys</a>
<a href="#">Highlight Cursor and Text</a>		
<a href="#">Select-to-Speak</a>		
<a href="#">Braille Support</a>		
<a href="#">Reading Mode</a>		
<a href="#">Colour Overlays</a>		

For access to all additional support content related to the use of Google Workspace, access our YouTube channel [here](#).

## Digital Learning in the Early Years

[East Lothian Council's Early Learning and Childcare](#) website is a one-stop-shop for all our Early Learning and Childcare practitioners. Access to key documents, examples of good practice or resources for your continuing professional development, providing support through a user-friendly site.

The website has been designed to be accessed through any computer, tablet or phone. New resources are regularly being added updates are communicated through a weekly ELCC Newsletter.
















Early Level - Digital Literacy			
Key Concept	Experiences & Outcomes	Examples of Learning Activities	Benchmark to Support Teachers' Professional Judgement of Achievement of a Level
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. TCH 0-01a	<p><b>When learning about sharing ideas with pictures and videos learners might:</b></p> <p>Gather examples of landmarks and people in the local community by taking screen shots from Google Earth or Maps.</p> <p>Capture photos and videos from a trip out in the local community and then collate and discuss these back at the nursery/class. Learners can then discuss what the image will be used for and if the learners have permission to use or share the image</p> <p>Use multimedia apps, such as Jamboard or ChatterPix Kids to express their thoughts and demonstrate their understanding by recording their voice and adding it to a photo to create an animation</p> <p>Choose what images and videos are shared on school blog or social media that communicate the learners' experiences</p> <p>Record different types of video, including slow-motion and time-lapse, to support investigations in STEM learning, such as: a Venus Fly Trap catching a fly, a spider spinning webs or gravity races with dropped objects.</p> <p>Use a digital device to share media to present information/ideas to their peers, for example a photograph slide show or piece of video recorded on a device to the rest of the class, for example: Adventure Ted, home learning, special news from home (family would share the media with educators first)</p> <p><b>When learning about how things work learners might:</b></p> <p>Play at a 'tinker table' or 'exploration station' where they can explore and experiment with a variety of digital devices, such as: alarm clocks, cameras, stopwatches, calculators, BeeBots and old computers or phones.</p>	<ul style="list-style-type: none"> <li>Recognises different types of digital technology</li> <li>Uses digital technologies in a responsible way and with appropriate care</li> <li>Identifies icons for different applications</li> <li>Identifies and consistently uses the close icon</li> <li>Open and close a pre-saved file (open an app)</li> <li>Logs on to a preferred device with a given password</li> </ul>

## Early Years Digital Skills Progression

This document has been created in line with East Lothian's Digital Learning and Teaching Strategy and is intended to support schools in using technology to enhance learning experiences and outcomes. This document is based on the document '[What Digital Learning Might Look Like](#)' by Education Scotland and uses the [National Benchmarks](#) created and published by Education Scotland in August 2020. Full access to this document available [here](#).

## Why a Digital Learning and Teaching Strategy?

A robust, Digital Learning and Teaching Strategy will support schools in providing an equal opportunity in learning for **every** pupil regardless of their needs or relative level of disadvantage. Well planned digital learning and teaching which takes account of the specific needs of learners can:

-  Provide equality of learning for all.
-  Support the access to learning anytime, anywhere.
-  Widen subject choices and support access to specialist learning.
-  Bridge the gap with further education and employers.
-  Allow for more partnership working.
-  Enhance accessibility and independent learning.
-  Develop core digital skills.
-  Promote learner motivation and engagement.
-  Support enhanced opportunities for learners with additional support needs.
-  Improve educational outcomes and learning across a range of subjects.
-  Facilitate learners to take control of their learning.
-  Support ongoing, uninterrupted learning for young people.
-  Reduce workload for staff and facilitate higher impact for lower input.

## Section 3 - Our Digital Strategy Overview

The image to the right outlines some key aspects of the Digital Learning & Teaching Strategy. These key areas have been explored in more detail within the Action Plan.



### OUR DIGITAL STRATEGY 'AT A GLANCE'

#### Priority 1 - Digital Literacy of Staff.

- 1a** - Digital Strategy discussed as part of school improvement
- 1b** - Development of CLPL offering via Learning Library.
- 1c** - Review of all Digital professional learning in line with PRD.
- 1d** - Easily accessible central Hub for digital resources and support.
- 1e** - Focus on developing the use of Chromebook Accessibility features.

#### Priority 3 - Digital Learning and Teaching.

- 3a** - Digital Schools Award Scotland and supporting documents.
- 3b** - Digital Community Growth
- 3c** - Virtual Learning Lessons to support pedagogy.
- 3d** - School case study
- 3e** - Digital Leaders Scotland
- 3f** - Employability Skills.
- 3g** - Digital Exams
- 3h** - School Reviews incorporating feedback on digital pedagogy.

#### Priority 2 - Digital Infrastructure.

- 2a** - Secondary schools 1:1 and primaries 1:2 ratio.
- 2b** - Review and Upgrade of Google Workspace licensing
- 2c** - Zscaler updates to improve security
- 2d** - Lightspeed used to ensure digital safeguarding.
- 2e** - East Lothian's Baseline Specification for all Classrooms.
- 2f** - Standardise Chromebook functionality for all schools.

#### Priority 4 - Digital Distance Learning.

- 4a** - Secondary Collaboration to widen subject offers via Digital Consortia.
- 4b** - Continuing to access and use resources available on West OS and e-Sgoil
- 4c** - Continue and develop links with colleges, partners and apprenticeships.













## Evaluating the Strategy

There are several approaches which can be used by the Council and educational establishments to evaluate the impact of digital learning and in supporting learners and improving outcomes for children and young people. Ongoing monitoring and evaluation of the Digital Learning & Teaching Strategy will identify approaches which are successful, and those which need to be redefined or changed.

### Is an equality Impact Assessment required as part of this?

#### The impact of the Digital Education Strategy will be evaluated in the following ways:

-  Digital Learning approaches incorporated into school reviews process, focused on Quality Indicator 2.3.
-  Education Service reviews and audits of digital learning, including scrutiny of school improvement plans, Standards and Quality reports, and associated policy documents.
-  Ongoing reviews of progress in implementing the Council's Technologies Framework/Digital Skills Progression.
-  Using Quality Indicator 3.3 from [How Good is our School 4](#) as a benchmark for school self-evaluation and improvement planning.
-  Regular discussion with staff and learners via the established Digital Community Group.
-  Analysis of key actions to have direct links to Raising Attainment Strategy and [Inclusion, Equality and Accessibility for All](#) policy. What other strategies need to be referenced here?
-  Feedback and evaluation from CLPL opportunities made available to staff.
-  Feedback from stakeholders, including children and young people, parents/carers and school and Council staff.
-  Ongoing success and engagement stats related to the ELC Game Jam and Digital Schools Award Scotland
-  Developments of the Council Infrastructure, focusing on meeting devices ratios, network reliability and effectiveness of filtering solution.

## East Lothian Documents/Resources

 [EduHub](#)

 [Digital Learning Staff Guidance](#)

 [East Lothian Early Learning and Childcare Website](#)

 [ELC Early Years Digital Skills Progression](#)

 [ELC Primary Digital Skills Progression](#)

 [ELC Technologies Framework](#)

 [micro:bits Progression Planner](#)

 [micro:bits Teacher Guide](#)

## National Resources

 [Digital Schools Award](#)

 [Digital Schools Award YouTube Channel Teaching](#)

 [Teacher Digital Skills Toolkit](#)

 [Features of Highly Effective Digital Learning &](#)


 [Glow Login Page](#)

 [Promethean Resource Centre](#)

 [Barefoot Computing](#)


 [Digital Leaders Scotland](#)

 [DigiLearn.Scot](#)

 [What Digital Learning Might Look Like](#)

 [Curriculum for Excellence Benchmarks](#)

 [Learner Digital Skills Toolkit](#)

 [CIRDEE Yearbook – Digital Literacy](#)

 [HGIOS4](#)

### Appendix 3 - A summary of the UN Convention on the Rights of the Child.

(Click [here](#) for a more detailed summary)



Appendix 2.

**Digital Strategy Action Plan (Update 2026)**

The image to the right outlines some key aspects of our Digital Learning & Teaching Strategy. These key areas have been explored in more detail and links embedded to help support our schools in addressing these points in their own setting.

**East Lothian Council**

## OUR DIGITAL STRATEGY 'AT A GLANCE'

### Priority 1 - Digital Literacy of Staff.

- 1a** - Digital Strategy discussed as part of school improvement
- 1b** - Development of CLPL offering via Learning Library.
- 1c** - Review of all Digital professional learning in line with PRD.
- 1d** - Easily accessible central Hub for digital resources and support.
- 1e** - Focus on developing the use of Chromebook Accessibility features.

### Priority 2 - Digital Infrastructure.

- 2a** - Secondary schools 1:1 and primaries 1:2 ratio.
- 2b** - Review and Upgrade of Google Workspace licensing
- 2c** - Zscaler updates to improve security
- 2d** - Lightspeed used to ensure digital safeguarding.
- 2e** - East Lothian's Baseline Specification for all Classrooms.
- 2f** - Standardise Chromebook functionality for all schools.

### Priority 3 - Digital Learning and Teaching.

- 3a** - Digital Schools Award Scotland and supporting documents.
- 3b** - Digital Community Growth
- 3c** - Virtual Learning Lessons to support pedagogy.
- 3d** - School case study
- 3e** - Digital Leaders Scotland
- 3f** - Employability Skills.
- 3g** - Digital Exams
- 3h** - School Reviews incorporating feedback on digital pedagogy.

### Priority 4 - Digital Distance Learning.

- 4a** - Secondary Collaboration to widen subject offers via Digital Consortia.
- 4b** - Continuing to access and use resources available on West OS and e-Sgoil
- 4c** - Continue and develop links with colleges, partners and apprenticeships.

**Learning, Connected**

#### Section 4 - Key Strategy Actions

Priority 1 - Digital Literacy of Staff. Our staff have access to appropriate training to support digital learning and these opportunities are delivered through sustainable models.			
Key Strategy Actions	Lead Responsibility	Measurable Impact	Timescale
<b>1a</b> East Lothian's updated Digital Learning and Teaching Strategy will be shared with all school leaders via QIOs and key components of the strategy to be considered for school action plans. Digital Learning to be regular agenda item at ASG meetings and updates provided at Head Teacher meetings.	ESO Digital. QIOs. Head Teachers.	30% of schools incorporate digital learning into their SQIP linked to other priorities.	June 2027
<b>1b</b> East Lothian will ensure that the increase in technology in classrooms is supported by developing staff confidence in digital pedagogy. This will be achieved by offering a range of CLPL to all staff in a flexible and accessible format. <ul style="list-style-type: none"> <li>- The <a href="#">Learning Library</a> will host a range of materials that aim to develop digital pedagogy, this platform will help staff to engage in professional development flexibly and autonomously.</li> <li>- The Digital Learning Team will focus on creating content that enables staff to develop their digital pedagogy conveniently in short asynchronous style learning offers.</li> <li>- All Central Education Teams will be trained and supported to ensure that CLPL is redesigned in a way that benefits all staff.</li> <li>- Links to support from external Professional Learning providers including Education Scotland, <a href="#">'Digilearn'</a>, Google Workspace and other partner resources will be accessible.</li> <li>- Internet Safety for staff, learners and families, using <a href="#">Be Internet Legends</a>, <a href="#">Digital Schools and Wellbeing Awards</a>.</li> <li>- Links to Professional Learning on utilising technology for Additional Support Needs (ASN).</li> <li>- Links to Professional Learning for Early Learning and Childcare teams.</li> </ul>	ESO Digital. Digital Community. ESO Training and development	Achieve a 75% active user rate among staff on the "Learning Library" platform within 2 years.  50% of teaching staff complete at least three "short asynchronous" modules per year.	June 2027  June 2027
<b>1c</b> The expectation of each practitioner is that developing digital skills and pedagogy is a ' <i>consideration</i> ' for Professional review and development outlined in GTCS standards (2.1.3)	ESO Training and Development. Head Teachers	Anonymised survey shows that 40% of practitioners have set a personal goal related to digital pedagogy or skills.	June 2026
<b>1d</b> Implement the safe use of AI tools available within our existing licenses with Microsoft and Google to enhance learning experiences and reduce teacher workload where possible. <ul style="list-style-type: none"> <li>- Copilot, Gemini and Notebook LM available to all staff to support with resource creation.</li> </ul>	ESO Digital.	Data logs show upward trend in use of Gemini.	Year on year
<b>1e</b> Chromebook accessibility will be a key focus for all staff and learners to ensure that the features available are understood and utilised to enhance use of learner devices. <ul style="list-style-type: none"> <li>- Accessibility training for all secondary learners/staff will formulate part of the Learning, Connected project and be available on the Learning Library.</li> </ul>	ESO Digital. ESO Training and Development.	50% of staff complete the "Chromebook Accessibility" module on the Learning Library.	June 2027

Priority 2 - Digital Infrastructure.			
Our staff and learners have access to the appropriate digital tools and connectivity to improve learning.			
Key Strategy Actions	Lead Responsibility	Measurable Impact	Timescale
<p><b>2a</b> All Learners in Secondary schools will receive a 1:1 device (Chromebook) managed and supported by East Lothian Council, aligned to the aims and objectives in the <a href="#">Learning Connected project</a>. This will see all Primary schools increase device access to a baseline of 1:2.</p> <ul style="list-style-type: none"> <li>- All learners in Secondary schools must agree to the <a href="#">Learner Promise</a> before receiving their Chromebook.</li> <li>- The <a href="#">Stakeholder agreement</a> will ensure cooperation of the school community to ensure the success of the Learning, Connected project.</li> <li>- Parents and Learners will be kept up to date regularly with a live presentation that can be shared in school and at Parent Council meetings.</li> <li>- Feedback will be attained from staff, parents and learners to continually review the impact of the 1:1 rollout in high schools and the 1:2 ratios in primary schools.</li> <li>- Primary schools will be supported in the distribution and management of Chromebooks to maximise their use.</li> <li>- ELC Dashboard – to streamline school requests, reporting and device management at school level.</li> </ul>	ESO Digital Learning technologist.	Achieve 100% 1:1 device coverage in all Secondary schools and a 1:2 ratio in all Primary schools by June 2026.	June 2026
<p><b>2b</b> Google Workspace licensing – review the current licensing arrangements with Google to assess the teaching, learning and security benefits.</p> <ul style="list-style-type: none"> <li>- Evaluate the security and digital pedagogy benefits of upgrading existing licenses to Google Education +</li> </ul>	ESO Digital IT Security	Complete the "Google Education +" cost-benefit analysis report and procure upgrades with a plan for rollout.	June 2026
<p><b>2c</b> Deploy new remote access solution from Zscaler called ZPA to all Windows devices. This will replace current Direct Access and improve data and application access for staff. High schools will be completely independent from Main Data centres.</p>	IT Security	100% of corporate Windows devices successfully migrated to Zscaler (ZPA) by June 2026, replacing Direct Access.	June 2026
<p><b>2d</b> Safeguarding school networks – Lightspeed filtering agent.</p> <ul style="list-style-type: none"> <li>- Monitor and review filter rules to maximise access for learners whilst ensuring safe online environments.</li> <li>- Ensure all staff receiving alerts are supported with actioning concerning behaviour online, linked with our Child Protection Officer.</li> </ul>	ESO Digital	100% of Designated Safeguarding Leads engage with alert support training on the Learning Library.	January 2027
<p><b>2e</b> East Lothian's Digital Classroom – the creation of an <a href="#">East Lothian Classroom Specification</a> enables IT, Education and Learning Estate teams to fully understand hardware and software requirements in each classroom space.</p> <ul style="list-style-type: none"> <li>- Review the current infrastructure in secondary schools, aligned with the ELC classroom specification to ensure all front of class technology meets the needs of staff and learners.</li> <li>- Continue to review all hardware and software for classrooms to ensure positive user experiences.</li> </ul>	End user Platforms. ESO Digital. Learning technologist	Ensure 80% of classrooms meet the minimum hardware specification before June 2027.	June 2027
<p><b>2f</b> <a href="#">Standardisation of Chromebook functionality</a> across schools, ensures access to the latest features, apps, sites and accessibility tools.</p> <ul style="list-style-type: none"> <li>- New software requests for Chromebooks will be reviewed in line with our data protection team.</li> </ul>	DPO Learning technologist	Maintain a clear and streamline process for DPIA requests.	Year on year

<ul style="list-style-type: none"><li>- Utilise Google Groups for individualised access to tools for supporting learning where appropriate.</li><li>- Managed guest access enhances user experience with Chrome devices in Early Years – P3.</li></ul>		Provide a visual with all available tools to all staff.	January 2027
--	--	---	--------------

Priority 3 - Digital Learning and Teaching. Our staff have support to use digital technology to improve learning across curricular areas.			
Key Strategy Actions	Lead Responsibility	Measurable Impact	Timescale
<p><b>3a</b> <i>'Digital Schools Award Scotland'</i> promoted and shared with all schools. Individualised support from DSAS to support schools engaged in the accreditation process. Over a 3-year rolling programme, all schools will be registered with the Digital Schools award and annually reviewing their progress using the self-evaluation tool.</p>	ESO Digital. QIOs. Head Teachers.	Achieve a 10% conversion rate annually of registered schools moving to "Awarded" status.	January 2027
<p><b>3b</b> Schools will be supported to engage with the <b>'Digital Community'</b> which will assist in the delivery of the strategy action points.</p> <ul style="list-style-type: none"> <li>- The Digital Community will analyse all new hardware and software prior to availability.</li> <li>- The Digital Community will share success, challenges and provide feedback to inform future developments.</li> </ul>	ESO Digital. Head Teachers.	The Digital Community meets 5 times per year with representation from >50% of schools.	June 2026
<p><b>3c</b> Virtual Learning Lessons will support staff and learners in developing the pedagogy through the integration of new software.</p> <ul style="list-style-type: none"> <li>- Focus on Google Workspace apps, Getting Chromebook Ready and Creative tools such as Adobe Express and Book Creator.</li> </ul>	ESO Digital	Virtual Learning Lessons achieve a cumulative total of 2500 views per academic year.	June 2027
<p><b>3d</b> School case study focusing on key areas of development – <a href="#">Sanderson's Wynd Primary School</a></p> <ul style="list-style-type: none"> <li>- This case study will be shared with all schools, supporting with all aspects of digital learning, device management and leadership.</li> </ul>	ESO Digital	100% of School Leaders receive Sanderson's Wynd case study; 25% indicate that they have adopted one practice from it.	June 2027
<p><b>3e</b> Through the STEM leadership grant a <i>'Digital Leaders Scotland'</i> programme will provide a framework which will foster leadership in children and young people, this will be rolled out to all East Lothian Schools and support offered moving forward.</p>	Head Teachers	70% of schools have an active "Digital Leaders" group.	June 2027
<p><b>3f</b> Learners have progressive opportunities to develop employability skills and attributes related to technology. Develop skills such as; computational thinking, coding, data science and video editing. This will be achieved by;</p> <ul style="list-style-type: none"> <li>- Further developments to the ELC Game Jam.</li> <li>- Develop partnerships with Scratch, BBC micro:bit, Adobe Express and Book Creator.</li> </ul>	ESO Digital. Edinburgh University.	100% of primary schools are engaged with the Game Jam.	June 2027
<p><b>3g</b> Explore improvements to Digital exams in line with SQA requirements;</p> <ul style="list-style-type: none"> <li>- Ensure appropriate digital tools are available to enable pupils to sit exams independently.</li> <li>- Further explore the use of Chromebooks in SQA exams.</li> </ul>	ESO Digital. SfL Network.	Reduce the requirement for human scribes by 10% through the effective use of digital text-to-speech/dictation tools.	June 2027
<p><b>3h</b> School reviews – Developing baseline standards for digital learning in classrooms.</p> <ul style="list-style-type: none"> <li>- School reviews to include digital pedagogy feedback aligning to the standards and expectations outline in the Learning, Connected project.</li> </ul>	QIOs	75% of School Reviews conducted include feedback evaluating "Digital Pedagogy".	June 2027

Priority 4 - Digital Distance Learning. Schools make the best use of digital solutions to develop and deliver an equitable curriculum to learners, particularly in the senior phase.			
Key Strategy Actions	Lead Responsibility	Measurable Impact	Timescale
<b>4a</b> Through collaborative working between Secondary Schools, and making use of e-Sgoil and West OS, make available a wider range of course choices for students in the senior phase. Distance learning at senior phase increases course choice for learners and reduces costs to schools of transporting learners in to other Secondary schools.	Learning Technologist. ESO Digital. QIOs	Establish a working model for the digital consortia.	January 2027
<b>4b</b> West OS provide the recorded strand of NeLO (National e-Learning Offer) This is managed by the online platform 'Clickview' and supported through the work of the West Partnership and Education Scotland. East Lothian schools have access to this through active Glow accounts. Exploring the option of single sign on with Google accounts would ensure easier access for students and staff. Support will be provided to assist both Secondary schools with these accounts and Primary schools will follow.	ESO Digital. Education Scotland.	100% of learners have access to their Glow accounts for engagement with national offers.	June 2026
<b>4c</b> To support the delivery and development of distance learning for learners, including Foundation Apprenticeships, developing partnerships with universities and colleges and local businesses to agree support.	QIOs Learning Technologist. ESO Digital.	Establish partnerships with Further Education providers to enhance opportunities for learners.	Year on year

### Acronyms

**QIO** – Quality Improvement Officer

**STEM** – Science, Technologies, Engineering and Mathematics

**ASN** – Additional Support Needs

**ASG** – Associated Schools Group

**SQIP** – School Quality Improvement Plan

**WB** - Wellbeing

**e-Sgoil** – A nationwide community for online teaching and learning

**ESO** – Education Support Officer

**NeLO** – National e-Learning Offer

**DSAS** – Digital Schools Award Scotland

**SLT** – Senior Leadership Team

**PRD** – Professional Review and Development

**West OS** – High-quality online resources to support learning and teaching