



# ARCADIA GLOBAL SCHOOL

AGS Digital Learning Policy  
2024-2026

Al Furjan  
Dubai, United Arab Emirates

T: +971 4 559 9700 | [info@arcadiaglobal.sch.ae](mailto:info@arcadiaglobal.sch.ae) | <https://arcadiaglobal.sch.ae> | PO BOX No. 391858

**A**LTRUISM **R**ESPECT **C**OMPASSION **A**SPIRATION **D**ETERMINATION **I**NTEGRITY **A**DVENTURE  
**G**RIT **L**IFELONG **O**PTIMISM **B**RAVERY **A**LACRITY **L**EARNING



## Introduction

### **Purpose of the Policy**

At Arcadia Global School (AGS), we are committed to preparing students for the digital age by fostering 21st-century skills such as critical thinking, collaboration, and innovation. This policy outlines our framework for integrating technology to enhance learning, including hardware and software usage, screen time guidelines, and our Bring Your Own Device (BYOD) programme. The policy aligns with the expectations of BSO, KHDA, and DSIB, ensuring outstanding educational outcomes.

This document also serves as a cornerstone for establishing and maintaining the highest standards of digital learning at AGS. It clearly outlines the expectations for every pupil, ensuring that all students receive equitable and enriching opportunities as part of our curriculum. Furthermore, this policy defines the responsibilities and best practices required across the school to optimise the implementation of digital learning tools and strategies.

By setting these expectations, AGS reaffirms its commitment to providing a robust, innovative, and inclusive educational experience that prepares students for the demands of an evolving, technology-driven world.

### **Objectives**

At AGS, we strive to:

1. **Provide students with access to cutting-edge technology** to enrich learning experiences across all subjects.
2. **Equip staff with professional development** to confidently deliver engaging and innovative lessons using technology.
3. **Promote digital safety, online ethics, and responsible use of technology** through structured e-safety lessons.
4. **Engage families in the digital journey** through effective communication and involvement in learning.
5. **Regularly review and improve our digital learning approach** to stay at the forefront of educational innovation.
6. **Give teachers the skills and confidence** to use digital learning tools to their maximum by providing continued professional development.
7. **Ensure constant innovation** by linking our digital learning initiatives with our broader Innovation Policy, enabling us to consistently move education forward.
8. **Adopt the latest technology into our ecosystem**, including the integration of Artificial Intelligence in school. For further details, please refer to our Artificial Intelligence Policy.

## Hardware Approach

### Staff

- Teaching Assistants: Provided with an iPad for planning and resource creation.
- Teachers: Supplied with a laptop compatible with Microsoft systems, along with access to additional digital resources for planning and resource creation.

### Students

- **Foundation Stage and Key Stage 1:** A 1:2 device-to-student ratio in FS and a 1:1 ratio in KS1 using school-provided tablets.
- **Key Stage 2:** Students' families are required to purchase their own device (preferably an iPad) under the school's **Bring Your Own Device (BYOD)** programme. Devices must comply with the school's guidelines and will be managed via the school's Mobile Device Management (MDM) system.
- **Key Stage 3:** Students use their own laptops, ideally Microsoft-compatible devices, optimised for productivity on platforms such as **Microsoft Teams**.

### Additional Facilities

- Dedicated computer labs equipped with Microsoft-based desktops.
- Shared access to interactive whiteboards, projectors and VR equipment to support diverse learning experiences.

## Core Software and Creative Applications

At AGS, we aim to empower students with access to diverse and versatile software that enhances learning experiences across all key stages. Some software serves singular, subject-specific purposes, categorised as **consumer apps**, while others have broad applications and are considered **creative apps**. We prioritise creative apps as they allow students to express their learning in varied, innovative ways, fostering critical thinking, communication, and collaboration.

The following are examples of core software integrated into the curriculum to support our digital learning objectives:

### Seesaw

Seesaw is a dynamic learning journal tool used in Key Stage 1 and Key Stage 2, bridging the gap between home and school.

### Key Features:

- Teachers can assign tasks that students complete using various formats, including photos, videos, and files.
- Students maintain personal learning journals, documenting and showcasing their progress.
- Parents gain real-time access to their child's work, promoting deeper engagement with classroom activities.
- Two-way communication between teachers and parents through the messaging feature fosters collaboration.

Seesaw encourages students to take ownership of their learning while enabling parents to stay actively involved.

### **Microsoft Teams**

Microsoft Teams is the cornerstone of digital learning for secondary students, fostering collaboration, communication, and efficiency.

#### **Key Features:**

- Centralised platform for lesson management, assignment distribution, and real-time feedback.
- Collaborative tools like file sharing and live document editing support group projects and discussions.
- Seamless integration with other Microsoft Office applications enhances productivity.

Teams ensures that students and teachers remain connected, enabling a smooth, cohesive learning experience.

### **Our Commitment to Creative Apps**

By leveraging creative applications, we provide students with opportunities to express their learning in multiple ways. These tools promote personalised learning, creativity, and critical thinking, aligning with our vision of a dynamic, innovative educational environment.

This approach reflects our dedication to equipping students with the skills needed to succeed in an increasingly digital and interconnected world.

### **Bring Your Own Device (BYOD) Programme**

To encourage independent learning and technological proficiency, we implement a BYOD policy:

- **Year 3 and above:** Students must bring a school-approved devices for advanced academic and collaborative work.
- **Year 7 and above:** Students are required to bring a Windows laptop to facilitate advanced academic tasks and collaborative activities.

### **Digital Citizenship and E-Safety**

AGS integrates digital citizenship into the curriculum to help students understand their responsibilities in the digital world. Key areas of focus include:

1. Understanding privacy and security settings.
2. Identifying and avoiding cyberbullying and online threats.
3. Promoting ethical behaviour online.
4. Awareness of data protection laws and their implications.

We supplement this learning with annual **Online Safety Week** and workshops for parents and students.

## Screen Time Guidelines

At AGS, we are committed to ensuring that our students are safe, happy, and healthy while using technology. As a technology-focused school, we continuously update our practices based on the latest expert guidance on children's development and well-being, especially regarding screen time.

We adhere to the **20-20-20 rule**, recommended by the Association of Optometrists, which suggests:

- For every 20 minutes of screen use, students should take a **20-second break** and look at something **20 feet away**.

To support this, class teachers:

- Set timers to monitor screen usage.
- Regularly recap learning points or provide input to break up screen sessions.
- Implement scheduled screen breaks during lessons.

In terms of daily screen usage, AGS has established clear guidelines tailored to age groups:

- **Foundation Stage:** On average, no more than **1 hour of educational screen time** per day.
- **Key Stage 1:** On average, no more than **2 hours of educational screen time** per day.
- **Key Stage 2 and beyond:** On average, no more than **3 hours of educational screen time** per day.

All screen time is structured, purposeful, and focused on educational activities that promote critical thinking, communication, creativity, and collaboration skills.

To ensure a balanced lifestyle, AGS also actively encourages students to engage in a variety of non-screen activities, including sports and other extracurricular pursuits.

This holistic approach reflects our commitment to fostering well-rounded development while leveraging technology to enhance learning.

## Cross-Curricular Digital Learning

AGS encourages innovative uses of technology across the curriculum, including:

- Creating digital presentations or videos.
- Designing interactive simulations in science and geography.
- Programming and robotics in computing lessons.
- Data analysis in mathematics using spreadsheets and coding tools.

## Teacher Training and Development

To maintain excellence in digital learning:

- Regular professional development sessions focus on leveraging digital tools effectively.
- The Digital and Innovation Lead supports teachers in integrating technology into their lessons innovatively.

### **Monitoring and Review**

This policy is reviewed annually to ensure alignment with current educational standards and technological advancements. Feedback from staff, students, and parents informs the ongoing development of our digital learning practices.

**Policy Implementation:** November 2024

**Review Date:** August 2026

**Policy Responsibility:** Digital and Innovation Lead

**Version:** 1