

Uryside School Digital Profile Policy

To support our 'Learning for Life' vision at Uryside School we communicate learning achievements and next steps using digital profiles.

What is a digital profile?

A profile is a snapshot of a child's achievements at a given point in time. It is a positive record of achievement to date. At Uryside School we use the SeeSaw App to collect and store evidence of learning and gather and collate feedback from pupils, teachers and parents about progress being made.

Dialogue is at the centre of the profiling process. The nature of discussions will vary at different times of the year and according to the age and circumstances of the learner. The quality and ongoing nature of the discussions will be critical in securing effective engagement with learners and successful outcomes. Following on from discussions, learners will then record their achievements in their SeeSaw profile.

What is the purpose?

The key purpose is to enable learners to demonstrate their learning, informing their successes and next steps and providing an opportunity to discuss this as part of learning conversations at school and at home.

What information should be in the profile?

- Individual pupil targets for Literacy, Numeracy and HWB, progress and evaluation of these on a regular basis
- Information on and evidence of achievement in Literacy, Numeracy and HWB.
- progress and achievement *across all* curriculum areas, as appropriate to the stage of learning and development: this will refer to the learner's best achievements
- Reflective learner statements outlining his/her latest and best achievements, in and out of school
- a record of qualifications and awards as appropriate

Pupils are responsible for:

- Selecting and capturing appropriate profile entries that describe progress and next steps in learning
- Sharing profile entries with parents
- Encouraging and supporting peers to record achievements in their profiles

Teachers are responsible for:

- Setting the structure of digital profiles and classes
- Developing the skills of pupils to capture evidence, identify learning, skills developed and suggesting next steps as well as identifying targets
- Ensuring profiles are updated on a regular basis with a wide variety of evidence which demonstrates achievement across the curriculum
 - Termly target setting for Literacy, Numeracy and HWB and evaluation of these
 - Minimum of weekly updates (either Literacy, Numeracy or HWB with a balance across the term from these curricular areas)
 - Minimum monthly update of another curricular area (breadth of curriculum should be evidenced across the year)
 - Regular (as and when appropriate) updates of wider achievements within and out with school
- Approving only the very best entries and comments
- Providing feedback that moves learning forward

Parents are responsible for:

- Reviewing learning journal entries with children
- Giving feedback that helps motivate and move learning forward

Guidance:

Pupils and parents will have access to the entries in their own portfolio only. Profiles are personal and reflective of a child's own learning development. Great care should be taken when approving entries for sharing so that:

- The **main purpose** of the entry is adhered to
- Other pupils do not feature heavily in the entry (i.e. voices and video)
- **All** pupils are portrayed in a manner that is a positive influence on learning
- Where the journal entry has involved collaboration, pupils should reflect upon their part in the process and only comment on this. The ideas, actions and behaviours of other pupils should not be commented upon.

Teachers may decide to include generic class posts where there is benefit to learning for all pupils. When these include photographs, voice recordings or videos great care should be taken to ensure that **all** pupils are portrayed in a manner that is a positive influence on learning.



What does a good portfolio* look like?

What are some of the key features?

A high quality portfolio:

- *demonstrates learning not the activity;*
- *reflects and motivates the individual learner;*
- *is an integral part of the profiling process, supporting ongoing dialogue and learning conversations;*
- *allows for personalisation and choice; promoting learner ownership e.g. selecting a range of evidence;*
- *reflects learning in the four contexts of learning (ie ethos and life of the school, curriculum areas, interdisciplinary learning and opportunities for personal achievement) demonstrating breadth, challenge and application of learning;*
- *recognises and celebrates wider achievements;*
- *uses the language of learning eg.skills, SHANARRI;*
- *shows or makes reference to a wide range of evidence (say, make, write, do);*
- *includes and encourages high quality comments and feedback from pupils, staff and parents;*
- *is manageable and proportionate;*
- *informs learning and teaching;*
- *is regularly accessed, reflected on and updated.*