Version: Final
Approved: September 2026
Review: January 2028

The British School of Gran Canaria
Digital Learning Policy

BSGC Digital Learning Commitment

At BSGC, our aim is not to produce students who simply know how to use technology. We want students who can think critically, create confidently, communicate responsibly and use technology ethically.

Digital competence is an essential part of a modern education, but it sits alongside literacy, numeracy, creativity, physical development, relationships, character and real-world experience.

Technology is one tool within a rich education - not the education itself.

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1. Purpose

The British School of Gran Canaria recognises that digital technology is an increasingly important part of education and modern life.

Used appropriately, technology can enhance teaching, improve access to resources, support collaboration, develop creativity and provide students with important skills for further education, employment and responsible participation in society.

However, effective digital learning does not mean using technology for its own sake. BSGC is committed to ensuring that technology is used purposefully, proportionately and safely, where it provides a clear educational benefit.

The school's approach is therefore based on the principle: Technology should enhance learning, not replace good teaching.

2. Aims

Through its Digital Learning provision, BSGC aims to:

- develop confident and capable digital learners;
- develop students' computing and programming skills;
- use technology to enhance the quality of teaching and learning;
- develop students' critical thinking and digital literacy;
- prepare students for further education, employment and life in a digital society;
- develop responsible and ethical online behaviour;
- ensure students understand the opportunities and risks associated with AI;
- provide appropriate access to digital resources;
- reduce unnecessary and excessive screen time;
- ensure that technology supports, rather than inhibits, communication, collaboration and personal development;
- provide a safe and appropriately controlled digital environment.

3. BSGC Digital Learning Principles

BSGC's approach to digital learning is based on five principles.

1. Purposeful - Technology should be used because it improves or enhances the learning experience.
2. Proportionate - Students should not be required to use a device when a non-digital approach would be equally or more effective.
3. Safe - Digital learning must take place within appropriate safeguarding, filtering, monitoring and data-protection arrangements.
4. Inclusive - Technology should support access to learning for students with different needs and abilities.
5. Future-focused - Students should develop the knowledge, skills, critical thinking and ethical understanding required to navigate an increasingly digital world.

4. Digital Learning and High-Quality Teaching

Technology does not replace effective pedagogy.
Teachers remain responsible for:

- clear learning objectives;
- appropriate explanation and modelling;
- questioning;
- assessment and feedback;
- differentiation;
- classroom management;
- student engagement;
- checking understanding.

Digital technology should be selected because it contributes meaningfully to these processes. Teachers should consider: What does technology enable students to do that would otherwise be more difficult, less effective or less engaging?

If there is no clear educational benefit, technology should not automatically be used.

5. Screen Time

BSGC recognises concerns regarding excessive or inappropriate screen use.
The school therefore seeks to ensure that:

- screen use has a clear educational purpose;
- lessons incorporate appropriate variety;
- students have opportunities for discussion, collaboration and practical activity;
- handwriting and extended writing continue to be developed;
- reading of physical texts remains an important part of learning;
- practical, creative and physical activities are maintained;
- students are not routinely required to use devices simply because they are available.

Particular consideration should be given to the age and developmental stage of students.
Digital learning should not result in unnecessary increases in students' total screen exposure.

6. School-Managed Devices

From September 2026, BSGC will progressively move away from Bring Your Own Device (BYOD) for students in Years 7–11 and continue the obligatory requirement of tablets in Primary.

The school will increasingly provide managed devices for learning where technology is required.
This approach is intended to:

- improve safeguarding;
- strengthen filtering and monitoring;
- provide greater consistency;
- reduce technical difficulties;
- improve equality of access;
- support classroom management;
- reduce opportunities to circumvent school controls;
- allow the school to manage software and security centrally.

School devices will be configured and managed by the IT Department. Students must use these devices in accordance with the school's Acceptable Use and Behaviour policies.

7. Access to Technology

Access to technology will be determined by educational need and purpose, rather than simply by age or availability.

Teachers should ensure that students have access to appropriate technology when it is necessary to achieve the intended learning outcome. Where technology is not required, teachers should consider alternative approaches.

The school provides:

- classroom-based devices;
- shared laptop facilities;
- controlled access to digital resources;
- subject-specific technology.

The availability of technology should not determine the pedagogy.

8. Computing and Computer Science

BSGC recognises the importance of developing genuine technological competence.
Students will therefore receive explicit teaching in:

- computing;
- programming;
- computational thinking;
- digital literacy;
- data;
- information systems;
- cybersecurity;
- responsible technology use.
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This provision will take place through appropriate curriculum subjects, particularly Computer Science, as well as through cross-curricular opportunities from Year 2 upwards. Students should understand not only how to use technology, but also how technology works.

9. Digital Literacy

Digital literacy is broader than technical competence.
Students will be taught to:

- identify reliable sources;
- evaluate online information;
- recognise misinformation and disinformation;
- understand digital footprints;
- protect personal information;
- understand privacy;
- recognise online manipulation;
- communicate appropriately online;
- understand copyright and intellectual property;
- recognise online risks;
- seek help when something online makes them uncomfortable or concerned.

10. Artificial Intelligence

BSGC recognises that Artificial Intelligence will have a significant impact on education, employment and wider society.

Students should therefore develop an understanding of:

- what AI is;
- how generative AI works at an appropriate level;
- the opportunities provided by AI;
- limitations and inaccuracies;
- bias;
- misinformation;
- privacy;
- copyright;
- ethical considerations;
- responsible use;
- the impact of AI on future employment and society.

AI should be taught as both a tool and an object of critical study.

Students should not be encouraged simply to outsource their thinking to AI.

11. AI and Academic Integrity

Where students are permitted to use AI, expectations must be explicit. Students remain responsible for their work.

AI should not be used to:

- complete assessed work dishonestly;
- present AI-generated work as entirely their own;
- fabricate references or evidence;
- avoid the learning process;
- circumvent assessment requirements.

Teachers should provide clear guidance regarding when AI use is:

- permitted;
- permitted with acknowledgement;
- restricted;
- prohibited.

Assessment practices should continue to focus on students' own knowledge, understanding and thinking.

12. Online Safety

Digital learning must operate within the school's safeguarding framework.
Students will be protected through appropriate:

- filtering;
- monitoring;
- device management;
- firewalls;

- safeguarding procedures;
- staff supervision;
- education and awareness.

Technology must never be regarded as inherently safe simply because it is provided by the school. Students will receive age-appropriate education regarding online safety through curriculum and pastoral provision.

13. Student Responsibility

Students are expected to:

- use technology responsibly;
- follow teacher instructions;
- access only appropriate resources;
- protect their passwords;
- respect the privacy of others;
- report inappropriate content;
- report cyberbullying;
- avoid attempting to bypass filtering or monitoring;
- care for school equipment;
- use AI honestly and responsibly;
- respect copyright and intellectual property.

Attempts to circumvent school controls may be treated as a behaviour or safeguarding concern.

14. Digital Learning in Primary

Digital learning in Primary will be carefully balanced with the developmental needs of younger students.

Particular emphasis will be placed on:

- language development;
- reading;
- handwriting;
- physical development;
- creativity;
- social interaction;
- practical learning;
- outdoor learning;
- play;
- real-world experiences.

Technology will be introduced and used progressively. The school is progressively phasing out family owned tablets, to fully school-control devices by September 2028.

The school will seek to avoid unnecessary individual screen use and will prioritise teacher-led, purposeful and age-appropriate digital experiences.

15. Digital Learning in Secondary

Secondary students will progressively develop greater independence in their use of technology. Students will be expected to develop:

- digital organisation;
- research skills;
- information evaluation;
- appropriate communication;
- digital collaboration;
- programming and computational skills;
- cybersecurity awareness;
- responsible AI use;
- digital citizenship.

The move towards school-managed devices in Years 7–11 will support this development within a controlled environment.

16. Key Stage 5

BSGC recognises that older students require increasing independence and preparation for university, employment and adult life. Therefore, KS5 students have greater flexibility in their use of personal technology, subject to school expectations.

Where personal devices are permitted:

- students remain responsible for appropriate use;
- school safeguarding expectations continue to apply;
- school systems must not be circumvented;
- inappropriate use may result in restrictions;
- students remain subject to the school's behaviour and digital-use expectations.

KS5 students must sign an agreement recognising their commitment to these expectations.

The increased independence provided to KS5 students should be accompanied by greater responsibility and accountability.

17. Digital Assessment

Technology may be used to support:

- formative assessment;
- feedback;
- retrieval practice;
- research;
- collaboration;
- presentation;
- assessment recording.

However, teachers should ensure that digital assessment does not disadvantage students who require alternative approaches.

Where AI or other digital tools are used in assessment, expectations must be clearly communicated.

18. SEND and Accessibility

Digital technology can provide important support for students with additional needs. Appropriate technology may be used to support:

- reading;
- writing;
- communication;
- organisation;
- accessibility;
- visual or auditory support;
- alternative means of demonstrating learning.

The use of technology should be based on individual educational need rather than technology being used as a default solution.

19. Staff Responsibilities

Teachers are expected to:

- model appropriate digital behaviour;
- use technology purposefully;
- supervise students appropriately;
- follow school digital expectations;
- use approved platforms;
- maintain student safeguarding;
- protect confidential information;
- report concerns;
- ensure that technology does not unnecessarily replace effective teaching strategies.

Teachers should remain professionally curious about emerging technologies, particularly AI, while applying appropriate critical judgement.

20. Leadership Responsibilities

School leaders will:

- establish a clear strategic direction for digital learning;
- ensure appropriate resources;
- monitor the effectiveness of digital learning;
- ensure appropriate staff training;
- maintain safeguarding and cybersecurity arrangements;
- evaluate the impact of technology on learning;
- consider student and parent feedback;
- review developments in AI and emerging technologies.

21. IT Support Department Responsibilities

The IT Support Department will:

- maintain school devices;
- manage software;
- maintain filtering and firewalls;
- support monitoring systems;
- maintain cybersecurity;
- manage user accounts;

- apply security updates;
- monitor device compliance;
- respond to technical incidents;
- provide appropriate technical support;
- report significant digital-security concerns.

Technical controls will support, but never replace, effective teaching and safeguarding.

22. Parents and Families

BSGC recognises that effective digital education requires partnership with parents.
The school will seek to:

- communicate expectations clearly;
- provide guidance on online safety;
- share information about emerging technologies;
- provide advice regarding screen time;
- communicate changes to digital provision;
- provide opportunities for parents to engage with digital-learning developments.

Parents are encouraged to establish appropriate boundaries for technology use at home and to discuss online safety regularly with their children.

23. Review and Development

Digital technology develops rapidly. This policy will therefore be reviewed annually and whenever significant developments occur in:

- educational technology;
- artificial intelligence;
- cybersecurity;
- safeguarding;
- legislation;
- school infrastructure;
- student needs.

The school will seek to remain technologically informed without becoming technologically dependent.