

YSGOL GYNRADD HYWEL DDA PRIMARY SCHOOL



DIGITAL COMPETENCE

As a Rights Respecting School, we promote the values and principles of the UNCRC. This policy promotes and enables children to access:

Article 13: Your right to have information

Article 19: Your right to be safe

Introduction

At Hywel Dda Primary School we believe it is essential to provide opportunities across the curriculum for children to develop their digital competence and to use these skills to support their learning. Digital technology helps make education accessible to all, irrespective of learning styles and individual needs. Digital learning at Hywel Dda aims to prepare learners to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. Learners are encouraged to make informed judgments about when and where to use their digital competency skills to best effect, and consider its implications for home and work both now and in the future.

Aims of digital learning in our school:

The overall aim of digital learning at Hywel Dda is to enrich learning for all pupils and to ensure that staff develop the confidence and competence to use digital technology to enhance the teaching and the learning experiences of learners. Digital learning provides opportunities for learners to:

- develop their digital competence through each of the areas of the Foundation Phase, Key Stage Two (KS2) curriculum and through the LNF.
- use digital technology to find, explore, analyse, exchange and present information responsibly and creatively.
- develop logical thinking and problem solving
- use a range of technology
- be effective digital citizens
- * Address the four areas of the DCF, 2016 Role of the DCF Lead
 - To introduce and support staff in implementing the DCF
 - To monitor the delivery of the DCF curriculum
 - To highlight areas for the development of digital learning and digital technologies
 - To coordinate the purchase and maintenance of digital resources
 - Review INSET needs of all staff and provide or organise suitable training

Role of class teachers

All class teachers and support staff play an important part in the development of digital learning throughout the whole school. ICT and digital competence skills are embedded as a cross curricular responsibility across the school. However, sometimes skills may need to be taught in stand alone lessons.

- To implement the DCF elements into their planning and classroom practice
- Monitor the progression of digital competence of learners in their class
- To make use of digital technologies to fulfil their wider professional role

Progression

Planning will ensure continuity and progression using the DCF. The school recognises that progression in digital learning involves four main aspects:

1. the progressive development of pupils skills, knowledge and understanding
2. breadth of digital applications and technologies
3. increased complexity of contexts in which digital skills are applied
4. the growing autonomy of the pupils in their learning.

The skills of enquiry, questioning and information seeking are nurtured and developed as tools for life long learning.

The DCF lead has developed Pupil friendly pathways from Nursery to Year 6. Through these, children are able to track and record their progress over the year and identify the next step in their learning.

Assessment, Recording and Reporting

Some evidence is to be kept to record learners' achievement and progress. This may include a description of the context and an explanation of how the learners completed the task, photographs, discussion, video clips, blogs, saved work and 2 printouts (if any produced) of differing learners work.

Equal Opportunities

All learners regardless of race, gender or ability will have the opportunity to develop their digital skills. We must ensure that all our pupils;

- have equal access to digital resources
- have equal opportunities to develop their digital competency skills
- use software and technology that is appropriate to their ability

Health and Safety

It is imperative that all electrical equipment is kept in good working order and is tested in accordance with FCC guidance. Staff have a responsibility to report faulty equipment to the Digital Leader. Both staff and learners will be made aware of the code of conduct for the use of digital technology

Professional Development

Support and training will be given to all staff to develop their confidence and competence in the use of ICT as a tool for both teaching and professional practice.

Staff will develop their INSET needs identified as part of continuous professional development via a skills audit and through performance management targets. Relevant INSET will be identified for individual teachers and support staff and, where appropriate, whole staff INSET will be delivered by various means such as twilight sessions, if acceptable, or during a staff development day.

Use of ICT in School Management

The school considers it important that all staff endeavour to use digital technology confidently in their daily work for teaching, activity sheets, displays, planning and reporting. SIMS is also used for registration purposes by class teachers and by the administration team.

Monitor and Review

Monitoring is carried out by the Digital Leader and Headteacher, in the following ways:

- informal discussion with staff and pupils
- observation of displays/learning walks 4
- evidence within children's individual folders and print outs of work in books.
- Classroom observations The effectiveness of this policy will be monitored by the Headteacher, SMT, Digital Leader, Governors and staff.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

This policy was reviewed September 2017 and will be reviewed annually as part of school's self-evaluation processes.

November 2021