Digital Competency Policy

Acting Head teacher: *Mrs T Buckle*

Chair of GB: *Mrs. Marianne Jones*

Date: **February 2017**
Review: **As and when required after Feb 2022**

At Trerobart we recognize the importance of Digital Competency skills are an important tool in the teaching and learning within the school. Digital competency skills prepare all children to participate in a rapidly changing digital world. We believe Digital competency skills are essential for the children to be confident, creative and independent learners. The policy should be read in conjunctions with the scheme of work which sets out in detail what pupils in the year's groups will be taught and what skills they will be developing.

<u>Our vision</u>

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ICT is a key tool in raising standards of teaching and learning across all areas of the curriculum. All children within the school will become confident and independent users of ICT so that they can develop their skills, knowledge and understanding which enable them to use ICT resources effectively.

Our aims

- To enable all children to become independent users of ICT
- To develop a whole school approach to ensuring Digital competency skills are embedded in all areas of the curriculum.
- To use ICT as a tool to support teaching and learning across the curriculum.
- To provide opportunities for children to develop their ICT capabilities to raise standards in all areas of the curriculum.
- To maximize the use of ICT skills in developing and maintaining links between the local community including parents and other agencies.

Objectives

In order to fulfil the school aims we need to ensure that,

- There is continuity of experiences on offer developing Digital competency skills throughout the school.
- There is systematic progression throughout the school.
- Children are learning experiences are monitored and evaluated.
- The Digital competency framework is embedded into the curriculum.
- Resources are maintained and used to their full extent.
- The resources and equipment are kept up to date as much as possible.
- Staff skills and knowledge are up to date.
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Digital Competency Framework

On a termly basis children's work will be assessed and evaluated to ensure the digital competency framework is being embedded into the curriculum.

All classes are allocated time in the ICT suite, use of the schools laptops and Ipad to implement the Digital competency scheme of work. All classrooms have ICT resources available to them e.g. laptops, Smart boards and PC's to further support the development of Digital Competency skills across the curriculum. A weekly timetable is displayed and staff can sign up for additional time where appropriate.

Planning

All class teachers have a digital copy of the digital competency framework. The digital copy allows easy access to plan and deliver the program of study using the internet. All skills are clearly mapped and activities are provided for the children to complete throughout the year. At the end of each year group there is a set of skills which identify what skills have been learnt and developed throughout the activities.

Teaching and learning

Teacher planning is differentiated to meet the range of need in any class including children who require extra support. The activities provided within the framework are fun and challenging for all age ranges and abilities. Children will be required to work individually, in pairs and in small groups according to the activities objectives. Children grouping may be based on ability either the same or mixed ability.

The Digital Competency Subject leader will review teacher evaluations and the children's work to ensure that the activities that are planned for cater for all the needs and promote the development of the children's digital competency skills.

Equal Opportunities

All children should be given the opportunity to develop their digital competency skills.

It is our responsibility to ensure that:-

- All children follow the Digital Competency Scheme of Work.
- ensuring all children follow the scheme of work for ICT
- keeping a record of children's ICT use to ensure equal access and fairness of distribution of ICT resources
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- Monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

Internet Safety

Internet access is planned for all activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet safety policy has been

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developed to protect all parties and staying safe online information is available in all classrooms.

Management Information Systems (MIS)

ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.
The school complies with LEA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the LEA.
The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

School liaison, transfer and transition

The school is connected to the RCT intranet which enables the transfer of information electronically.
Email is now used to liaise with the LEA, governing body, other schools, members of staff and, where possible, parents.
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DCF Coordinator

There is a designated DCF Co-coordinator to oversee the planning and delivery of Digital competency within the school.
The DCF coordinator will be responsible for:

•   raising standards in Digital competency
•   facilitating the use of ICT across the curriculum in collaboration with all subject coordinators
•   providing or organizing training to keep staff skills and knowledge up to date
•   advising colleagues about effective teaching strategies, managing equipment and purchasing resources
•   monitoring the delivery of the Digital Competency framework and reporting to the head teacher on the current status of the subject.

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of Digital Competency skill capability, it remains the responsibility of each teacher to plan and teach the Digital Competency framework and assist the coordinator in the monitoring and recording of pupil progress.

Monitoring

Monitoring the Digital Competency framework will enable the DCF coordinator to gain an overview of teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of teaching and learning the DCF coordinator will:
•   Scrutinize plans to ensure full coverage of the framework
•   Analyze children's work
•   Observe ICT in the classroom
•   Hold discussions with teachers

Home school links

Children are given the option to complete homework tasks when appropriate, using ICT out of school. Teachers are sensitive to the fact that children may not have access to ICT or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses.
We have a school website which will promote the school's achievements as well as providing information and communication between the school, parents and the local community.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school.
All our software is used in strict accordance with the license agreement.
We don't allow personal software to be loaded onto school computers.
Please refer to the school's Data protection policy.

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