

Aberdare Community School

Ysgol Gymunedol Aberdâr



Digital Competency Policy

Date Adopted	21 st September 2022
Signature of Headteacher	<i>Lucretia Morgan</i>
Signature of Chair of Governors	<i>St Brigid</i>
Date to be reviewed	September 2023

Contents

Our Digital Literacy Mission Statement	3
Definitions of Digital Competency	3
Curriculum Planning.....	3
Sharing Good Practice	4
Assessment	4
The Role of the Assistant Headteacher (KL).....	4
The Role of the Digital Competency Coordinator (JJ).....	4
Responsibilities of the Leaders of Learning	5
Responsibilities of the class teacher	5
Involving Governors	5
Other related policies	6

Our Digital Literacy Mission Statement

Aberdare Community School is committed to raising the standards of Digital Competency of all of its pupils and staff. We want all members of our school community to develop the ability to use Digital Competency skills effectively in all areas of the curriculum and to be able to cope confidently with the digital demands of everyday life.

Definitions of Digital Competency

"Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is the skill set that enables a person to be a confident digital citizen, to interact and collaborate digitally, to produce work digitally, and to be confident in handling data and computational thinking (problem solving)." (Digital Competence Framework Your questions answered, Welsh Government, June 2018)

"To be digitally literate is to have access to a broad range of practices and cultural resources that you are able to apply to digital tools. It is the ability to make and share meaning in different modes and formats; to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes." (*Digital Literacy Across the Curriculum*, Futurelab, 2010)

Digitally competent pupils have essential life skills, and are able to apply these skills across the curriculum in different subject areas and in real-life contexts. Digital competency is the start and not the end point – learners need to be taught to create as well as to consume

Curriculum Planning

The development of a cross-curricular approach to Digital Competency is in response to the Curriculum for Wales last updated January 2020 which is the national framework which fed from the Donaldson Review published in February 2015.

All subject areas are required to plan Digital Competency rich lessons where applicable, all teachers should be aware of the Digital Competency Framework provided by the welsh government and understand where their departments can impact upon a learners understanding and experiences.

Each department should liaise with the Digital Coordinator (JJ) to track and monitor online submission of work throughout the year, each department should aim for a minimum of 1 piece of work completed using a suitable digital system per term.

The Leader of Learning (ICT) is responsible for ensuring that the ICT curriculum and enhanced computing provision is delivered appropriately, ensuring that all learners have the opportunity to access the full ICT Programme of Study and develop more innovative Digital Competency skills.

Sharing Good Practice

All curriculum areas are represented on a whole school Digital Competency Professional Learning Community (PLC). These meetings, which is chaired by all Skills Coordinators, meets once per half term and is the school's main method of ensuring that Digital Competency provision is of a high standard and progression in Digital Competency is a shared priority across the school.

Assessment

All teachers will make judgments on pupils' progress in Digital Competency. These judgements are intended to be used formatively by departments and individual teachers to support learner progress and curriculum planning. They will be used to identify learners' current strengths and areas for development, to be shared by teachers.

The Role of the Assistant Headteacher (KL) is to:

- To work with the DCF Coordinator (JJ) to ensure the successful implementation of the policy
- Specify expectations to be made of all teachers
- Monitor and evaluate the delivery of Digital Competency across all key stages
- Highlight the need and arrange for any necessary training
- source and provide finance; and consider and implement a strategy for involving parents in the support of Digital Competency.
- Develop the recording & reporting of the DCF.
- Highlight the need and arrange for any necessary CPD

The Role of the Digital Competency Coordinator (JJ) is to:

- Attend training in order to implement Digital Competency across the school and keep up to date on any new initiatives
- Work with staff to ensure that all teachers are aware of the content of the Digital Competency policy and the teaching and learning strategies in Digital Competency that are appropriate to the curriculum
- Assist Leaders of Learning and classroom teachers in identifying opportunities for the application of Digital Competency skills within their schemes of work
- Raise awareness of the Digital Competency resources available to support and challenge pupils of all abilities
- Develop the use of rich tasks to embed and assess Digital Competency skills
- Work with feeder primary schools to develop consistency
- Quality assure the Digital Competency provision with use of a whole school DCF calendar, this includes book looks and pupil voice.

- Work with the senior leadership team to review, implement and monitor a strategy for Digital Competency across the curriculum and to ensure the effective development and implementation of a whole school Digital Competency policy;
- Facilitate amendments to the Digital Competency strategy in the light of evaluation and curriculum changes.
- To work with ICT departmental colleagues to make summative judgements of pupil progress and award appropriate teacher assessed levels

Responsibilities of the Leaders of Learning

- Consider how your subject can contribute towards the cross-curricular provision of Digital Competency and more widely improving progress in pupils' Digital Competency skills
- Ensure that schemes of work include the relevant identified Digital Competency tasks
- Ensure all staff are aware of the Digital Competency resources available and how they might link to the subject
- Analyse pupil progress in Digital Competency in line with the school's ARR policy

Responsibilities of the class teacher

- Use departmental schemes of work consistently for medium term and lesson planning to ensure that Digital Competency is delivered where appropriate
- Reinforce and develop pupils' Digital Competency skills
- Be aware of individual pupils' Digital Competency needs and address those needs appropriately
- Develop and update own skills, knowledge and understanding in Digital Competency
- Use the Digital Competency methods that are agreed in the school's Digital Competency PLC
- Gauge the level of difficulty of a task in terms of Digital Competency and differentiate appropriately
- Provide a narrative report to parents on pupils' progress in Digital Competency (where appropriate) in the curriculum area
- Record pupils' progress in Digital Competency on the school's data management system (SIMS) using the Digital Literacy learning ladder
- Provide many and varied opportunities for pupils to develop their Digital Competency skills in lessons

Involving Governors

- Governors agree the Digital Competency Policy and of kept abreast of any developments within the school in respect of its implementation
- The school has a named Governor for Digital Competency across the curriculum all Key stages

- Governors are given opportunities to observe good practice in the delivery of the Digital Competency across the curriculum

Other related policies

This policy should be used in conjunction with the following policies:

- IT Acceptable Use Policy
- IT Security Policy
- Assessment, Recording and Reporting Policy
- Policy for children with Additional Learning Needs
- Marking policy