



ICT / Digital Learning Policy

Ysgol Bryn Deva 2019-20



Introduction

At Bryn Deva 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 to make education accessible to all, irrespective of learning styles and individual needs. Digital learning at Bryn Deva 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 Bryn Deva 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 the seven areas of the Foundation Phase, the Key Stage Two (KS2) Curriculum Orders 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

Role of the Digital Leaders

- To introduce and support staff in implementing the DCF
- To monitor the delivery of the ICT curriculum
- To highlight areas for the development of digital learning and digital technologies within the post inspection action plan/ school development plan (PIAP/SDP)
- 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 ICT Curriculum Orders (2008) and DCF 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

Planning and Delivery

Within the Foundation Phase ICT/digital learning is holistic and integral throughout the seven areas of learning. Learner's digital competence skills are developed through a range of experiences that involve finding, developing, creating and presenting information and ideas. Within KS2, ICT and skills from the DCF will be delivered via a cross curricular approach.

Progression Curriculum planning will ensure continuity and progression using the ICT curriculum orders (2008) and the DCF. The school recognises that progression in digital learning involves four main aspects:

1. The progressive development of pupil's 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.

Differentiation

Differentiation will be adapted to cater for individual learners needs e.g. through activities, support, resources and outcomes.

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, saved work and printouts (if any produced) of differing learners work. Where possible digital work will be marked in line with the school marking policy. Digital work is saved on individual Google Drive accounts (KS2) or Seesaw (FP). Progress will be shared with parents via the annual school report.

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.

Pupils with Additional Learning Needs (ALN)

Bryn Deva recognises that pupils with ALN including more able and talented (MAT) pupils benefit from digital learning experiences as it can;

- cater for children's individual needs
- increase access to the curriculum
- enhance language skills

The ALNCO, Digital Leaders and outside agencies where necessary, will jointly advise teachers on the digital support which can be provided to individual children with particular educational needs. If the situation arises, the school will endeavor to buy appropriate digital resources to suit the specific needs of the child.

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. Both staff and learners will be made aware of the code of conduct for the use of digital technology.

Curriculum Cymreig

Pupils will be given opportunities to use digital technology as a resource to support their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales and to develop digital skills when presenting their work.

Hardware and Software Resources

An audit of current resources is undertaken when required, needs and priorities are identified and sources of funding explored. Acquisition of appropriate resources is planned in line with provision of staff development and the PIAP/SDP.

Desktop computers and/or laptops are situated in each classroom with interactive whiteboards in all classrooms. Chromebooks, iPads and laptops are available and used in a flexible way throughout the school. Teaching staff are provided with a laptop and an iPad. Acceptable use agreements are signed by pupils and parents.

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.

Secure Environment for learners having online access *See Acceptable Use policy and Data-Protection Policy*

Use of ICT in School Management

The school considers it important that all staff endeavor 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.

Upgrading and Replacement of Infrastructure

The current infrastructure has been designed to meet the needs of the school at the current time. All Chromebooks, laptops, iPads (in FP) and desktop computers are currently operating on the wifi line installed by Flintshire County Council.

Monitor and Review

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

- informal discussion with staff and pupils
- observation of displays/learning walks
- evidence within children's individual folders on Seesaw (FP), Google Drive (KS2) and print outs of work in books.
- DCF tracking documents used for planning to be monitored and collected termly.

The effectiveness of this policy will be monitored by the Headteacher, SLT, Digital Leaders, Governors and staff.

Policy approved by Head Teacher: Date:.....

Policy approved by Governing Body: (Chair) Date:

The date for the next policy review is September 2020 or sooner as required