



Digital Competency policy

Date September 2022

Review Date September 2023

Chair of Governors Mr K. Lewis

Headteacher Ms L. Morris

Aims

Ysgol Nantgwyn 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.

Definition 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

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 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.

Assessment

Pupils will be assessed on their progress in digital competency during each real time data capture as part of the STEM faculty assessment. These judgements are intended to be used formatively by the faculty 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.

Roles and responsibilities

- Senior Leaders: lead and give a high profile to digital competency
- Head of faculty: lead and monitor the impact of digital competency across the curriculum.
- STEM faculty: provide students with knowledge, skills and understanding of digital competency.
- Teachers across the curriculum: contribute to students' development of digital competency with consistent approaches.
- Parents: encourage their children to use the range of strategies they have learnt to improve their levels of digital competency.
- Pupils: take increasing responsibility for recognising their own digital competency needs and making improvements.
- Governors: provide a link governor for whole school digital competency.

The role of the lead for Digital Competency

- To work with faculties 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 ages and curriculum areas
- 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.
- 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 Heads of Faculties, Deputy Heads of Faculties 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.

Responsibilities of Heads of Faculty, Heads of School, Deputy Heads of Faculty and Deputy Heads of School

- 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.

Responsibilities of the class teacher

- Use departmental schemes of learning 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.
- 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.
- Provide many and varied opportunities for pupils to develop their Digital Competency skills in lessons.
- Summatively assess digital competency (where appropriate) via STEM non-negotiables during real time data captures. (STEM, and Canu/Caru Dysgu teachers).

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.
- Governors are given opportunities to observe good practice in the delivery of the digital competency across the curriculum.

Curriculum Model

The Ysgol Nantgwyn digital competency curriculum is unlike any other. It is vital that digital competency rich activities are developed and undertaken throughout all stages of Caru and Canu Dysgu learning through all subject areas. It is paramount that communication between the faculty team and Caru/Canu Dysgu team is open, honest and that colleagues work together in developing tasks with the aim of achieving the best outcomes possible for our learners. **All supporting documentation and resources can be found in the STEM faculty shared area and Google Drive.**

Lower School

In the Lower School, pupils develop their digital competency skills through thematic teaching with their Canu Dysgu teacher. The following processes will take place in order to monitor and raise standards:

- All lessons are taught by the canu dysgu teachers
- Adherence to the faculty non-negotiables as a minimum expectation to the corresponding stage of learning.

It is the responsibility of teaching staff to ensure these are followed.

Middle School

In the Middle School, pupils develop their digital competency skills through thematic teaching with their Caru Dysgu teacher as well as specific Faculty-led lessons. The following processes will take place in order to monitor and raise digital competency standards in Caru Dysgu:

- 2 lessons taught by Caru dysgu teacher and 4 lessons taught by faculty teacher
- Adherence to the faculty non-negotiables as a minimum expectation to the corresponding stage of learning.

Upper School

In the Upper School, pupils develop their numeracy skills through STEM lessons with a subject-specialist teacher. All pupils in year 9 will sit a level 2 digital competency qualification and an additional GCSE digital competency qualification is available as an optional subject in year 10 and 11.

Monitoring Procedures

The monitoring of teaching and learning is key to continually driving up standards. Monitoring will take place both formally and informally. Monitoring methods will be:

- lesson observations
- dip-ins
- book Looks
- staff voice
- pupil voice
- parental voice
- data analysis. Following real time data captures, updates will be shared prior to faculty meetings and entered on an individual tracker so that staff can monitor their role in the wider picture for targets.

Administration and Budget

All administration records, including exam entries, policies and formal observations will be recorded by the Head of Faculty for STEM or Deputy Headteacher with DCF responsibility (Ryan Evans). Any letters or public documentation must be quality assured by Head of Faculty or Deputy Head of Faculty. Any orders from Faculty capitalisation must be approved by the Head of Faculty. Individual photocopying codes will be administered but where expenditure is excessive, a temporary hold may be put on an individual account.

The policy complies with and is consistent with the teachers' contractual entitlements.
The policy and any related procedures were introduced following full consultation with the each union.
The policy and any related procedures include a specific statement regarding workload impact.
The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.
The impact of the policy and related procedures is that they have not added additional hours of working
The policy does not duplicate any other existing policy.
All policy has been reviewed in order to access whether any outdated and unnecessary.
The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions.
All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.