

# Digital Competence Policy



*Learning together in a changing world, creating success for all.*



# Trinity Fields School and Resource Centre

## Policy for Digital Competence

### Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

#### **Trinity Fields is a Rights Respecting School**

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

#### **Trinity Fields is a Healthy School**

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

#### **Trinity Fields is an Inclusive School (IQM Flagship School status)**

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission (2017)**. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

**"We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs".**

This policy is intended to supplement the current ICT policy during the curriculum changeover process. The relevant sections of the ICT policy document will be incorporated into the Science and Technology Area of Learning Experience policy in line with "Successful Futures".

## What is digital competence?

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios to address the four purposes of the new curriculum.

The Digital Competence Framework (DCF) is an online document. The Framework and supporting documents should be accessed through the following link from the learning.gov.wales website:

<http://learning.gov.wales/resources/browse-all/digital-competence-framework/?skip=1&lang=en>

The DCF is inclusive and has been developed to fully include pupils with learning difficulties. It begins at Routes for Learning, goes through A, B and C Steps then merges seamlessly with Nursery, Reception and the NC levels.

There is ONE Framework document for all ages. It follows a similar structure to the Literacy and Numeracy Framework so that if a skill is not expected to be taught at a certain age it will not be in that section of the document.

The DCF has 4 strands of equal importance, each with a number of elements.

**Citizenship**, this includes:

- Identity, image and reputation
- Health and well-being
- Digital rights, licensing and ownership
- Online behaviour and cyberbullying.

**Interacting and collaborating**, this includes:

- Communication
- Collaboration
- Storing and sharing.

**Producing**, this includes:

- Planning, sourcing and searching
- Creating
- Evaluating and improving.

**Data and computational thinking**, this includes:

- Problem solving and modelling
- Data and information literacy.

Digital Competence is a cross-curricular activity so it will be an integral part of all lessons. It is separate from ICT as a subject in mainstream schools. At Trinity Fields, where ICT has been historically taught as an integrated subject across the curriculum, this separation is not so marked. There is considerable overlap between the DCF and our current ICT policy but when the “Successful Futures” becomes fully embedded into our everyday working practice ICT will be included within the Science and Technology AoLE.

In Trinity Fields School digital competence includes the use of all experiences and resources to support and enhance pupils’ independence and inclusion in the learning environment so DC will include (but is not limited to):

- AAC devices
- Eyegaze systems
- Switch access
- Use of tablets, laptops and computers
- Interactive whiteboards and touchscreens
- Environmental controls
- Internet use
- Device control (e.g. toys, electrical equipment, programming devices)
- Motion sensing technology (e.g. Soundbeam, Kinect, Leap Motion)
- Augmented Reality and Virtual Reality
- Non-IT skills teaching (e.g. choosing, sequencing, problem solving)

## **Responsibilities/staffing**

The lead teacher for digital competence is **Anthony Rhys** who is responsible for the strategic planning, implementation and reviewing of how Digital Competence is taught throughout the school. However as Digital Competence is a cross-curricular subject responsibility also rests with

the Literacy and Numeracy cross-curricular leads, AoLE leads, phase leaders, all teachers and with the SLT to ensure that Digital Competence is incorporated into all aspects of pupils' learning.

## **Planning**

As Digital Competence is a cross-curricular responsibility it is expected to be referenced across the curriculum in mid-term and weekly planning. Given the pedagogy that underpins "Successful Futures" and the diverse needs of our pupils who are working from RfL to the early levels of the National Curriculum throughout the 3-19 age range there will be no set schemes of work or a year on year curriculum checklist for Digital Competence.

It is the responsibility of all teachers to incorporate all the relevant strands of the DCF into their planning over the year. Planning for the DCF will be monitored by both the relevant phase leaders and the Digital Competence lead who will also monitor coverage over the initial two years of using the DCF and use this to inform future whole school provision. The Digital Competence lead will ensure that there is adequate coverage of the relevant strands and elements for each class commensurate with the individual needs of the pupils.

## **Assessment**

Currently ICT based skills are assessed using the PIVATS assessment package. Pupil progress in the DCF will not be recorded at a whole school level until the assessment arrangements are developed by Welsh Government. However trials will take place of assessing, recording and target setting for focus groups as a trial in 2017-2019. These assessments will run alongside other relevant data collection and recording methods used currently such as RfL, Eyegaze Progression and digital access focus areas in pupils' IEPs.

## **Rights Respecting Schools**

Pupils will be fully involved in their own learning. Pupils will be involved in using new software and hardware at a class level and through the Digital Leaders and the School Council. Pupils will, with the necessary support, provide feedback, content for the school website and social media feeds and training materials such as 'how to' videos for their peer classes and the wider school.

Digital safety will be embedded within the curriculum throughout the school and digital competence will be pupil led wherever possible to achieve the core aims of the new curriculum. There is a pupil friendly e-safety policy to support this area of our work which has been developed by the school council.

## **Training**

Full details of staff training, support and development will be found in the DCF Vision document for 2017-2018. Further areas for training and support will be assessed after the evaluation of the new themes, planning documents and after taking feedback from pupils, staff and parents. These training needs will then be implemented by the SLT and the lead for DCF.

## **Resources**

The school is already well resourced digitally. As this is constantly changing field equipment and resources will be updated as they are identified through our robust self-evaluation processes; these include consultation with pupils, parents, staff, governors, audits by the DC lead/ICT technician, AoLE leads etc.

## Related documents

This policy should be read in conjunction with the following key policies/documents:

- Teaching, learning and curriculum
- Assessment, recording and reporting
- Foundation phase (3-7 year olds)
- School curriculum phase (8-13 year olds)
- 14-19 learning pathways

## Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>Date of Review: Summer 2019</b>		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 12:** Every child has the right to be heard.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.