



# ICT / Digital Learning Policy

## Cornist Park School

### 2018-2019



#### **Introduction**

At Cornist Park 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 Cornist Park 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 Cornist Park is to enrich learning for all pupils and to ensure that staff develop the confidence and competence to use digital technology to enhance teaching and learning.

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 Leader**

- To support staff in implementing the Digital Competence Framework (DCF) as a cross curricular responsibility
- To monitor the delivery of the ICT curriculum

- To highlight areas for the development of digital learning and digital technologies within school development plan (PIAP/SDP)
- To coordinate the purchase and maintenance of digital resources
- 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.

Class teachers have a responsibility 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
- make use of digital technologies to fulfil their wider professional role

### **Planning and Delivery**

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. 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 where appropriate.

### **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 pupils' 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, information seeking and staying safe online are nurtured and developed as tools for life long learning.

## **Differentiation**

Differentiation will be adapted to cater for individual learners needs e.g. though 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, blogs, Seesaw 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 that is saved on individual Google Drive accounts (KS2), Purple Mash or Seesaw will be signposted with stickers in learners' books. 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 will ensure that all our learners;

- 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)**

Cornist Park 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 AENCO, Digital Leader 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 Flintshire County Council guidance. Staff have a responsibility to report faulty equipment to Kellie Williams, Digital Leader.

## **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 up to date audit of resources is kept and acquisition of appropriate resources is planned in line with provision of staff development and the PIAP/SDP. Laptops connected to touchscreens are situated in each classroom. MacBook Airs, Chromebooks, iPads and laptops are available and used in a flexible way throughout the school. All teaching staff are provided with a laptop and iPad Mini. Acceptable use agreements are signed by staff and learners.

## **Professional Development**

Support and training will be given to all staff to develop their confidence and competence in the use of digital technology 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, staff meetings and/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 broadband installed by Flintshire County Council as part of the LiDW project. Wi-fi for the iPads (in KS2) and MacBook Airs operates

via a TalkTalk line and was upgraded to fibre optic in January 2015. Web access on this line is filtered by Lightspeed.

### **Monitor and Review**

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

- informal discussion with staff and learners
- observation of displays/learning walks
- evidence within children's individual folders on Seesaw (FP), Google Drive (KS2), Purple Mash accounts and print outs of work in books.
- Classroom observations

The effectiveness of this policy will be monitored by the Headteacher, Senior Leadership Team, Digital Leader, Governors and staff.

This policy was updated in September 2018 by Kellie Williams and adopted in a staff meeting on .....

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

Policy approved by Governing Body: ..... (Chair) Date: .....

The date for the next policy review is **September 2019** or sooner as required.