

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, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

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

School context

Trinity Fields is a **Rights Respecting School**; 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. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

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

We are a **Healthy School**; 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 by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

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

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a 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 develop classroom-based research.

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

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils’ ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. 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”.

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. 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.

Signed		Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school policy review cycle.		

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.