



## Digital Competence Policy

Updated: Mr G Fowler/ Mr S McNeil

Date reviewed by Governors: September 2018

Date to be reviewed next: September 2019

**Signed:**

Headteacher

Chair of Governors

**MISSION STATEMENT**

*Islwyn High School will be a school where happy and healthy pupils are prepared by old fashioned standards and challenged through innovative teaching and learning experiences to create confident independent learners who will thrive in an ever changing world.*

**VISION STATEMENT**

*From 2016, Islwyn High School will be a happy and healthy school, where our efforts focus solely on making pupils feel safe and ready to embrace the whole school experience. It will be a school run on the principle of coupling innovative teaching with traditional standards of behavior and commitment to achievement. We will develop a range of learning and personal skills in our pupils which will enable them to think independently and enjoy learning. We will use the best of modern technology to underpin learning and will create a truly learning centred ethos which strives to nurture all pupils' talents, whatever they may be.*

*In 2016, we will be at the heart of the local community and at the centre of Caerphilly's education system, helping meet the distinct needs of learners with the support of all our stakeholders, especially parents. Our school will be dynamic and forward looking but will be an environment that also remembers to enjoy the experience of today. It will be a school with excellent features as recognised locally and nationally.*

*We will value good manners, respect and honesty and believe in the positive character that ALL people possess. The school's stakeholders will have a shared vision of the school and will be united by our school purpose, the core of which will continue to inspire learners, and equip them with the skills, confidence and qualifications required to thrive in an ever changing world.*

## 1. Rationale

Islwyn High School is *“run on the principle of coupling innovative teaching with traditional standards of behaviour and commitment to achievement. We will develop a range of learning and personal skills in our pupils which will enable them to think independently and enjoy learning. We will use the best of modern technology to underpin learning and will create a truly learning-centred ethos which strives to nurture all pupils’ talents, whatever they may be.*

*We will be at the heart of the local community and at the centre of Caerphilly’s education system, helping meet the distinct needs of learners with the support of all our stakeholders, especially parents”.*

Learners’ Digital Competence acquisition plays a fundamental role in preparing learners for a successful life within and beyond secondary education. As a result, Digital Competence underpins all lessons across the curriculum to ensure all learners value Digital Competence and prioritise this within school and beyond.

## 2. Principles

The school believes:

- every pupil has the right to high quality and inspirational education, ensuring they are:
  - ambitious, capable learners
  - enterprising, creative contributors ready to play a full part in life and work
  - ethical, informed citizens of Wales and the world
  - healthy, confident individuals ready to lead fulfilling lives as valued members of society (Successful Futures – Professor G. Donaldson)
- opportunities to develop and raise learning and teaching standards should underpin staff CPD
- varied learning and teaching strategies allow every pupil to access the curriculum and achieve to his/her highest potential
- staff collaboration enables the sharing of good practice and consistency of approach when delivering skills lessons focused on Digital Competence and applying the principles of the learning and teaching policy
- challenge, support and celebration (of pupils’ achievements) lead to continued success – the school must celebrate and recognise good Digital Competence models
- all staff should be committed to innovative learning and teaching that is engaging, interactive and inspirational. They must be Digital Competence role-models within and outside the classroom and be committed teachers of Literacy, Numeracy and DCF, irrespective of subject specialism.

## 3. Aims

- To strive to raise standards of Digital Competence by challenging, supporting and equipping pupils to become resilient, independent and reflective learners

- To ensure that the quality of learning and teaching of Digital Competence is **consistently good to excellent**
- To develop pupils' resilience and self-reflection through a whole-school focus upon **Digital Competence skills**
- To ensure that all classroom professionals utilise a variety of whole-school Digital Competence strategies/ resources/interventions to challenge and support all pupils' Digital Competence skills
- To ensure high quality staff CPD focuses on developing, sharing and progressing good practice of Digital Competence learning and teaching
- To support opportunities for staff cross-curricular collaboration, through:
  - whole-staff INSET
  - the Digital Leaders' group
  - departmental and individual teacher collaboration with Head of Digital Competency
  - in-line department delivery of skills, following framework agreed with Head of Digital Competency
  - specific training and collaboration on requirements outlined in the Donaldson Curriculum for Wales.

#### **4. Extract on Digital Competency skills - from ESTYN documentation**

Estyn state, "As the strands in both the ICT subject orders and the ICT Key Skills requirements of the non-statutory Skills Framework are so similar, the agreed approach to inspecting ICT is to base our inspection on the coverage of the ICT orders in other subjects. This would reflect the accepted approach that schools teach the skills discreetly through the subject ICT with planned opportunities to apply these in other subjects/areas of learning across the curriculum".

"Both the Skills Framework and the subject orders place a great importance on safe and appropriate use of ICT and this should be embedded throughout all activities. Inspectors should find further information on each school's approach to online safety in the self-evaluation form that schools complete before their inspection ('Self-evaluation form for Safeguarding and Child Protection'). The information is most likely to appear under 'Provide details of how the school ensures that pupils use the internet safely and know how to stay safe online'" (*Supplementary guidance for the inspection of information and communication technology (ICT) in schools, Estyn, 2017*).

#### **5. Background**

This information document sets out the aims, principles and strategies for the delivery of Digital Competence at Islwyn High School.

- The aim of the policy is to outline how Digital Competence can be used to support the core tasks of raising standards by enhancing teaching and learning and improving the administration processes that support school life
- The School uses the *SIMS Information Management System*
- The contents of this information document formalise many of the developments that have taken place over the last few years whilst also providing a framework within which further improvements will be achieved in the future.

## 6. Key Roles and Responsibilities

The delivery of Digital Competence across the curriculum is led by the Head of Digital Literacy.

- Other non-specialist teachers might be required to assist with the delivery of Digital Competence in lessons at Key Stage 3, depending on the annual intake and the number of teaching groups required
- The Network Manager has overall responsibility for the day-to-day management of the ICT rooms, school networked infrastructure, ICT hardware and software
- The SLT Member in charge of Digital Competence development is responsible for monitoring and tracking pupils' skills between phases.

## 7. Curriculum Delivery and Organisation

Learners arrive at Islwyn High School with variable ICT experiences. These prior achievements are

viewed as an advantage and the delivery of Digital Competency aims to build on them to support

learning and teaching and thus raise standards across the curriculum.

- Pupils in year 7 and 8 receive two hours of ICT per fortnight and years 9 receive three hours per fortnight. These pupils follow a well-structured programme of study that reflects the National Curriculum specifications
- The ICT curriculum is creative and flexible which ensures pupils are effectively engaged in their learning, so that they have the opportunity to use ICT in a variety of different ways
- ICT and Computer Science are established as a popular option subject at Key Stage 4
- Pupils are taught 5 hours per fortnight and currently follow the WJEC mainstream syllabus.

## 8. Transition

As part of the whole school transition days, primary school pupils complete a range of tasks with *Lego Mind Storm*. The Head of ICT has also been involved in cluster meetings involving *Cracking the Code*.

## 9. Cross-Curricular Contribution to Digital Competence

As with the other skills, all departmental programmes of study/Schemes of Work must make specific reference to Digital Competency skills where developed and used in lessons.

- All departments have Digital Competence department leaders to assist the delivery of Digital Competency in subject specific contexts
- All departments are encouraged to make suggestions as to how the Digital Competence department leaders could enhance the learning of pupils by making increased references to their own curriculum areas

- By adopting this practice further, and increasing relevance for pupils, overall learning experiences will improve
- All departments should include work produced using ICT in their departmental portfolios and/or class displays
- A **Google Classroom** working party initiative has been created from six subject areas to help establish the use of Google Classroom throughout the school.

## 10. Access to Learning Resources

- The two main ICT rooms have 30 networked PCs each, with the community suite housing 30 and the Technology computer room housing a further 30
- In addition to these, there is a bank of 60 laptop machines on every floor of the school
- The Welsh Baccalaureate department has 60 Chromebooks
- All teaching rooms and the library have at least one networked PC
- All staff have access to a laptop computer
- There are digital projectors in all subject areas of the school. All of these projectors are used with the interactive whiteboards
- Staff should also be sensitive to the fact that some pupils do not have access to ICT facilities at home and where possible assist with providing access to resources during the school day
- Lunchtime and after school clubs will also provide opportunities for pupils to access ICT facilities
- Pupils in the Music department also have access to a bank of iPads, which are connected to the schools WI-FI
- **The IT Users' Strategic Group** consists of teachers from across the curriculum, SLT and Network Manager. The group is involved in strategic planning of resources, ICT requirements, hardware, software etc. It is chaired by the Head of Digital Competence.

## 11. ICT Inventory

An inventory of all ICT equipment and the serial numbers is kept with the Network Manager and is updated on an annual basis.

## 12. Internet Safety

The school has a separate and complementary ***e-Safety and Acceptable Use of ICT Policy*** which

works in conjunction with this document to ensure safe use of ICT facilities by pupils and staff

- The school is actively engaging with the ***360 Degree Safe Framework***
- Specific rules relating to the use of the school network by pupils can be found in the staff and ICT rooms
- Pupils must not make use of the Internet unless under the supervision of a member of staff
- Pupils wishing to make use of computers during break and/or lunchtime in class rooms/ICT room must also be supervised
- Pupils should be encouraged to use the computers in the library in the first instance
- The ICT room must be kept locked when not in use

- A student/parental agreement document is published, outlining acceptable use of ICT across the school.

### **13. Assessment, Recording and Reporting**

The school uses ICT to produce information for parents including End of Year and Interim Reports.

- This system, facilitated by the support of the administrative staff, ensures that parents receive clear information regarding their child's performance
- ICT also plays a significant role in the input and manipulation of data including the setting of targets and predicted grades to support learning and raise standards
- This allows teaching and support strategies to help pupils to achieve their full potential.

### **14. Staff Roles and Responsibilities**

The school's Governing Body, through the Headteacher, is responsible for ensuring there is a Digital Competence Policy.

- The separation of Head of ICT/Head of Digital Literacy (DCF) roles is a new initiative this year – this is designed to impact positively on the delivery of DCF across the school, becoming the key focus of the Head of Digital Literacy; it also allows the focus of the new Head of ICT to be the learning and teaching of ICT and Computer Science within that department
- An Assistant Head of Digital Literacy has been appointed to support the Head of Digital Literacy - initially taking charge of the student 'Digi' Voice (Pupil Voice initiative) and cross-curricular, *Google Classroom working party*
- A Network Manager and IT Technician oversee the running of ICT/DCF facilities.

### **15. The Head of Digital Literacy is responsible for:**

- reviewing and updating the Digital Competence policy with the Head of ICT and Network Manager
- raising standards in the use of ICT/DCF across the curriculum
- identifying and mapping DCF skills across the curriculum
- ensuring the school is at the forefront of developments related to Google Classroom
- working closely with the IT Users' Strategic Group to further develop ICT resources across the school.

### **16. Heads of Department are responsible for:**

- liaising with the Digital Leaders to develop appropriate subject based resources
- promoting, through effective Departmental Development Planning, the use of Digital Competence skills as an accepted and effective means of learning and teaching within their subjects
- ensuring that class teachers use Digital Competence skills effectively within the context of their subjects

- preparing to meet the requirements of the Digital Competence Framework
- annual mapping of the delivery of Digital Competence within their subject areas
- ensuring relevant DCF strands are embedded through subject Schemes of Work, as monitored through Department Reviews
- the correct signposting of DCF skill strands, using icons designed by the Head of Digital Literacy

### **17. Class teachers are responsible for:**

- developing their students' Digital Competence skills' capability (within subject contexts) in accordance with school policy, subject Schemes of Work and the requirements of the National Curriculum
- ensuring that equipment is used safely and responsibly; damaged or faulty equipment should be reported immediately to the Head of Subject who should, in turn, inform the Network Manager.

### **18. Extra-Curricular Activities**

To ensure all pupils have equal access to ICT resources, the school is developing extra access to ICT facilities outside of timetabled lessons through the pupil "Digi" Voice Group and the implementation of *Google Classroom* (a *Virtual Learning Environment* initiative led by the Assistant Head of Digital Competence).

### **19. Health and Safety**

Health and safety is an integral component of pupils' learning in ICT.

- Pupils and staff are made aware of health and safety issues relating to the use of ICT
- We ensure that our equipment is given an annual electrical check by the LA Electrical Testing Officer
- In addition, all staff should be vigilant of faulty ICT-based equipment in their care and report any concerns to the Network Manager
- Internet Safety sessions are delivered in ICT lessons, through specific assemblies, on posters and during purposeful sessions as part of PSE days.

### **20. Copyright and Data Protection**

- We ensure that we have licences for all software
- We will not re-publish any scanned or digitised images without checking copyright
- We follow the Caerphilly guidelines regarding data protection – e.g. in the case of transferring pupil data or publishing images of pupils.

### **21. Computer Security and Virus Protection**

We strive to make equipment readily available and yet secure. All feasible equipment is

security marked and all computers are virus protected.

## 22. Upgrading and Replacement of Equipment

- The school has a planned programme of replacement and upgrading of ICT facilities which is outlined in the School Development Plan
- This aims to ensure that the ICT facilities are fit for the core purposes of supporting learning and teaching and enabling pupils to gain and enhance their ICT skills as well as supporting the effective management of the school.

## 23. Maintenance

- Staff should report technical problems to the Network Manager via the school ICT booking system, giving as much information as possible
- Staff should ensure that pupils use the computer equipment in their classrooms with care in order to avoid unnecessary damage.

## 24. Monitoring and Review

- This updated document reflects the changing demands on staff and pupils in the use of ICT at Islwyn High School
- All Heads of Department are responsible for ensuring that Digital Competence provision is catered for within their Schemes of Work
- Annual auditing of strands and DCF mapping is completed by the Head of Digital Literacy

## 26. Monitoring and Evaluating Digital Competence Skills across the curriculum

- **The Head of Digital Literacy** plays a key role in department reviews (carrying-out lesson walks) and whole-school book scrutinies, compiling reports on the provision and standard of skill delivery within subject context
- **The Assistant Head of Digital Literacy** currently oversees Digi-Voice (gathering feedback on pupils' experiences and views on the impact of Digital Competence across the curriculum) and assists the Head of Digital Literacy in compiling Digital Competence evidence and best-practice exemplar materials from across the curriculum.

### Further actions

- Coverage of Digital Competence skills within the DCF is audited by Heads of Department annually to ensure full and consistent coverage of skills
- The Head of Digital Literacy works with departments on opportunities to deliver skills within the context of specific lessons and subjects
- Subject areas code these references using the DCF indicators through Schemes of Work and, where relevant, within resource materials/booklets
- Moderation takes place in the summer term to ensure consistency across departments.

## 27. Digital Competence INSET and Communication with Staff

Whole-school INSET focuses clearly on Digital Competence skill development across the curriculum. Specific, in-house INSET is held for all teaching staff, including Teaching Assistants, Learning Coaches and Inclusion colleagues.

- At the start of each academic year, whole-school INSET includes the delivery of Digital Competence priorities and references key strategies to be used across the school; this includes the distribution of bespoke, whole-school, Digital Competency resources. (e.g. poster, subject guidance leaflets, SoW indicators icons etc.)
  - INSET sessions include reminders of, and introductions to, subject mapping tools, requirements for departmental reviews, indicators for Schemes of Work and the development and use of *Google Classroom*
  - INSET carousels delivered to all staff (including Teaching Assistants, Inclusion staff and Learning Coaches) are led by Heads of Skills (including the Head of Digital Literacy and Assistant Head of Digital Literacy); these have included sessions on:
    - DCF strands and how these may be linked into Schemes of Work
    - Example tasks (using ICT to produce tables, charts, diagrams etc.) to benefit pupils' Digital Competency
    - How to use Google Classroom in lessons/homework tasks
    - Digital Competence resources (including the DCF mapping tool) and how these should be used across the curriculum
1. INSET exemplar, policy and guidance materials for staff are placed on the N-Drive and in the staff *Professional Learning Handbook*
  2. Digital Competence training also forms part of calendared twilight INSET (e.g. this has included training and guidance on how skills might be incorporated into specific subject lessons)
  3. Regular updates, reminders and guidance are distributed through morning briefing, INSET throughout the year and through whole-school Digital Competence resources.
  4. A number of key departments are part a Google Classroom working party

Appendix

SUBJECT: TEACHERS' DIGITAL COMPETENCY ACROSS THE CURRICULUM 2017-18				
<p><b>Standard/Key Area</b></p> <p><b>DCI Standards (Outcome and Progress)</b></p> <p><b>Collected through:</b></p> <p><b>1.Workbook activity</b></p> <p><b>2.Learning walk/ observation</b></p> <p><b>3.S.O.W. indicators</b></p>	<p><b>Excellent levels: DCI:</b></p> <ul style="list-style-type: none"> <li>• Pupils are <i>exceptional</i> in...</li> <li>• communicating and presenting <i>effective</i> information and ideas (via text)</li> <li>• communicating and presenting <i>effective</i> information and ideas (via pictures / images / design)</li> <li>• communicating and presenting <i>effective</i> information and ideas (via sound)</li> <li>• expertly finding and developing information and ideas (find information from a variety of sources for a defined purpose, and select suitable information and make simple judgements about sources of information)</li> <li>• expertly finding and developing information and ideas (Graph work)</li> <li>• expertly finding and developing information and ideas (Database / spreadsheets)</li> <li>• expertly finding and developing information and ideas (Modelling/wordsearch/problem solving)</li> </ul>	<p><b>Good levels: DCI:</b></p> <p>Pupils are...</p> <ul style="list-style-type: none"> <li>• communicating and presenting <i>effective</i> information and ideas (via text)</li> <li>• communicating and presenting <i>effective</i> information and ideas (via pictures / images / design)</li> <li>• communicating and presenting <i>effective</i> information and ideas (via sound)</li> <li>• successful in finding and developing information and ideas (find information from a variety of sources for a defined purpose, and select suitable information and make simple judgements about sources of information)</li> <li>• successful in finding and developing information and ideas (Graph work)</li> <li>• successful in finding and developing information and ideas (Database / spreadsheets)</li> <li>• successful in finding and developing information and ideas (Modelling/wordsearch/problem solving)</li> </ul>	<p><b>Adequate levels: DCI:</b></p> <p>Pupils demonstrate <i>adequate</i> skills due to <i>limited</i> and <i>inconsistent</i> in...</p> <ul style="list-style-type: none"> <li>• communicating and presenting <i>adequate</i> information and ideas (via text)</li> <li>• communicating and presenting <i>adequate</i> information and ideas (via pictures / images / design)</li> <li>• communicating and presenting <i>adequate</i> information and ideas (via sound)</li> <li>• finding and developing information and ideas (find information from a variety of sources for a defined purpose, and select suitable information and make simple judgements about sources of information)</li> <li>• finding and developing information and ideas (Graph work)</li> <li>• finding and developing information and ideas (Database / spreadsheets)</li> <li>• finding and developing information and ideas (Modelling/wordsearch/problem solving)</li> </ul>	<p><b>Insufficient levels: DCI:</b></p> <p>Pupils demonstrate <i>insufficient</i> skills/ knowledge...</p> <ul style="list-style-type: none"> <li>• communicating and presenting <i>insufficient</i> information and ideas (via text)</li> <li>• communicating and presenting <i>insufficient</i> information and ideas (via pictures / images / design)</li> <li>• communicating and presenting <i>insufficient</i> information and ideas (via sound)</li> <li>• finding and developing information and ideas (find information from a variety of sources for a defined purpose, and select suitable information and make simple judgements about sources of information)</li> <li>• finding and developing information and ideas (Graph work)</li> <li>• finding and developing information and ideas (Database / spreadsheets)</li> <li>• finding and developing information and ideas (Modelling/wordsearch/problem solving)</li> </ul>
SUBJECT: PUPILS' REVIEWING DIGITAL COMPETENCY ACROSS THE CURRICULUM 2017-18				
	<ul style="list-style-type: none"> <li>• expertly finding and developing information and ideas</li> <li>• expertly finding and developing information and ideas</li> <li>• expertly finding and developing information and ideas</li> <li>• effectively reporting online safety concerns (safe/unsafe/anonymous)</li> </ul>	<ul style="list-style-type: none"> <li>• successful in finding and developing information and ideas</li> <li>• successful in finding and developing information and ideas</li> <li>• successful in finding and developing information and ideas</li> <li>• accurately reporting online safety concerns (safe/unsafe/anonymous)</li> </ul>	<ul style="list-style-type: none"> <li>• finding and developing information and ideas</li> <li>• finding and developing information and ideas</li> <li>• finding and developing information and ideas</li> <li>• reporting online safety concerns (safe/unsafe/anonymous)</li> </ul>	<ul style="list-style-type: none"> <li>• finding and developing information and ideas</li> <li>• finding and developing information and ideas</li> <li>• finding and developing information and ideas</li> <li>• reporting online safety concerns (safe/unsafe/anonymous)</li> </ul>
<p><b>DCI Indicator on Learning</b></p>	<p>Pupils demonstrate...</p> <p>• good level engagement in digital activities</p> <p>• demonstrate good concentration levels when tackling tasks and</p> <p>• exceptional perseverance with more challenging tasks</p>	<p>Pupils engage...</p> <p>• appropriately in digital activities</p> <p>• demonstrate good concentration levels when tackling problems</p> <p>• appropriately when persevering with challenging tasks</p>	<p>Pupils demonstrate a <i>adequate</i> attitude due to <i>limited</i> and <i>inconsistent</i>...</p> <p>• when engaging with digital activities</p> <p>• when concentrating on problems</p> <p>• when persevering on challenging tasks</p>	<p>Pupils are...</p> <p>• engaged insufficiently when exploring digital activities</p> <p>• lack concentration when tackling problems</p> <p>• do not persevere so more challenging tasks</p>
<p><b>DCI (a) Teaching and learning experience (Provider)</b></p>	<p>Teaching has/hasn't/demonstrates...</p> <p>• very high expectations of learners with good pace</p> <p>• extensive challenge in digital tasks</p> <p>• high standard communication/presentation/development/Internet safety</p> <p>• frequent excellent standards of accuracy/precision</p>	<p>Teaching has/hasn't/demonstrates...</p> <p>• high expectations of learners with good pace</p> <p>• appropriate challenge in digital tasks</p> <p>• regular communication/presentation/development/Internet safety</p> <p>• frequent good standards of accuracy/precision</p>	<p>Teaching has/hasn't/demonstrates...</p> <p>• inconsistent expectations of learners with limited pace</p> <p>• inconsistent challenge in digital tasks</p> <p>• infrequent communication/presentation/development/Internet safety</p>	<p>Teaching has/hasn't/demonstrates...</p> <p>• insufficient expectations of learners with poor pace</p> <p>• insufficient challenge in digital tasks</p> <p>• poor standards of accuracy/precision</p> <p>• no/restricted use of digital resources/terminology</p>

**GUIDANCE FOR REVISING DIGITAL COMPETENCE ACROSS THE CURRICULUM (2017-18)**

	<ul style="list-style-type: none"> <li>Very strong use of digital competence framework</li> <li>Concepts/skills applied creatively to different, relevant contexts</li> <li>Digital competence information is improved reasoning/problem-solving</li> <li>[+/-] pupils explain their thinking fully and elaborate on answers, making learning connections</li> <li>Focus on high quality peer and group work</li> <li>High standard self/peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful use of a digital competence framework</li> <li>Concepts/skills applied effectively to different, relevant contexts</li> <li>Digital competence information is improved reasoning/problem-solving</li> <li>[+/-] pupils explain their thinking and elaborate on answers, making learning connections</li> <li>[+/-] encourage effective peer and group work</li> <li>Purposeful self/peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate standards of use of digital competence</li> <li>Appropriate use of digital competence framework</li> <li>Concepts/skills applied suitable to different, relevant contexts</li> <li>Enough information to improve reasoning/problem-solving</li> <li>Pupils explaining their thinking and elaborating on answers some of the time</li> <li>Encourage effective peer and group work</li> <li>Useful self/peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>Concepts/skills not applied to different, relevant contexts</li> <li>Digital competence information which does not improve reasoning/problem-solving</li> <li>[Does not use] pupils to explain their thinking fully</li> <li>Ineffective peer and group work</li> <li>Ineffective self/peer assessment</li> </ul>
<b>Strength/Key Area</b>	<b>Excellent looks like:</b>	<b>Good looks like:</b>	<b>Adequate looks like:</b>	<b>Unsatisfactory looks like:</b>
<b>143 (3) Overall, consider how well L1/L2 departments... (to be used as exemplified outcomes when drafting a schemebook)</b>	<p>Digital Competence will demonstrate <b>high standards in...</b></p> <ul style="list-style-type: none"> <li>Embedding digital competence into learning experiences</li> <li>Linking Schemes of Work to the development of digital competence skills</li> <li>Developing thinking, planning, creative and problem-solving skills</li> <li>Enabling opportunities to develop pupils' communicating/presentation/developing/learning skills</li> <li><b>Fully supports the school's digital competence strategy</b></li> <li>Ensuring learners are aware of learning objectives for progress in relation to digital competence skills</li> </ul>	<p>Digital Competence will be consistent and effective in...</p> <ul style="list-style-type: none"> <li>Embedding digital competence into learning experiences</li> <li>Linking Schemes of Work to the development of digital competence skills</li> <li>Developing thinking, planning, creative and problem-solving skills</li> <li>Enabling opportunities to develop pupils' communicating/presentation/developing/learning skills</li> <li><b>Supports the school's digital competence strategy</b></li> <li>Ensuring learners are aware of learning objectives for progress in relation to digital competence skills</li> </ul>	<p>Digital Competence will provide <b>adequate coverage for each</b> in...</p> <ul style="list-style-type: none"> <li>Embedding digital competence into learning experiences</li> <li>Linking Schemes of Work to the development of digital competence skills</li> <li>Developing thinking, planning, creative and problem-solving skills</li> <li>Enabling opportunities to develop pupils' communicating/presentation/developing/learning skills</li> <li><b>Follows, inconsistently, the school's digital competence strategy</b></li> </ul>	<p>Digital Competence will be <b>ineffective in...</b></p> <ul style="list-style-type: none"> <li>Embedding digital competence into learning experiences</li> <li>Linking Schemes of Work to the development of digital competence skills</li> <li>Developing thinking, planning, creative and problem-solving skills</li> <li>Enabling opportunities to develop pupils' communicating/presentation/developing/learning skills</li> <li><b>Does not follow the school's digital competence strategy</b></li> <li>Ensuring learners are aware of learning objectives for progress in relation to digital competence skills</li> </ul>

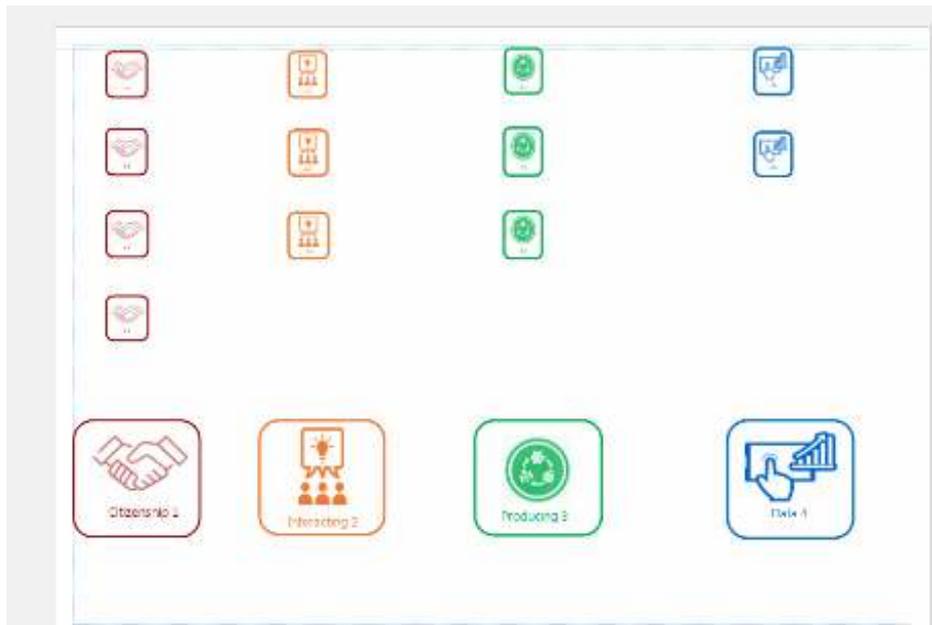
**GUIDANCE FOR REVISING DIGITAL COMPETENCE ACROSS THE CURRICULUM (2017-18)**

				<ul style="list-style-type: none"> <li>Ensuring learners are aware of learning objectives for progress in relation to digital competence skills</li> </ul>
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**DCF Subject Mapping**

		Digital Competence Framework Provision Summary																							
		Subject Summary															Year by Year Summary								
		Maths	English	Art and Design	Science	History/Geography	Design/DT	Religion/Philosophy	Technology	PE	Music	DT	Modern Languages	Physical Education	ICT	Other Art	Other Subject	Other Subject	Other Subject	Year 7	Year 8	Year 9	Year 10	Year 11	
1. Citizenship	Identify, design and evaluate	Y, X, R, E	X			Y, X	X		Y, X, X, X	Y, X, Y	Y									Y	X	X	X	X	
	Healthy and well-being		X					R, L						R, X							Y	X	X	X	X
	Digital rights, licensing and ownership							X, O		O	X, O	X, O	O		R, X						Y	X	X	X	X
2. Learning and outcomes	Order behaviour and self-knowledge		X																		Y	X	X	X	X
	Communication	T	Y, X	Y, L	Y, C, X, R, E	Y, X, R, E	Y, X, X	T			C, R, L			R, L						Y	X	X	X	X	
	Collaboration			Y, C, X, R, E										R, X						Y	X	X	X	X	
3. Productivity	Money and charity		X			X	C							R, X						Y	X	X	X	X	
	Planning, organising and executing	Y, X	T		Y, C, X, R, E	Y, X, X	Y, C, X, R, E	X	Y, C, X, R, E	Y, X, X	C, R, L		R, X	R, X	R, X					Y	X	X	X	X	
	Creating		T			O	T		Y, C, X, R, E	X, O	R, X	X, X		R, X						Y	X	X	X	X	
4. Data and Comparison of Thinking	Producing and reporting	Y, X, R, E	X			Y, X, X, X	Y, X, R, E	Y, X, X		Y, R, X			X, X	R, X						Y	X	X	X	X	
	Problem solving and reasoning																				Y	X	X	X	X
	Data and information literacy		Y, C, X, R, E										Y, C, X, R, E	R, L						Y	X	X	X	X	

**DCF Indicators for Schemes of Work**



**Example of SoW with DCF Indicators**

Programme of study:

	1	2	3	4	5	6	7	8	9
Designing									
Making									

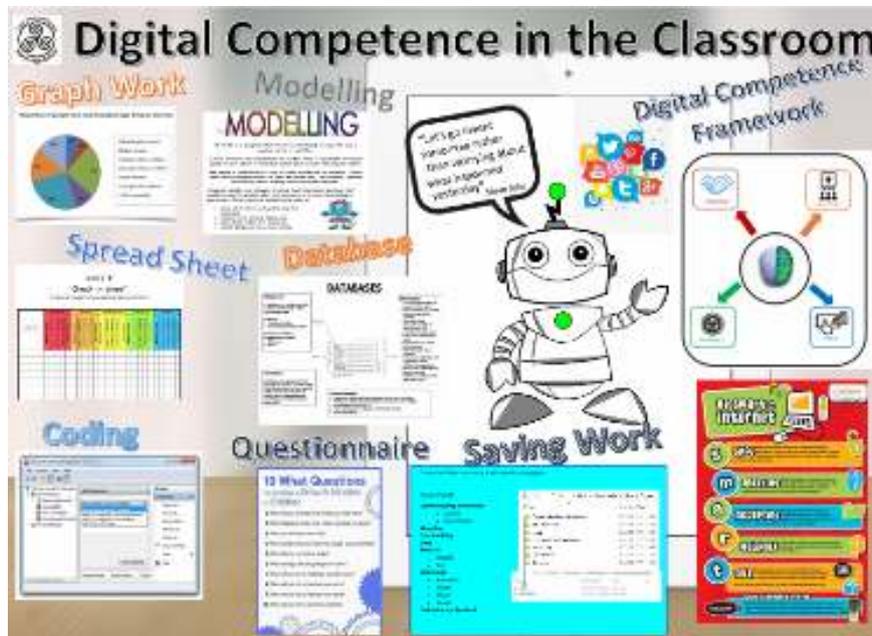
Pupils are provided with opportunities to develop their thinking, communication, number and TTC skills and where appropriate and where resources allow. Curriculum Objectives, PSE, Careers and the world of work are included. Opportunities are identified in each individual lesson.

**AFL:** Developing the assessment of pupils to enhance learning and improve the rate at which pupils progress. By investing in assessment, the Technology department can ensure that learning is meaningful for all pupils, teaching is effective and outcomes are improved.

Skills	Objectives/Outcome	Methodology	Homework	Resources

<p><b>Lesson 1</b> Introduction to project.</p> 	<p>The learners will:</p> <ul style="list-style-type: none"> <li>Understand expectations of Y7 technology</li> <li>Be introduced to Resistant Materials</li> <li>Investigate to gain a basic understanding of structures.</li> </ul>	<p>Introduction to Resistant materials technology. Briefly explain the structure of the module, homework, classwork, standards expected within the department.</p> <p>Remind learners to buy an apron.</p> <p><b>Whole class mind mapping session</b>- what is a structure? Discuss natural and man-made structures. How many structures can we think of and what materials are they made from? Local structures such as the Newport transporter bridge and designers are to be incorporated into this. (ES066)</p> <p>Learners to research structures from around the world and show common structural attributes.</p> <p><b>AFL:</b> Individuals communicative response during whole class mind mapping monitored and descriptions of materials written as evidence of understanding in workbooks.</p>	<p>Working in pairs or groups of 3 learners are to create their own structure - Using only Jelly Babies and cocktail sticks the need to build a stable structure 300mm tall to hold an egg. These will be presented and tested in the next lesson.</p>	<p>Whiteboard and pens.</p> <p>Visual examples of structures. Sketchpads. Coloured pencils. Rulers. Pencil sharpeners. Pens. Paper.</p>
<p><b>Lesson 2.</b> Situation and Design Brief</p> 	<p>The learners will:</p> <p>Evaluate their structure and their success.</p> <p>Understand the design brief.</p>	<p>As a class - Presentation and testing of homework structures/ Which is the most successful and why? Discuss Innovation, briefly teaching on the maths and physics behind it.</p> <p><b>Results and images to be uploaded to Twitter, sharing the learning success.</b></p>		<p>Whiteboard and pens. Sketchpads. Coloured pencils. Rulers. Pencil</p>

DCF Poster



**Subject Digital Competence Leaders**

DC subject Leaders	
Mr Wareham	ICT
Mrs Rowlands	WB
Ms Wright	Welsh
Ms Pool	English
Mr Jones	Maths
Mr Clark	Science
Mrs Henry	Technology
Mr Watkins	History
Mrs Hancock	MFL
Mr Davies	PE
Mrs Clarke	Geog
Ms McAllister	RE
Ms Day	Music
Ms Lewis	Art

**'Digi Voice' group**

