YSGOL
MAESTEG

MOTIVATED TO STRIVE

DIGITAL COMPETENCY FRAMEWORK POLICY

#motivatedtostrive

Mission Statement.

Maesteg School is committed to raising standards in numeracy, literacy and digital competency of all of our pupils. We want them to develop the ability to use these skills effectively in all areas of the curriculum so that they cope confidently with the demands of everyday life and lifelong learning. The policy explains what we, as a school do to develop LNF skills.

LNF team

LNF SLT lead	Tania Hill
Literacy Coordinator	Robin Wilson/Nicola Davies/ Dr Rachel Jones
Numeracy Coordinator	Siobhan Crossin
Digital Competency Lead	Stephen Rees
Link Skills Governor	

The National Context

"Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society. Digital competence should not be confused with information and communication technology (ICT). Digital competence is one of three 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 that are transferrable to the world of work. However, it is not intended that digital competence should be artificially imposed into all subject areas. The DCF therefore includes examples of classroom task ideas that can be used to develop skills in naturally occurring, meaningful ways." Digital Competence Framework guidance Update – June 2018

Digitally Literate Learners

Digitally Literate Learners will contribute positively to the digital world around them. They will evaluate critically their place within the digital world, so that they are prepared to encounter the positive and negative aspects of being a digital citizen. Learners will be responsible, independent consumers and producers of digital products in the rapidly changing digital world. They will understand fully the implications of data laws and will understand fully the importance of data and information literacy and its collection.

Our digital learners will explore a range of collaboration methods. They will create a wide range of multimedia components. Collaboration is central to the creativity process as is repurposing and redesigning. Digital learners will use increasingly more complex multimedia components and will take great consideration of audience and content.

Our digital learners will be able to communicate effectively in formal and informally and will understand all professional aspects of e-mail and other communication channels such as social media and instant messaging. They develop computational thinking as a combination of scientific enquiry, problem solving and thinking skills.

Policy Aims:

- To develop a whole school approach to addressing DCF needs across the curriculum.
- To support teachers of all subjects in identifying and providing opportunities for learners to apply DCF across the curriculum in accordance with the requirements of the LNF.

- To determine learner progress in DCF and the next steps.
- To ensure effective cross curriculum planning for DCF
- To provide a framework for continued development, clearly setting out annual expected statements in DCF and progression indicators for learners with additional learning needs.
- To enable all pupils to develop their skills in DCF: Citizenship, Interacting and Collaborating, Producing and Computational Thinking.
- To be able to transfer and apply these skills in order to enable them to access learning across all areas of the curriculum.
- To encourage staff to take responsibility for the development and implementation of the DCF in their subject areas through inclusion in schemes of work and lesson plans.

Policy Commitment:

- Digital Competency is the responsibility of all staff.
- All staff are responsible for acting as role models in the use of DCF skills.
- All staff are expected to promote the value of DCF in learning.
- Staff must actively identify, intervene and support pupils who display difficulty in any or all areas of DCF.
- Staff must actively intervene, support and challenge pupils who display particular talents in any/all aspects of DCF.
- If staff are uncertain about the best course of action, they should seek the advice of their line manager, any member of senior staff or DCF coordinator.

Curriculum Planning:
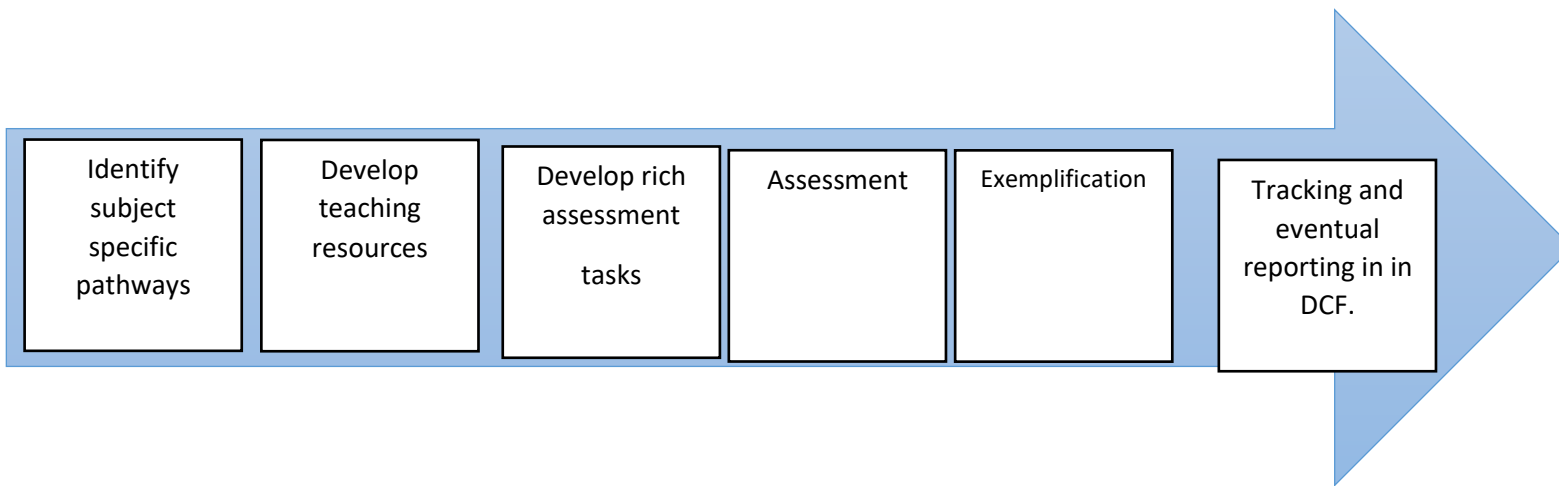
The DCF s primarily a curriculum-planning tool that supports all teachers to embed digital competency in their teaching of the curriculum. Current curriculum planning is being adapted to support cross-curricular planning using the DCF and tasks are set that aim to introduce, consolidate, apply and make progress in specific DCF skills. Although the DCF identifies age-appropriate digital competency skills, planning will need to take into account the different abilities of the pupils. The development of skills should be progressive with each skill, having been taught in one lesson, then practised and consolidated elsewhere as required by the skill itself or the individual child.

Through expectation statements, the DCF sets out the skills the Welsh Government expects learners to develop throughout their time in school, from ages 5 to 14, and is broken down into year groups. According to the Welsh Government, teachers will use the DCF to assess:

 Individual progress to form the basis of informed discussion with learners, parents/carers and between teachers about learners' current strengths and areas for development

 Group progress to inform curriculum and school development planning.

The development process for using the DCF to ensure progression is shown and explained below:

| Identify subject specific pathways | Develop teaching resources | Develop rich assessment tasks | Assessment | Exemplification | Tracking and eventual reporting in in DCF. |

Identifying

Each department will be allocated specific DCF pathways that they will be responsible for developing, assessing and tracking progress. These will be clearly identified and where chosen in consultation between the SLT LNF lead, literacy and numeracy co-ordinators and the Head of Department. Identification will focus of the particular DCF , which are not only relevant to the subject at KS3 but also in KS4/5. Departments will need to be aware that they may still develop/use other pathways from the DCFbut they would not explicitly assess these.

Developing

Departments will need to consider how the specific DCF pathways can be developed over a period within their departmental schemes of work. In the developing stage, pupils can work in pairs/groups to develop specific skills. Teaching activities should include modelling good DCF skills and the use of AFL, in particular success criteria, such as rubrics or skill ladders, allowing pupils to peer and self-assess against DCF end of year expectations.

Assessing

 Pupils should individually be given tasks where they can demonstrate their ability in specific DCF pathways within a subject, along with subject specific level descriptors. The school will provide each department with the pupil friendly versions of the DCF. These should be used by departments to develop assessment grids or rubrics, which can be used by pupils and staff to assess against the DCF and reflect the context of the subject they are covering. The assessed piece of work will provide a narrative comment explaining the pupil's current performance in relation to the DCF and what their next steps should be. Each pathway should be assessed at least twice per year in order to show progression.

Exemplification

 Departments, working with the DCF coordinators, should build up a portfolio of pupil work that exemplifies the DCF pathways they are responsible for assessing. At the end of each tracking period, each department is required to submit exemplar work for each of the four possible outcomes for each year group. This will be moderated by the DCF coordinators to ensure consistency. Where these pathways go across a number of department cross moderation meetings will take place.

Tracking Pupil Progress Using the DCF.

Faculty Responsibilities with regard to the DCF

Each Faculty (including all subject teachers) is responsible for:

- Creating resources, adapting Schemes of Work, delivering lessons and developing pupil skills in the allocated pathways of the DCF
- Sharing good practice in the delivery and teaching of the allocated pathways – e.g. through departmental meetings, workshops in INSET sessions, through meetings with Coordinators.
- Creating an assessment plan for the assessment of the allocated pathways
- Adapting the pupil friendly assessment grids/rubrics in order to develop a subject specific assessment grid
- Developing and using departmental tasks that will allow evidence to be collected to assess theDCF pathways.
- Tracking pupil progress against the DCF through assessment for and of learning through the school is tracking system.
- Identifying and collecting pupil work which exemplifies different end of year expectations

Quality Assurance

The school uses a number of systems to assure quality and share good practice in terms of the teaching, learning and assessment of literacy and numeracy:

- Lesson observations – the school's lesson planning, observation and feedback forms all have specific sections, which focus on DCF.
- Learning walks – some trails focus specifically on aspects of DCF.
- Work Scrutiny – specific sections on literacy and numeracy
- SOW Scrutiny
- The School and departmental improvement plans – have sections on development of DCF.
- SERs – section focusing bon standards and provision for literacy and numeracy
- Departmental Meetings – sharing of good practice
- CPD workshops – sharing good practice
- Pupil voice sessions

Evaluation

The Policy will be monitored and reviewed through the quality assurance process and be support by SLT and link governors.

Communication

- The DCF can be viewed on the Learning Wales website.
- Copies of this policy are to be available on the School website, in the Staff Handbook, in the LNF area and on request.
- There is a whole school DCF Toolkit, located in General drive which contains lots of useful help and advice on how to improve skills.

Roles and Responsibilities

The SLT lead for the Skills working with Senior Leaders should:

- Actively support and drive the policy of improved digital competency for all.
- Help to manage, sustain, develop and evaluate DCF policy.
- Support the commitment to DCF in the School Development Plan.
- Identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners.
- Identify opportunities for and facilitate the sharing of good practice within the school.
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated.   Review and update teaching pedagogy through the provision of appropriate CPD, using outstanding teachers in literacy and numeracy to support development.
- Work with the DCF co-ordinators and coordinate feedback to parents/carers.
- Monitor, evaluate and report to governors on standards of digital comptency throughout the school and the impact of actions aimed at raising these standards.
- Ensure that all staff understand and accept they have a responsibility to improve DCF skills both through their teaching and day-to-day contact with pupils.
- Facilitate the improvement DCF skills by arranging an ongoing programme of training and support across the curriculum.
- Make suitable resources available to promote this policy.
- Place great importance on the role of parents and seek to involve them in supporting and promoting the development of their child's DCF skills.

The Digital Competency Lead should work with Senior Leaders, the Assistant Headteacher responsible for DCF, Curriculum Leaders, Class Teachers, Higher Level Teaching Assistants and Teaching to

- Support subjects in the continued development of DCF and ensure they are aware of the latest developments from the Welsh Government.
- Ensure the policy is implemented and work with the Senior Leadership Team to evaluate and update it annually.
- Work with key teachers from across the cluster on development of primary-secondary transition for DCF.
- Use the analysis of DCF data to inform planning for improvement.
- Collect evidence of good practice in DCF from across the curriculum.
- Review the DCF provision and identify opportunities to develop and apply literacy and numeracy skills.
- Identify areas of DCF that teachers are least confident of teaching within the context of a particular subject and discuss with the SLT LNF lead measures needed to address the identified issues.
- Ensure that new staff and newly qualified teachers (NQTs) are aware of the DCF Framework policy and support them in school strategies.
- Attend CSC DCF Coordinators Meetings and keep up to date on any new initiatives.
- Work with staff to ensure that all teachers are aware of the content of the DCF and the teaching and learning strategies DCF that are appropriate to the whole curriculum.
- Assist classroom teachers in identifying opportunities for the application of DCF understanding and planning within their schemes of work.
- Raise awareness of the resources available to support and challenge pupils of all abilities.
- Monitor and evaluate the delivery of the DCF throughout the school.
- Highlight the need and arrange for any necessary training.

- Assist with the development of the use of rich tasks to embed and assess digital competency skills

DoLS and Leaders of Subject Areas should:

- Ensure and sustain digital comptency as a cross curricular responsibility in both Faculty policy and delivery
- Ensure that all Schemes of Work include DCF objectives taken from the DC framework. These objectives will inform what is taught, how it is taught, what is learnt and how it is assessed. Literacy and numeracy should also form part of activities outside the classroom wherever opportunities lie.
- Monitor the effective implementation of DCF by members of their department.
- Identify and share good practice.
- Analyse and synthesise assessment data to support improvement.
- Track provision and raise any concerns regarding the development digital competency.
- Work closely with other subject areas through the DCF coordinator and DCF Champions to coordinate schemes of work, including timing of teaching specific strategies and concepts relating to the DCF.
- Ensure consistency in the application of DCF skills linked to the DCF across the subject area and all teaching staff.
- Monitor and evaluate the impact of these approaches on standards of learning for their subject areas.
- Ensure that the skills from the DCF are delivered consistently within the subjects areas.
- Ensure all staff are aware of the DCF resources available and how they might link to specific subjects.

The Class Teacher should

- Use the DCF as a starting point for medium term and weekly planning.
- Reinforce and develop pupils' DCF skills.
- Develop and update own skills, knowledge and understanding of DCF.
- Use the DCF methods that are agreed within the school's DCFpolicy.
- Gauge the level of difficulty of a task in terms of DCF and differentiate appropriately.
- Provide feedback to the co-ordinators where an individual pupil's progress in DCFeis causing concern.
- Provide many and varied opportunities for pupils to develop their DCF skills across the school day and across all subjects in the curriculum.
- Be familiar with the DCF toolkits.
- Support the development of pupils' DCF skills in line with the school's literacy and numeracy policies.

Teaching assistants and coaches should:

- Be familiar with the DCF
- Support DCF skills development in lessons.
- Monitor the progress of individuals and report concerns.
- Be familiar with the DCF toolkits.

Pupils should

- Use and apply DCF skills consistently across the curriculum as directed by subject staff.

Parents should

- Up-date their knowledge of the DCF in order to understand how it can support their child's literacy and numeracy skills.

Involving governors

Governors should be made aware of the LNF and of any developments within the school in respect of its implementation.

The school should have a named Governor for the LNF.

Governors should be given opportunities to observe good practice in the delivery of the LNF.

Mapping Pathways Ideas

Department	DCF focus	DCF Focus Title
Expressive Arts	2.3	Storage and sharing
Technology	3.3	Evaluating and Improving
English	1.2	Health and Wellbeing
Humanities	3.1	Planning sourcing and searching
ICT	3.2	Creating
Mathematics	4.2	Data and Information Literacy
MFL	1.1	Identity, Image and Reputation
Music	1.3	Digital rights, licensing and ownership
PE	4.1	Problem solving and modelling
Health and Wellbeing	1.4	Online behaviour and cyberbullying
Science	2.2	Collaboration
Welsh	2.1	Communication