Digital Strategy for Ysgol Y Foel

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Purpose and Objectives

The purpose of this digital strategy is to ensure that at Ysgol Y Foel we embed technology into our pedagogy to enhance learning experiences for our learners and ensure they are digitally literate and prepared for their future endeavours in a digital environment.

It will identify how we will support all those in our school community with the use of digital tools, as well as identify the rationale for the choices that have been made, taking into account the views of all our stakeholders.

Wales' Digital Competency Framework (DCF) is now one of three statutory cross-curricular elements of the Curriculum for Wales. As a school, we are implementing technology into our pedagogy to support our learners' development and understanding of how technology can be used for purposeful means.

This strategy will address how we will support staff with CPD to support their confidence and competence in the use of technology in their pedagogy, this will enhance teacher effectiveness in improving learner outcomes.

This digital strategy also addresses the impact of technology on our wider school community. We will streamline our administrative processes through the effective use of digital tools at our disposal; support our families with information and guidance on how they can support the digital experiences of their children, and ensure our process complies with GDPR.

Infrastructure

Digital Learning Platform- Ysgol Y Foel makes use of Wales' Hwb digital platform as its primary online platform for our learners. Through this platform, our learners have access to a range of digital applications on Hwb, which they can make use of within their pedagogy.

Our staff have support with regards to how to make use of the digital applications available to them on the platform. Ideas on how they can adapt their pedagogy to achieve their learning objectives utilising technology through the SAMR model.

Devices- We have achieved the device-to-pupil ratio set by Flintshire County Council, which allows our learners access to technology within their pedagogy.

Nursery to year 2	3:1 devices for learners
Year 3 & Year 4	2:1
Year 5 & Year 6	1:1

We have chosen to make use of iPads, windows laptops and Chromebook throughout the school. N and R will predominantly use iPads. Laptops and Chromebook will be introduced in Year 1 upwards. We have agreed that iPads have a great use in the classroom, particularly for taking pictures and videos and so all classes throughout the school will have access to at least 3 iPads. Once devices have reached their 'end-of-life' they are disposed of by Flintshire county council through the digital lead.

Sustainability- To maintain our device-to-pupil ratio for devices, we have a four-year rolling programme to replace devices as they reach their 'end of life'. We will remove devices which have been replaced to ensure that our infrastructure can continue to work at an optimum level.

We will need to consult with our school's IT technician and the Local Authority when making significant changes to the number of devices it is using and how we intend to use them. We will also carry out intermittent reviews via the school's IT technician to ensure that the infrastructure can support the technology usage. As newer technology develops, schools will need to assess and update their infrastructure accordingly to ensure it will support the technology of the school effectively. This will be recorded via meeting minutes, shared with the relevant governing bodies and reflected in updates to this strategy on an annual basis.

Digital Equity- To ensure that no learner is left behind we are mindful of the need to ensure there is digital equity for all learners. Through our use of the Hwb platform, all users have access to the suite of digital applications used in the classroom while at home.

Remote Learning- In the event of school/classroom closures the school has a plan in place to support learners remotely – see the Ysgol Y Foel Blended Learning Policy.

Stakeholders

This strategy's primary objective is to ensure that the use of technology in schools enhances the learning experiences of all learners. Ensuring that they gain an understanding of how to make use of technology safely and understand how the digital world is used for a positive impact, but also how some use it to take advantage of others.

Learners- All decisions made by the school will centre around the impact made on developing the understanding and application of the learners in the school. Our learners will develop an understanding of the application of digital tools. These are incorporated into pedagogical activities and will support the development of a thorough understanding.
As our learners progress through their school life there will be increased opportunities for learners to choose which tools they make use of to show what they have learnt.
Learners with ALN are supported through the school's ALNCO; they identify where technology can be used to support the learning needs of those individuals and ensure that staff are trained in how to make use of that technology in their pedagogy.

Teaching staff - Staff need to be equipped with the knowledge and skills to effectively implement technology into their teaching of Curriculum for Wales and ensure coverage of the DCF. This is done through continued professional development with support on the digital tools they will be required to use and ensure skills are up to date.
Staff are supported with implementing digital technologies into their pedagogy by developing their understanding of the SAMR model and how it can support the class teacher's choices of learning activities. All staff have access to ongoing CPD of the tools available on the HWB platform and explanations of the SAMR model and other aspects of the Curriculum for Wales through a website created to support staff.

Wider School Community - We support parents with new developments in online safety to effectively support their children with using digital tools safely outside of their school life. Online safety training is available along with access to external support.
Fostering links with the community beyond immediate family members needs to be developed, where learners can share their understanding of how digital technology can be used to enhance

the lives of those users. As a school, we will actively participate in Safer Internet Day activities recognising that every day is a 'safer Internet day'.

Administrative staff - Our school admin team make use of technology to improve the efficiency of how they work. We are moving to a paperless system to ensure that data received from parents/guardians is stored online and GDPR compliant.

Governors- School Governors are supported in understanding how the school makes use of digital technologies to support the teaching and learning of the school. School Governors are aware of how the school chooses to invest in technology and training to further the development of our learners.

Scope and Limitations

Curricular integration- As a school, we look to ensure that digital skills are developed throughout a learner's time with us. We embed the DCF into teaching and learning as one of the core cross-curricular elements of the Curriculum for Wales. Teachers make use of the applications available to them through the Hwb platform and identify where they have implemented the DCF skills in their chosen learning activities.

Resource Constraints- We have set out to ensure that our learners have access to devices which allow them to use a range of applications with which to complete a task. The use of the Hwb platform allows users access to several digital resources to use throughout their education in Wales ensuring equitability for our learners.

Accessibility- All learners have equal access to devices which they can use to support their learning assignments. Learners with ALN can make changes to the accessibility settings to allow them to make effective use of the devices. Teachers are aware of features within the applications which can be used to support learners with difficulties. Our ALNCO identifies where additional resources are required and these are used to support learners and staff.

Decision-Making and Problem-Solving Framework

The school has a digital committee made up of staff, governors and learners. This group is led by the school's digital lead – Keely Taylor
The school's digital lead has responsibility for the school's digital education programme, they oversee the incorporation of the DCF within the teaching and learning of the school and feedback to the school's Senior Leadership Team.
The committee has input into the decision-making over the future device procurement for the school.
The school's digital committee will support staff, learners and parents with technology aspects of the school and will engage with the school's SLT and governors over solutions to any issues faced.

Compliance with Laws and Regulations (GDPR)

All education technology used in the school complies with The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR).

We make use of Wales' Hwb platform, where all applications used by staff and learners are compliant with GDPR.
All additional digital applications used within the school are compliant with GDPR, these are:

Seesaw-	**GDPR Compliant**
Chatterpix	**GDPR Compliant**
Bee Bot	**GDPR Compliant**
Spelling Shed	**GDPR Compliant**

Our learners make use of the Hwb platform, which allows them to access their digital learning accounts outside of the school building. Staff who access their Hwb accounts are required to use Multi-Factor Authentication as their accounts have access to data about learners.

Our learners have access to their digital learning platform outside of the school building. Add additional information which identifies the levels of protection held by accounts outside of the school setting.

We make use of the 360Safe and 360Digi assessment tools on the Hwb platform to evaluate our online safety policies, practices and provisions.

Accountability and Responsibilities

Due to the whole school impact of technology within the school's ecosystem, overall responsibility falls on the school's Headteacher.

We have identified Emma O'Neill as our school's Digital Safeguarding Officer.

Elements of the school's digital strategy are disseminated to other staff members. Our school has appointed a Digital Lead, who is responsible for overseeing that learners are being allowed to experience and develop their digital skills through the DCF.

The Headteacher and Digital Lead have responsibility for the procurement of devices to support learners in their learning experiences.

Each class teacher has a responsibility to ensure that they are incorporating DCF skills in the pedagogy where appropriate.

We have an appointed Caroline Conway to oversee Digital within the school.

Using the Hwb platform ensures that the digital applications learners are using are compliant with GDPR and any additional applications used by staff are checked to ensure they are GDPR compliant.

Where there is a breach of GDPR staff will inform the Headteacher (if unknown) and Governors, who will then take the appropriate steps in informing the required bodies.

Review and Updates

Due to the nature of the Digital World in which we are currently living we have identified the need for annual reviews of the applications which teachers use within their pedagogy.

An assessment will be made against the delivery of the DCF, to ensure that the digital tools and applications are allowing learners to apply the skills and experiences identified in the DCF.

We will endeavour to ensure that we make use of emerging technology where appropriate and within GDPR, to support our learners' understanding and development.

Support and training for staff will be available to enable them to make effective use of the applications which are made available to them.

Effective Communication

This digital strategy is part of our school's policies and procedures, it is shared on our school website to allow all stakeholders to understand the processes by which the school implements technology to support and enhance learning.

We identify opportunities for staff, learners and parents to develop their understanding of the digital world to ensure they are equipped to engage safely. Staff are supported with ideas that they can incorporate into their pedagogy.

Staff have the opportunity to identify digital tools which they would like to incorporate into their pedagogy. These requests are dealt with by the school's digital lead.

Ysgol Y Foel

Remote and Blended Learning Policy

Review Date Autumn 2025

Blended-Learning/Remote-Learning Policy
This policy covers the support for learners in the event of Blended-Learning/Remote-Learning being implemented. Blended-Learning is a style of education in which learners learn via electronic and online media as well as traditional face-to-face in class teaching. Remote-Learning is whereby learners access all their learning through electronic and online media.

Purpose
The purpose of this policy is to certify there are procedures in place to ensure learners are supported effectively in the event they are unable to be taught within the school grounds of Ysgol Y Foel. In the event that the school or classes are closed due to the need to isolate, the policy will identify the steps in place to ensure all learners are able to access learning while at home. The need for equity will be identified, and support for both parents and learners in accessing effective teaching will be addressed.

Format
Through the effective implementation of the Digital Competency Framework learners currently make use of Hwb, Wales' Digital Learning Platform, meaning they have access to a number of digital learning environments through their Hwb login.

The learning platform used by Ysgol Y Foel will be the Google Classroom via Hwb for Years 3 to 6. Seesaw will be used for Reception to year 2.
All learners will make use of the various features on Hwb including Google Classroom for blended learning activities. In the case where Remote Learning is required learners will be able to make use of the learning platforms effectively.

Equity
The use of Google Classroom will ensure learners are able to access the learning opportunities provided by class teachers equally. Learners will have been supplied with their Hwb login details for use of Google Classroom. Learners will be familiar with the platforms used by their class teachers having used Google Classroom in school. The level of support at home should be taken into account in the activities/work set for learners. Activities/work being set should be a consolidation of work already completed in school or have clear teaching points for learners to not need further explanation from parents/guardians.

In the event that learners do not have the equipment/facilities at home to access their learning online they will be informed to contact the school and request the loan of a school laptop. The serial number of the device will be recorded prior to it being taken home and it is expected to be returned once the isolation period has ended.

Support
Teachers and support staff have received training in making use of Google Classroom and have access to online support material which can be shared with parents. Learners will be familiar with Google Classroom due to its use across Ysgol Y Foel. The complexity of tasks will vary due to experience of learners and the learning opportunities they have had during their time in school. Support for any parents will be provided by the relevant year group, if a child doesn't complete in the first 3 days teaching staff will follow up with a phone call.

Expectations
The expectations of the stakeholders while implementing a Blended/Remote Learning may vary, therefore clarification on the matter is needed.

Amount of work set- learners should expect 2-3 activities/tasks a day. Learners may be directed to additional learning activities in the event that these are completed quickly. Work will be set for each Monday and will last the week. Activities set are expected to be returned to by learners and they are not 'one-and-done' activities.

Feedback- the level of feedback provided should address any misconceptions held by the learners in the work submitted, and acknowledge the work completed. Learners should be made aware that their work has been seen and feedback will be given twice weekly.

Submission of work- learners will be expected to complete the work during the week, this is to ensure teachers are not overloaded with the return of more than 3 pieces of work per pupil per day. Learners should also be aware that work should be returned digitally before the end of their 'normal' school day.

Teacher workload- must be manageable, setting up to three pieces of work will mean a considerable amount of marking work per day to be addressed. The expectation of work being completed by learners before what would be the end of the school day should allow ample time for feedback/recognition of work to be completed. Learners submitting work after the school day will mean the marking of that work would fall into the following day. NB. If a pupil submitted a week's worth of work (Max 15 pieces) on a Friday/Saturday/Sunday they should not expect feedback on all pieces.

Level of work set- the activity set for learners should be a consolidation of work they would have already expected or should have clear teaching support if introducing new concepts or extensions.

Live virtual sessions
Staff may deliver a virtual session, usually be at the start of the day to welcome children, share expectations and clarify any misconceptions from the previous day. Children and parents are reminded of an appropriate environment for the sessions and also that there must be an adult present in the room where the child is. There will always be at least two staff members in the session. The platform used is variable depending on the location and network coverage. The staff leading the session will test which platform to use from Webex, Zoom, Microsoft Teams and Google meet.

Safeguarding measures
The use of Google Classroom and Seesaw conforms to GDPR regulations in terms of data protection and sharing of data. Making use of Google Classroom allows learners to only access their work and not the work of their peers. Sharing of good practice should once again be done only with permission through the 'Stream'.