



Digital Vision & Strategy 2020-22

Yesterday, Today and Tomorrow

The world is changing rapidly, and we need to equip learners of all ages with the skills they need for their digital future. This means ensuring our classrooms keep up with emerging technologies and the skills needed to use them.

The modern workplace is evolving at lightning speed, with distributed teams, brand-new business models, and complex security issues. It is a flexible and ever-changing space. The right digital tools connect and support employees, wherever they are, to encourage productivity, engagement, and collaboration. With the adoption of digital technology, the way employees perform their everyday tasks looks very different in 2020 than it did in 2000, or even 2010. Due to the flexibility of modern working, including hotdesking and the increasing prevalence of mobile work devices, the modern workplace is location- and device-agnostic and not time constrained in any way.

We want learning at The Dell to prepare learners for these working practices and principles and to be digitally confident and competent to thrive in the world they know today and the world we cannot predict in the future.

The COVID pandemic provided unprecedented opportunities for adults, children and wider society to use technologies for communicating and learning. The global health emergency necessitated the use of existing skills and the rapid learning of new digital skills in all parts of our communities in order to continue to work, communicate and access services and support.

Pupils at The Dell

This generation of children has come into a world in which digital technology is abundant. Their world is a world of technology which they start interfacing with from a very young age.

The majority of children at The Dell Primary School are increasingly adept at using technology to research, communicate, create, share, edit, present, find out and explore. However, it is important that we ensure that all pupils in our school are equipped with the skills they might require to adapt to an ever-changing technological landscape. Our children are presented with a wide range of opportunities and experiences to ensure they can successfully utilise their digital skills and knowledge in a variety of contexts.

We know from our COVID school closure experiences and analysis that nearly all pupils already had access to information communication technology in their home at the start of the school closure period.

What is Digital Competence?

Digital competence is the set of skills, knowledge and attitudes to enable the confident, creative and critical use of technologies and systems in an increasingly digital world. It is a cross-curricular theme and will be the responsibility of all practitioners and teachers to include within their lessons. Digital competence is distinct from ICT but they are highly interrelated (particularly in primary education). It's likely that there will be some overlap between the DCF and computer science. However, Digital Pioneers have developed the DCF working on the basis that coding will primarily feature in computer science.

Digital Competence Framework (Summary)

Citizenship <ul style="list-style-type: none">- Identity, image and reputation- Online behaviour and online bullying- Health and well-being- Digital rights, licensing and ownership	Interacting and collaborating <ul style="list-style-type: none">- Communication- Collaboration- Storing & Sharing
Producing <ul style="list-style-type: none">- Sourcing, searching and planning digital content- Creating digital content- Evaluating and improving digital content	Data and computational thinking <ul style="list-style-type: none">- Problem-solving and modelling- Data and information literacy

Aspects of Information Communication Technology at The Dell (Summary)

<ul style="list-style-type: none">• Infrastructure• Equipment• Tools• Taught Curriculum• Staff Skill Sets• Safety• Corporate Communication• Support
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Aspects of Information Communication Technology at The Dell

Aspect	Summary	Scope & Responsibility	Vision	Priorities 2021-22
Infrastructure	The reliability, stability & suitability of the system that ensures users can access ICT and use it effectively	SRS as IT Provider Wi-Fi Guest Wi-Fi Fast and reliable access Seamless movement around site Removal of barriers to working	Reliable Wi-Fi throughout school that allow any school owned devices and devices owned and used by staff and guests to connect to the internet quickly and easily.	<ul style="list-style-type: none"> • Establish Guest Wi-Fi network • Ensure Wi-Fi network allows all devices to connect quickly and anywhere on the built site. • Migrate from schooledu network to Hwb and OneDrive platform
Equipment	The hardware provided by the school to allow pupils and staff to learn and work effectively	School for strategic decision making Easy access Reliable, fast devices Wearable technology Means to record voice, still & moving images	All learners and staff have access to devices that allow them to quickly, easily and effectively access online and offline tools and resources.	<ul style="list-style-type: none"> • Procure and roll out new Chromebook inventory across the school. • Repurpose suitable existing laptops as Chromebooks and establish third whole class set of devices • Establish sustainable inventory refresh plan for assuring quality of future hardware
Tools	The software and resources provided by the school to allow pupils and staff to learn and work effectively.	School for strategic decision making Easy Wi-Fi access Home working for staff SIMS & Tracking Print management Whenever, wherever, however	All learners and staff have access to software and tools that allow them to learning, research, communicate and collaborate. All learners and staff have access to and clear understanding of the Hwb platform	<ul style="list-style-type: none"> • Distribute Hwb login details to all learners and teach them what Hwb is, how it works and (initial) core tools and features (TBC) on the platform. • Teachers plan regular use of Hwb based tools to facilitate learners' familiarity with the platform & workspace. • All Governors to use Hwb email to communicate
Taught Curriculum	The themes, concepts and skills that are taught	DCF Working collaboratively in groups, cross class, cross school	All aspects of the DCF are planned, taught and experienced in a methodical and progressive way across the school allowing all learners to optimise their learning using digital means.	<ul style="list-style-type: none"> • DCF fully and clearly delivered through regular, implicit and explicit coverage across curriculum learning throughout the school.
Staff Skill Sets	Levels of staff awareness, competence and skill	School for strategic decision making Shared awareness and ownership of vision	All staff understand fully understand the range of tools available to them and are able to use them effectively to teach, drive	<ul style="list-style-type: none"> • INSET for all staff on storing, sharing information. • INSET for all staff on tools available and how these might be used for learning

			learning, collaborate and communicate.	and collaboration as well as creating content and resources.
Safety	The assurance that the system is safe for pupils to access, data can be stored securely and reliably	SRS as IT provider School as learning provider eSafety Malicious content Data security GDPR awareness & compliance	All digital access in school is safe for learners (& all staff and visitors) as well as for our hardware and software infrastructure and inventory. All learners have a clear understanding of how to keep themselves safe online. All school data is stored and retained in a safe, secure and compliant manner.	<ul style="list-style-type: none"> • Current input from PC Finnister as part of Gwent Police Core Programme. • Establish written statements on high level filtering and safety • Additional taught input on safety, objectivity of information and online behaviour (keeping safe & being kind)
Corporate Communication	How the school communicates with wider school community and the outside world	Text / Email system Website Twitter Telephone System Online learning platform Online parents evening bookings Online payments Online calendar Online job applications Streaming events Monthly News Paper free Online consent Online applications Virtual school for prospective parents & pupils Effective online point of contact 247 Office	The school uses technology effectively and extensively to communicate and share with all stakeholders in an efficient, safe way. Communication systems are streamlined and support collaboration rather than hindering it. Sharing is easy, quick and aids learning and organisational management	<ul style="list-style-type: none"> • Migration of headteacher work space from MCC admin network to Hwb/Office 365. This will facilitate better internal communication as well as clearer inter-organisational communication & working. • Review effectiveness & utilisation of school phone network • Review and streamline parental communication systems • Review, streamline & consolidate school social media platforms
Support	How faults, errors, demands and aspirations are addressed through appropriately skilled experts	SRS as IT provider Timely & regular Responsive and adaptable to needs Clear & effective request & reporting	Errors and requests are identified, reports and addressed quickly to minimise any negative impact on learning and organisational efficiency.	<ul style="list-style-type: none"> • Ensure all staff understand how to report faults, issues and requests and that they do this quickly and follow up all issues.



Strategic Vision for Pupils' Digital Competence – Action Plan 2020-22

Aspect	Action	Evaluation (July 2021)
Infrastructure	<ul style="list-style-type: none"> • Establish Guest Wi-Fi network • Ensure Wi-Fi network allows all devices to connect quickly and anywhere on the built site. • Migrate from schoolsedu network to Hwb and OneDrive platform 	
Equipment	<ul style="list-style-type: none"> • Procure and roll out new Chromebook inventory across the school. • Repurpose suitable existing laptops as Chromebooks and establish third whole class set of devices • Establish sustainable inventory refresh plan for assuring quality of future hardware 	
Tools	<ul style="list-style-type: none"> • Distribute Hwb login details to all learners and teach them what Hwb is, how it works and (initial) core tools and features (TBC) on the platform. • Teachers plan regular use of Hwb based tools to facilitate learners' familiarity with the platform & workspace. • All Governors to use Hwb email to communicate 	
Taught Curriculum	<ul style="list-style-type: none"> • DCF fully and clearly delivered through regular, implicit and explicit coverage across curriculum learning throughout the school. 	
Staff Skill Sets	<ul style="list-style-type: none"> • INSET for all staff on storing, sharing information. • INSET for all staff on tools available and how these might be used for learning and collaboration as well as creating content and resources. 	
Safety	<ul style="list-style-type: none"> • Current input from PC Finnister as part of Gwent Police Core Programme. • Establish written statements on high level filtering and safety • Additional taught input on safety, objectivity of information and online behaviour (keeping safe & being kind) 	
Corporate Communication	<ul style="list-style-type: none"> • Migration of headteacher work space from MCC admin network to Hwb/Office 365. This will facilitate better internal communication as well as clearer inter-organisational communication & working. • Review effectiveness & utilisation of school phone network • Review and streamline parental communication systems • Review, streamline & consolidate school social media platforms 	
Support	<ul style="list-style-type: none"> • Ensure all staff understand how to report faults, issues and requests and that they do this quickly and follow up all issues. 	

Digital Competence Framework

1. Citizenship

Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.

Elements

- Identity, image and reputation
- Online behaviour and online bullying
- Health and well-being
- Digital rights, licensing and ownership

2. Interacting and collaborating

Through these elements learners will look at methods of electronic communication and know which are the most effective. Learners will also store data and use collaboration techniques effectively.

Elements

- Communication
- Collaboration
- Storing & Sharing

3. Producing

These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content. Although this process may apply to other areas of the framework, it is of importance when creating and producing digital content. It is also essential to recognise, however, that producing digital content can be a very creative process and this creativity is not intended to be inhibited. Digital content includes the production of text, graphics, audio, video and any combination of these for a variety of purposes. As such, this will cover multiple activities across a range of different contexts.

Elements

- 1 Sourcing, searching and planning digital content
- 2 Creating digital content
- 3 Evaluating and improving digital content

4. Data and computational thinking

Computational thinking is a combination of scientific enquiry, problem-solving and thinking skills. Before learners can use computers to solve problems, they must first understand the problem and the methods of solving them.

Through these elements learners will understand the importance of data and information literacy, and they will explore aspects of collection, representation and analysis. Learners will look at how data and information links into our digital world and will provide them with essential skills for the modern, dynamic workplace.

Elements

- Problem-solving and modelling
- Data and information literacy