

Ysgol Gynradd Drury  
'Digital Drury' Policy  
2024 – 2025



*Schedule for Development / Monitoring / Review:*

Policy to be reviewed: June 2025

Policy to be reviewed by SLT annually, Governors every three years.

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## Ysgol Cynradd Drury

### Introduction

It is important, as facilitators of learning in Drury Primary School, that we recognise and understand the technological needs of the school population. This generation of children has come into a world in which technology is abundant. Their world is a world of technology which they start interfacing with from a very young age.

The majority of children in Drury Primary School are very adept at using technology, to present, communicate, create, share, edit, photograph, learn, find out, explore, research. However, it is important that we ensure the all pupils in our school are equipped with the skills they might require to adapt to an ever-changing technological landscape.

We encourage the use of technology as a means of supplementing and enhancing the learning and teaching experience. The children are presented with a wide range of opportunities and experiences to ensure they can successfully utilise their technological skills and knowledge in a variety of contexts.

### Aims

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. Its aim is to focus on developing digital skills which can be applied to a wide range of subjects and scenarios.

The Framework has 4 strands of equal importance, each with a number of elements.

- Citizenship – which includes:
  - Identity, image and reputation
  - Health and well-being
  - Digital rights, licensing and ownership
  - Online behaviour and cyberbullying.
- Interacting and collaborating – which includes:
  - Communication
  - Collaboration
  - Storing and sharing.
- Producing – which includes:
  - Planning, sourcing and searching
  - Creating
  - Evaluating and improving.
- Data and computational thinking – which includes:
  - Problem solving and modelling
  - Data and information literacy

### Security and Maintenance

Security and maintenance of ICT equipment is expensive and as such particular care and attention should be given to the security and maintenance of such equipment. It is the role of the adults in the school to ensure good practice in the using of the equipment is exercised at all times. All technology equipment borrowed from school resources should be:

- Handled with care
- Returned at the end of the school day to a secure location
- Returned in full working order or if there is an issue make sure the relevant person is notified and it is reported.

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- Returned with all required packaging/information/cables etc. All wires are safely tucked away and that a safe and tidy environment exists around laptops and trolleys.

### Laptops / Computers / Chromebooks

It is the Staff responsibility to ensure:

- Each computer is kept in working order.
- Chromebooks are returned to the designated trolley and plugged in and charged ready for the next session.
- Faulty equipment is reported to Jenny Williams / Elizabeth Jones.

### iPads

It is the staff responsibility to ensure:

- iPads are stored in a secure location and are not accessible to out-of-hours users of the building
- iPads are plugged in and charging at the end of the day

### Provision for Equal Opportunities and ALN

Teachers should ensure free access for all when using ICT equipment.

There should be no racist / sexual implications or discrimination (see equality policy) in the software or resources that are used.

Where the use of a computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipments and software to enable access.

Children with learning difficulties can also be given access to the curriculum through the use of ICT. Their motivation can be heightened and they able to improve the accuracy and presentation of their work.

### Internet Safety

As a Unicef Rights Respecting School, we seek to put the UN Convention on the Rights of the Child at the heart of our schools ethos and culture. In this regard, Article 13 of this convention is particularly important in developing a healthy and skilled approach to internet safety.

Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others

The children will also be taught how to be safe online. Teaching will cover the values of internet safety, privacy and security, information literacy, self image and identity, relationships and communication, digital footprint and reputation, cyber-bullying and creative credit and copyright.

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### Learning and Teaching

By learning and teaching all about the digital world and engaging with the support materials provided through the Curriculum for Wales and Digital Competency Framework, these will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children. It will also provide flexibility and choice for both teachers and learners which will sustain interest and enthusiasm. It allows for effective learning and teaching, and will draw upon a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment and play
- use of relevant contexts and experiences familiar to children and young people
- appropriate and effective use of technology
- both collaborative and independent learning
- discussion and informed debate
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and input by external contributors

### The Learning Environment

For effective learning and teaching in the technologies, the learning environment should:

- stimulate and promote discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection encourage practical activities which are stimulating, challenging and safe
- provide appropriate differentiation, giving every child opportunities to succeed
- provide pupils with appropriate materials and equipment
- provide a classroom ethos which is supportive of all pupils
- create opportunities to place the technologies in the wider context of the community.

### Planning

Our teachers' forward planning takes account of:

- long-term (yearly), medium term (termly) and short term (weekly and daily) planning
- prior learning and varied learning styles e.g. visual, auditory, tactile / kinaesthetic
- evaluating what has been taught and identifying next steps for learning and teaching
- linking class-work and homework
- cross- curricular links

ICT and the Digital Competence Framework will naturally fit and embed itself within the planning and staff will take measures to ensure it is delivered in a cross-curricular manner.

### Continuity and progression across key stages

To ensure continuity across the year groups and key stages a progression grid has been shared amongst staff. This mainly focuses on the use of 'Hwb' and its other components. It outlines the relevant programmes and how they should be used at each progression step. Staff are encouraged to not work strictly within these progression steps but should be used as a guideline to ensure progression is made for each individual child.

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Where there are similarities in resources across the year groups, there is an opportunity for the teacher to differentiate within the application in order to get the most out of the resources for their pupils.

This progression grid is also designed to be used alongside the 'Digital Competence Framework'.

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Digital Learning will be carried out by the Digital Lead.

### **Assessment**

Teachers can gather evidence as part of children's day-to-day learning and specific assessment tasks will also contribute to assessing progress. They can also ensure that the children are working at the required level for their stage as set out by the 'Digital Competence Framework'. Teachers will also highlight in their online planning document when a particular skill has been hit. This can be accessed by anyone at anytime for monitoring purposes and also as a point of reference for the next teacher.

### **Acceptable use and policies**

Foundation Phase and KS2 children, staff and parents will all be expected to sign acceptable use agreements for when using digital technologies at school (or when told to) accessing sites such as 'Hwb' at home. Parents will also be expected to reinforce the rules of the agreements at home to ensure the children stay safe when using digital technology.

A copy of the acceptable use posters can be found on our website.

### **Social Media**

Social media will be used as a method of communication with parents and the uploading of content will be controlled by the Head Teacher with some delegated responsibility when needed.

Please see social media policy for any further information.

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