

Ysgol Cynradd Drury

‘Digital Drury’

Our Strategy Policy

2025 – 2026



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Ysgol Drury is a great place to grow.*

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## Purpose and Objectives

The purpose of this digital strategy is to ensure that at Drury Primary School 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

### Learning Platform

Drury Primary School 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 whilst 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 Chromebooks as devices for Years 3 – 6 and ipads for Nursery to Year 2. However, this is not prescriptive and opportunities for using both devices across different phases is encouraged.

Through Hwb funding we have been able to kit out each classroom with interactive boards, and also provide enough devices in order to achieve device to pupil ratios.

Once devices have reached their 'end-of-life' they are disposed of by Flintshire County Council

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## **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 have identified an approximate cost for the replacement of the devices we have in place, this allows us to identify the savings that we need to make over future years to continue with the programme we have in place.

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. Learners in need of a device can borrow one from the school, and the serial number of the device and charging support is noted at the point of issue. When supporting learners remotely we:

- Type of activities set
- Feedback that should be expected by learners
- Timeframe learners are expected to complete the work in
- Expected engagement levels
- Activities set to factor in digital equity
- Support for families with access to data while at home

## **AI in Education**

AI (Artificial Intelligence) is increasing in its use within the digital world. Generative AI makes use of Large Language Models (LLMs), ChatGPT, CoPilot and Google Gemini are examples of AI apps which make use of large data sets to create what has been requested by the user via their prompt.

**Staff use-** Staff and learners need to be aware that currently (Jan '25) AI has guidance to only be used by those aged 18+. Because of this, the use of Generative AI is limited to those apps which do not make use of the prompt data added to improve the AI app.

All staff are aware that when using AI in their admin tasks, they do not make use of any sensitive data, this includes any learner details or information which could be used to identify an individual, current AI apps collect the data which is inputted and used to improve the accuracy of its responses.

Through the Hwb platform staff can make use of AI in both Adobe Express and Microsoft Teams. In Adobe Express staff can make use of AI to create and edit their images or videos. In Microsoft Teams staff can

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use the AI in the Reading Progress app to support reading analysis and generating text and comprehension questions for learners to make use of.

**Learner use-** due to the guidance on using Generative AI, generally users must be over the age of 18 to use AI due to the data collected.

Through the Hwb platform learners can make use of AI in Adobe Express. In Adobe Express they can use AI to create and edit images and videos.

Staff need to be aware of the misuse of AI and the potential use of AI to generate work they have been asked to complete/create.

## **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

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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 a paperless system and where information is gathered in paper form we ensure that all data received from parents/guardians is stored safely 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's digital lead has responsibility for the school's digital education programme, they oversee the

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incorporation of the DCF within the teaching and learning of the school and feedback to the school's Senior Leadership Team.

## 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.

SIMS	GDPR Compliant
Seesaw-	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. The learners understand they have a strict digital code that they must adhere by when using the platform both in and outside of school.

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 Mrs Elizabeth Jones (Headteacher) 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 appointed a digital Governor Nick Batt 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 we contact E2E who are the company we use to protect all pupils and staff.

## Review and Updates

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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.