Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School

Moving Forward Together

Digital Competence Policy

Date Established by Governing Body: 3rd February 2021

Responsible Person – Mrs Bethan Rowe

Designated role – Assistant Head teacher

Chair of Governors signature – Jeremy Griffith

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Policy Version Control

Version	Date	Page	Section	Reason for review	Summary of amendment	Chair of Governor's signature
1	6-11-24		Whole Document	Three yearly review		Jeremy Griffith 6-11-24

QUEEN ELIZABETH HIGH SCHOOL
YSGOL UWCHRADD Y FRENHINES ELISABETH

MISSION STATEMENT
At Queen Elizabeth High School we are committed to raising the standard of DCF of all learners. Our learners need to be equipped with the necessary skills to cope with the requirements of the curriculum and also the demands of further education, employment and adult life.

What is Digital Competence?
Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is the skill set that enables a person to be a confident digital citizen, to interact and collaborate digitally, to produce work digitally, and to be confident in handling data and computational thinking (problem solving). (Welsh Government, 2018)

Rationale - Why develop Digital Competence?
Digital competence skills are required for many aspects of life with constant developments in technology, whether it be education, employment or leisure activities. Learners are all entitled to have an opportunity to develop their digital competence skills. All learners should have a rich digital learning environment and digital activities should provide both challenge and enjoyment.

Aims and objectives
- To evaluate the progress and developments of digital competence at Queen Elizabeth High School
- To develop a self-evaluation report which leads to a sound development plan moving forward
- To promote digital competence developments in all aspects of the curriculum
- To set targets for improving learner performance in digital competence
- To provide intervention strategies and support for those learners with weaker digital competence skills
- To provide opportunity for staff training in order to ensure a consistent understanding and approach to digital competence within the school.
- To monitor and evaluate the provision of digital competence for all learners

Role of the Senior Management Team
To approve digital competence based initiatives and strategies
- To advise and support the digital competence coordinator
- To provide appropriate resources for the implementation and development of digital competence strategies

Role of the Digital Competence Coordinator
- To be responsible to the Headteacher, the Governing Body and Line Manager of Skills for the development of digital competence throughout the school.
- Develop a whole school policy for digital competence
- Chair curriculum managers responsible for skills
- Establish a development plan for digital competence
- Establish a cross curricula digital competence plan and oversee such development
- Work in conjunction with the Assistant Headteacher to monitor the digital competence development of all learners in KS3 and KS4
- Help identify the training needs of staff in relation to digital competence
- Support the sixth form with their delivery and assistance in the intervention program
- Support level 1 Teaching assistants to deliver intervention.

Role of Standards Leader/Curriculum Manager
- To ensure there are opportunities for digital competence tasks within departmental schemes of work
- To ensure the curriculum manager for skills liaises with the digital competence coordinator as and when needed

Role of the Form Tutor
- Ensure they are familiar with key language, conventions and techniques
- To encourage tutees to complete DCF tasks during form time

Role of teaching staff
- Ensure they are familiar with key language, conventions and technique
- Provide opportunities for all learners to use their digital competence skills within lessons
- Use Google classroom effectively during lessons e.g. sharing notes, tasks, marking and feedback
- Follow support material created by digital competence coordinator
- Teach the digital competence strands as prescribed in the Skills Framework and school plan

Role of intervention support
- Deliver personalised literacy support for identified pupils
- Develop resources for use with identified learners
- Monitor progress of learners identified
- Keep record of work and progress of identified learners

Identifying learners

All learners will be tracked in line with the DCF strands. These will be measured and recorded by subject teachers in SIMS. Pupils that are recorded as N in the first instance will be selected for additional support. The DCF coordinator will organise and provide a program of additional support and all subject staff will be made aware of the target group.

Note- Any learners showing a talent for digital competence should be referred to the More Able and Talented coordinator. More information can be found in the MAT policy.

Intervention Strategies

Pupils identified as N will be grouped during morning registration to work with the digital champions and TAs to work and develop specific skills.

DCF across the curriculum

Each department should follow guidance as set out in the Skills Framework and the digital competence plan for the school. Subject areas should incorporate DCF tasks into their schemes of work and into their lesson planning. In order to provide consistent and solid approaches, all departmental areas should focus on the same DCF topics chosen for each year group, which have been identified in the cross curricula plan. By having such a consistent approach learners will be provided with a wealth of opportunity to develop and improve specific DCF skills.