Policy for the teaching of Digital Learning

Introduction

We actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

This document is a statement of the aims, principles and strategies for the teaching of Digital Learning at St Hilary's School. It has been developed through a process of consultation between teaching staff and is periodically reviewed.

What is Digital Learning?

Digital Learning comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these, but Digital Learning also includes programmable robots, digital and video cameras, iPads and Interactive Whiteboards.

The Importance of Digital Learning

Digital Learning underpins today's modern lifestyle and it is essential that all pupils gain the confidence and ability that they need in this subject to prepare them for the challenge of a rapidly changing technological world. At St Hilary's we aim to give children the greatest opportunity to become familiar with every aspect of its use in a safe environment. We provide opportunities to explore and investigate the use of Digital Learning using a broad range of software applications and to develop skills which are transferable. We enable pupils to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating, effective and enjoyable way. Digital Literacy skills are a major factor in enabling children to be confident, creative and independent learners.

E-Safety

E-Safety encompasses not only the internet but also wireless electronic communications including mobile phones, games consoles, cameras and web-cams. It highlights the need to educate our pupils about the benefits, risks and responsibilities of using technology.

At St Hilary's we teach our pupils about the need to be safe online. This is delivered in Digital Learning lessons and through the PSCHE curriculum. Every year we highlight Internet safety week in Assembly with student Digital Leaders across the school leading the way in front of their peers.
(Please also see the Safeguarding policy)

Digital Learning in the Primary Curriculum

Digital Learning fits into the primary curriculum in a variety of ways.
Three key aims can be identified:
- Developing children's individual Computing capability;
- Enhancing learning in other areas of the curriculum;
- Learning Digital/Computing skills specified within other National Curriculum Orders.

Pre-Prep

During Pre-Prep, pupils explore Computers and Computing principles and learn to use it with growing confidence. They are lead towards specific outcomes, through purposeful activities, many of which are cross-curricular. They use a wide range of resources and programs to meet appropriate objectives.

Prep
During Prep, pupils use a wider range of Computing tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn to amend their work and present it in a way that suits its audience.

This involves:
- Using information sources to solve problems.
- Using Computing tools and information sources, such as computer systems, software packages, the World Wide Web and e-mail, to support learning in a variety of contexts;
- Understanding the implications of Computing for working life and society.

The fundamental skills, knowledge and concepts that children need to use Computing effectively are categorized into four strands:
- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

Aims
Our aims in using Digital skills are that all children will:
- Enjoy using Digital Skills/Literacy to tackle all applications with confidence and a sense of achievement.
- Develop practical skills in the use of Digital literacy and apply these skills in other curriculum areas.
- Understand the capabilities and limitations of Computing/Digital Literacy and the implications and consequences of its use, including E-Safety.

Organisation and Differentiation
- Computing is taught as a distinct subject from Reception and as an integral part of the Early Years Foundation Stage (EYFS).
- It is seen as a tool to be used as appropriate throughout the curriculum to support and enrich children's learning.
- It is therefore integrated into the Schemes of Work for each year group.

More Able, Gifted, Talented and Passionate Pupils (MGTP)
More able pupils are provided, within a Digital Learning lesson, with opportunities to extend their thinking and broaden their experiences through problem solving in coding and internet safety investigations & activities. Digital Learning prefects along with class digital leaders are encouraged to share their knowledge and expertise with their peers.
Pupils who are talented in Computing are likely to
- demonstrate Computing capability significantly above that expected for their age
- learn and apply new Computing and Digital literacy techniques quickly.
- use initiative to exploit the potential of more advanced features of Computing/Digital tools.
- transfer and apply Digital skills and techniques confidently in new contexts.
- explore independently beyond the given breadth of a learning topic
initiate ideas and solve problems, use Digital Literacy effectively and creatively, develop systems that meet personal needs and interests.

Please see the MGTP policy for more definitive information

Pupils with Special Needs
- Pupils with special needs have the same entitlement as all other pupils and are offered the same curriculum in Digital Learning.
- In addition, particular applications of Digital Learning are used for pupils with learning difficulties, who need to be motivated to practice basic skills regularly and intensively and thus benefit from the use of programs in which skills practice is set in the context of a motivating game e.g. touch typing.
- In Pre Prep, pupils with special needs are often provided with additional adult support during lessons.
- Pupils of high ability have the opportunity to be extended through the use of programs which offer challenge and opportunities for investigation.

Teaching Strategies and Pupil Groupings
The emphasis in our teaching in Digital Learning is on the use of computers as tools to support learning.
- All pupils are made familiar (at as early a stage as possible) with the efficient and safe use of the keyboard, mouse and monitors.
- They are taught to save and retrieve files to and from their Home Area
- Word processing, Graphic Design, Spreadsheets, Databases, specific software titles and the use of the Internet are all taught in progressing levels of difficulty.
- As pupils progress through the school they are given increasing control of their use of Digital Literacy, gaining growing independence in their use of Computing as a tool appropriate to any given activity and in their choice of software required.

Digital Learning is approached through a process of consolidation and investigation. The range of teaching styles includes
- exposition by the teacher
- practice and consolidation
- investigation and problem-solving work
- discussion

The predominant mode of working in Digital Learning lessons is individual or paired work. During any unit of work children will experience a variety of tasks requiring them to work
- as individuals.
- in pairs or small groups
- as a whole group

Excellence in Digital Learning
Excellence in Computing is celebrated by:
- Displays around the school of work produced in Digital Learning lessons
- Reward stickers and House Points displayed in homework diaries
- Awards and certificates presented in Assembly

Homework
Homework is not used to support Digital Learning lessons, although some assignments may be produced on home computers at the subject teacher's discretion. Occasionally pupils are asked to carry out research or obtain information to support Digital Learning class work.

Strategies for Ensuring Progress and Continuity
- A Scheme of Work to implement the Digital Learning Policy has been developed by the Head of Digital Learning.
- Collaboration between the Learning Support Department and Digital Learning teaching staff aids and supports pupil progress.
- Reviews are monitored by the Senior Leadership Team.

Role of the Digital Learning Coordinator
The role of the Computing Coordinator is to:
- Take a lead in policy development and the production of the Scheme of Work designed to ensure progression and continuity in Computing throughout the school.
- Support colleagues in their development of detailed work plans and the implementation of the Scheme of Work.
- Monitor progress in Digital Learning and advise the Headteacher on action needed.
- Take responsibility for the Digital Learning annual budget.
- Keep up to date with developments in Digital Literacy in education and disseminate this information to colleagues.
- Help with Digital Literacy staff training.

Feedback to pupils
This is achieved through discussion and the marking of work. The guidelines laid down in the school Marking Policy are followed.
- Feedback aims to be encouraging and supportive
- Feedback to pupils about their progress in Computing is rarely formalized and is usually done while a task is being carried out through discussion between child and teacher.
- Written comments may be done on the completion of a task, sometimes in the presence of the pupil. Errors and areas for improvement are clearly indicated.
- Marking may be done by pupils marking their own work or by peer marking.

Strategies for Assessment and Reporting
Individual Computing folders containing examples of work, dated and annotated with teacher's comments, are kept for each pupil in Prep.
All Prep pupil files are stored in pupil's individual folders. These can be found on W Drive/Pupil Files/Year Group/Class/Individual Pupil.

In Pre-Prep, work which is printable is then filed with the curriculum area the work relates to. For example, printable Science work will go in the Science book.

All pupils in Pre-Prep and Prep have a Self-Assessment Sheet. Prep Self-Assessment sheets are kept at the back of the Computing Folder. Copies can be found in L Drive/ Head of Department/Digital Learning /Assessment/Self-Assessment. In Pre-Prep, these self-assessment sheets are kept by the class teacher in the classroom.

Progress in Digital Learning is assessed by on-going work.
Assessment Records are kept on all pupils. These can be found in
L Drive/ Computing /Assessment/Teacher Assessment.
Reports sent to parents at the end of the Summer Term. The Report focuses on
- attitude to Digital Learning
- competence in Digital Literacy.

In addition, parents can at any time make an appointment to discuss their child's Learning with the Head of Digital Learning.

Resources
The school is well equipped with a dedicated Computing suite comprising of 18 workstations. All classrooms have interactive whiteboards with access to colour laser printing and scanning facilities. Secure wireless network access and internet is available throughout the school. The school internet and intranet are secured by a robust firewall to ensure internet safety. There is also a full time IT Manager to support staff and children. The children have access to 20 iPads, stored in a trolley outside the IT Room, these can be booked out by a teacher on an online booking form.

Further Information
Dfe Teaching Online Safety in School guidance 2019
DfE Education for a Connected World, framework 2020

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