

2 simple



# Digital Technologies Policy Example



Digital Technologies Coordinator



## Policy Details

Policy Details	
Last review date	
Approved by Digital Technologies Team	
Ratified Leadership Team	
Next review date	

## Introduction

This policy sets out Purple Mash School's aims and strategies for the successful delivery of Digital Technologies. This policy should be read in conjunction with other relevant school policies such as the Welfare, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies.

The policy has been developed by the Digital Technologies Coordinator (Mr Teacher) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and Students, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study.

Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

## Aims

Purple Mash School believes that every child should have the right to a curriculum that champions excellence; supporting students in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Digital Technologies and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of students; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our students.

## Our aims:

- Provide an exciting, rich, relevant and challenging Digital Technologies curriculum for all students.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our students, particularly when engaging with technology and its associated resources.
- Teach students to become responsible, respectful and competent users of data, information and communication technology.
- Teach students to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip students with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all students, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Digital Technologies curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Digital Technologies and other related legislative guidance (online safety).

## Welfare: Online safety

Online safety has a high profile at Purple Mash School for all stakeholders. We ensure this profile is maintained and that students' needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our students.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the students.
- Scheduled Students voice sessions and learning walks steer changes and inform training needs.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Students, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Our online safety policy (part of our welfare policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure.

## Curriculum

As a school, we have chosen the Purple Mash Digital Technologies Scheme of Work from Foundation to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all students to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Digital Technologies. It provides immense flexibility and strong cross-curricular links. Furthermore, it gives excellent supporting material for less confident teachers.

## Early Years

We aim to provide our students with a broad, play-based experience of Digital Technologies in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Students gain confidence, control and language skills through opportunities to 'paint' on the interactive board/ devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

## Foundation – Year 2 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

## Year 3 – Year 6 outcomes

- Design and write programs that accomplish specific goal, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## Assessment

Student attainment is assessed against the key objectives of the Digital Technologies Scheme of Work by 2Simple. This tool enables staff to accurately identify attainment of students through the detailed exemplification it has for each key learning intention.

- A relevant up-to-date Online safety curriculum which is progressive from Early Years to the end of Year 6.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our students.
- Training for staff and Coordinators which is relevant to their needs and ultimately positively impacts on the
- Scheduled Students voice sessions and learning walks steer changes and inform training needs.
- Through our home/school links and communication channels, including our Purple Mash Parent Portal, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Students, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Our Online welfare Policy (part of our welfare policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.

- Teachers keep accurate records of Students attainment by entering data using the 2Simple Digital Technologies Scheme of Work checklists.
- Tracking of attainment by using 2Simple Digital Technologies Scheme of Work checklists is used to inform future planning.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Formative assessment is undertaken each session/interaction in Digital Technologies and students are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and students can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Digital Technologies Scheme of Work checklists
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash. Additionally, exemplar pieces of work from individual students is shared with parents using Parent Portal (a feature in Purple Mash).

## Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- A range of resources is available which successfully supports delivering the Digital Technologies curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Digital Technologies Coordinator.
- An itemised list of all resources is shared with staff and kept up to date by the Digital Technologies Coordinator.
- Audits of school resources are conducted regularly by the Digital Technologies Coordinator, which informs bidding for budgets allocations.
- The Digital Technologies Coordinator keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Digital Technologies Coordinator.
- The Digital Technologies Action Plan details foreseen future resource procurement which is shared with senior Coordinators before the budget setting period.

## Inclusion

At Purple Mash School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers.

We place particular emphasis on the flexibility technology brings to allowing students to access learning opportunities, particularly students with special needs. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

## Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Digital Technologies is the primary responsibility of the Digital Technologies Coordinator. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Details of monitoring and evaluation schedules can be found in the Digital Technologies Action Plan and School Monitoring Schedule.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Students voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Digital Technologies Coordinator and Leadership time.

Evaluation and Feedback will be achieved through:

- Dedicated Digital Technologies Coordinator and Assessment Coordinator time.
- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Digital Technologies provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the Digital Technologies Coordinator in a timely manner.
- Feedback on whole school areas of development in regard to Digital Technologies to be fed back through Curriculum Days/Team and Staff Meetings.

## Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Digital Technologies, there are key roles and responsibilities specific members of staff have.

### Principal

- Monitoring the implementation of the Digital Technologies Policy and its associated policies such as the Welfare and Special Education policies.
- Ratifying the Digital Technologies policy, Welfare policy and Digital Technologies Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving Professional Development and training which is in line with the whole school's strategic plan.
- Approving budgets and setting them.
- Creating in conjunction with the Digital Technologies Coordinator, a long-term vision for Digital Technologies which includes forecasted expenditure and resources.
- Monitoring the performance of the Digital Technologies Coordinator in respect to their specific job role description for Digital Technologies.
- Ensuring any government legislation is being met.

### Digital Technologies Coordinator

- Raising the profile of Digital Technologies for all stakeholders.
- Monitoring the standards of Digital Technologies and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Digital Technologies.
- Maintaining overall consistency in standards of Digital Technologies across the school.
- Reporting on Digital Technologies at specific times of the year to leadership staff members
- Auditing the needs of the staff in terms of training/PD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Digital Technologies.

- Creating Action Plans for Digital Technologies and supporting a long-term vision which feeds into the whole school development plan.
- Creating annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Digital Technologies curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.
- Working as needed with the Principal and leadership staff to ensure online safety provision is above adequate and all legislation is in place.

#### Technician

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Digital Technologies Coordinator and Head Teacher with future infrastructure needs and associated projected costs.

#### Administration Staff

- Maintains the school website content.
- Posts approved requests to the school's social media accounts.
- Supports procurement of resources and technical services.
- Supports the technician with some data management.

## Health and Safety

Purple Mash School takes all necessary measures to ensure both staff and students are aware of the importance of health and safety.

Both staff and students are trained to handle electrical equipment correctly including how to power off and on. Students are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.