



Neyland Community School

# DCF Policy

Version: 3

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## **Links to the UNCRC:**

**Article 28:** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 17:** Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

## **What is Digital Competency?**

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society.

Digital competence should not be confused with information and communication technology (ICT). Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy; it focuses on developing digital skills which can be applied to a wide range of subjects and scenarios that are transferrable to the world of work. The DCF sets out the digital skills to be attained by learners aged between 3 and 16 across four strands.

- Citizenship.
- Interacting and collaborating.
- Producing.
- Data and computational thinking.

Teachers use the DCF to plan for purposeful, authentic tasks across the curriculum and for real purposes.

## **INTENT:**

This policy reflects our school's understanding that digital competency prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that technology is an important tool in both the society we live in and in the process of teaching and learning. At Neyland Community School pupils will use technological tools to find, explore, analyse, exchange and present information safely and responsibly with creativity and without discrimination. Our pupils will leave our school digitally competent and ready to engage with a rapidly changing world.

## **AIM:**

- To enable children to become autonomous, independent users of technology, gaining confidence and enjoyment from their activities.

- To develop a whole school approach to DCF teaching and learning, ensuring coverage across the progression steps outlined in the Science and Technology AoLE and Digital Competency Framework.
- To use technology as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their digital competency to raise standards in all areas of the Curriculum including literacy and numeracy
- To ensure digital technology is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs
- To maximise the use of digital technology in developing and maintaining links between other schools, the local community including parents and other agencies.

## **OBJECTIVES:**

In order to fulfil the above aims it is necessary for us to ensure:

- A continuity of experience throughout the phases
- A systematic progression through Reception to Year 6 that enables a smooth transition into PS4.
- Skills and experiences involving technology outlined in the Science and Technology AOLE and DCF are given appropriate coverage
- That all children have access to a range of technology resources
- That digital experiences are focused to enhance learning
- That links are exploited where appropriate within all termly themes.
- That children's experiences are monitored, tracked and evaluated
- That resources are used to their full extent and potential
- That resources and equipment are kept up to date as much as possible
- That staff skills and knowledge are kept up to date through CPD opportunities and in house training

## **RESOURCES:**

Our school has a range of digital technology across the school, including Thinkpad laptops, Chrome Books and iPads. These are managed via a school server which can be remotely accessed by centralised support from the LA IT team. Data held on the server is regularly remotely backed up by the IT team via the broadband link and held securely at this point. We also have new interactive display smart panels in each classroom.

## **ASSESSMENT, TARGET SETTING AND RECORD KEEPING:**

Teachers in the Early Years use Seesaw as their evidencing tool. This is used to take photographic evidence which is then linked to the skills being covered. The information can be shared with families using the Seesaw app.

Teachers in Years 1-6 also use Seesaw to provide photographic and video evidence of DCF learning. Any other work from lessons that is worksheet based from the schemes is stored in the classroom Online Safety Handbooks in class. All other evidence is stored on the children's Hwb account on Google Classroom/Google Drive, or the related apps they have been accessing to complete learning.

Teachers use the Whole Class Marking sheets to reflect on progress and effective teaching and learning of DCF. DCF coverage of skills is also monitored by the DCF Lead through termly pupil voice monitoring, book scrutiny and regular meetings with class teachers.

## **INCLUSION:**

Teaching and learning is adapted to suit the learning and ability of all children, whilst ensuring that all children are suitably challenged. Every pupil is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. We promote positive attitudes and a “marvellous mistake” ethos throughout the school. All children are encouraged to challenge themselves, seek to discover and believe in their own ability. Teaching styles are adapted in response to learning needs. Pupil groups such as ALN, eFSM and vulnerable families are at the forefront of everything we do at Neyland Community School. We instil a belief in all of our children that “Those who seek discover, those who discover change the world”.

## **ROLE OF DCF LEADER:**

It is the role of the DCF Leader to:

- Ensure the policy is implemented and work with the Senior Leadership Team to evaluate and update it annually.
- Work with key teachers from across the cluster on development of primary-secondary transition for DCF.
- Use the analysis of DCF data to inform planning for improvement.
- Collect evidence of good practice in DCF from across the curriculum.
- Review the DCF provision and identify opportunities to develop and apply literacy and numeracy skills.
- Identify areas of DCF that teachers are least confident of teaching within the context of a particular subject and discuss with SLT measures needed to address the identified issues.
- Ensure that new staff and newly qualified teachers (NQTs) are aware of the DCF Framework policy and support them in school strategies.
- Attend DCF Coordinators Meetings and keep up to date on any new initiatives.
- Work with staff to ensure that all teachers are aware of the content of the DCF.
- Assist classroom teachers in identifying opportunities for the application of DCF understanding and planning within their schemes of work.
- Raise awareness of the resources available to support and challenge pupils of all abilities.
- Monitor and evaluate the delivery of the DCF throughout the school.
- Highlight the need and arrange for any necessary training.

## **ROLE OF TEACHER:**

It is the role of the teacher to:

- Consider DCF in their long-term and weekly planning.
- Reinforce and develop pupil’s DCF skills through careful task planning and modelling
- Develop and update own skills, knowledge and understanding of DCF

- Use DCF methods that are agreed within the school's DCF policy
- Gauge the level of difficulty of a task in terms of DCF skills and differentiate appropriately.
- Provide feedback to the co-ordinators where an individual pupil's progress in DCF is causing concern.
- Provide many and varied opportunities for pupils to develop their DCF skills across the school day and across all subjects in the curriculum.
- Support the development of pupils' DCF skills in line with the school's literacy and numeracy policies.

### **ROLE OF THE PARENT/CARER:**

We encourage parents to support their child's digital competency learning:

- By encouraging digital competency and the understanding that technology is a useful tool, not just entertainment in the home.
- By keeping up-to-date where appropriate with various technology and online safety information communicated by the school.

### **GOVERNORS:**

It is the role of the DCF Governor to:

- Play a key role in the monitoring and evaluating of DCF throughout the school. This will include focussed visits, discussions with the Science & Technology Leader/DCF Leader, policy and action plan evaluation and review of data and results.
- The Science & Technology/DCF Leader will keep governors informed of the implementation, progress and impact of initiatives within the school.

### **PROGRESSION OF DCF PROGRAMME / PLATFORM EXPERIENCE and SKILLS:**

*(A more in-depth unit schedule can be found in the PS1, PS2 and PS3 DCF Unit Tracker documents on the school Google Drive)*

<b>PS1: Nursery/Reception</b>	<b>PS1: Year 1</b>
<ul style="list-style-type: none"> <li>● Taking photos on iPad and then retrieving from camera roll.</li> <li>● Common Sense Online Safety Lessons (<i>Media Balance is Important, Pause and Think Online</i>); Optional colouring book linked to characters and themes from scheme</li> <li>● Coding - Beebots, J2Code - Jit</li> <li>● Exploring in small groups - J2Infant Toolkit – Write, paint, etc.</li> <li>● Numbots maths programme</li> </ul>	<p>Software/Programmes:</p> <ul style="list-style-type: none"> <li>● Common Sense Online Safety UK Year 1 Lessons</li> <li>● Bee-Bots and J2Code – Jit</li> <li>● Mathletics</li> <li>● Microsoft Word - NCCE Unit – Creating Media – Digital Writing</li> <li>● Familiarisation with iPads and Laptops through NCCE Unit - Computing systems and networks – Technology around us</li> </ul>

	<ul style="list-style-type: none"> <li>● Taking photos / videos with iPads</li> <li>● Exploring J2E: <ul style="list-style-type: none"> <li>○ J2Data – pictograms, bar charts, etc.</li> <li>○ J2Infant Toolkit – Write, paint, etc.</li> <li>○ J2Create – Typing, searching and inserting images, etc.</li> </ul> </li> <li>● Scratch Junior Coding - NCCE Unit – Programming B</li> </ul>
<b>PS2: Year 2/3</b>	<b>PS3: Year 4/5/6</b>
<p>Software/Programmes:</p> <ul style="list-style-type: none"> <li>● Common Sense Online Safety UK Year 2 and 3 Lessons</li> <li>● Espresso coding - differentiated</li> <li>● Email</li> <li>● Word/ Google Docs (see DCF for skills covered)</li> <li>● Digital Photography</li> <li>● Recording/editing video</li> <li>● PPT/Google Slides – basic skills to change design, insert hyperlink, etc (see DCF for skills covered)</li> <li>● NCCE Unit - Computing systems and networks – IT around us</li> <li>● Interact in an online community – Seesaw</li> <li>● Canva – Creating Media – Desktop Publishing</li> <li>● Branching Databases - navigating</li> <li>● Web searches using keywords (child friendly and teacher checked)</li> <li>● Comment on and evaluate digital work, use and programmes</li> <li>● Use of various websites for skills learning i.e. TTRockstars, Mathletics, Spellzone, etc.</li> </ul>	<p>Software/Programmes:</p> <ul style="list-style-type: none"> <li>● Common Sense Online Safety UK Year 4, 5 and 6 Lessons</li> <li>● Espresso Coding – differentiated</li> <li>● Micro:bit coding</li> <li>● Word/Google Docs - emphasis on collaboration (see DCF for skills covered)</li> <li>● Excel (see DCF for skills covered)</li> <li>● PPT/Google Slides – emphasis on collaboration (see DCF for skills covered)</li> <li>● Recording/editing photos and video using iPads for Seesaw</li> <li>● iMovie - Video production and editing</li> <li>● Podcasting using Garageband for audio production</li> <li>● iMotion - Stop-Frame Animation</li> <li>● Databases - navigating / creating</li> <li>● Email</li> <li>● Google Sites – Webpage production</li> <li>● NCCE Unit – Computing systems and networks - systems and searching</li> <li>● NCCE Unit - Computing systems and networks – The Internet</li> </ul>

- NCCE Unit - Computing systems and networks - Communication and collaboration
- Use of various websites for skills learning i.e. TTRockstars, Mathletics, Spellzone, etc.

## DIGITAL CITIZENSHIP AND ONLINE SAFETY SCHEME:

At Neyland Community School we use the Common Sense Digital Citizenship Scheme of Lessons (UK) to teach online safety. Link to the online resource for lesson materials

<https://www.common sense.org/education/uk/digital-citizenship>

Reception through to Year 6 will be taught a series of lessons each Autumn term to ensure regular and thorough coverage of a range of online safety/digital citizenship topics and issues. This is a Hwb and Welsh government recommended scheme of Online Safety lessons that are tailored to the UK.

Every class will store evidence of their online safety lessons in their ONLINE SAFETY HANDBOOK which is found in each class as a record of learning and online safety information for the children to reference. \*\*\*Note: The back of the Online Safety Handbook will also be used to store any worksheet from the various NCCE DCF units.

## DIGI-LEADERS:

The Online Safety Group at Neyland School, Digi-Leaders, has the following members:

- Online Safety Lead – Kaitlyn Ehrenfellner
- Designated Safeguarding Person – Clare Hewitt
- Safeguarding governor – James White
- Science and Tech Governor - Tracy Kinnersley
- Learners - representative from Year 2 to Year 6

Members of the Digi-Leaders will assist the Online Safety Lead with:

- the production/review/monitoring of the school Online Safety Policy/documents
- the production/review/monitoring of the school filtering policy (if possible and if the school chooses to have one) and requests for filtering changes
- mapping and reviewing the online safety education provision – ensuring relevance, breadth and progression and coverage of the Digital Competence Framework
- reviewing network/filtering/monitoring/incident logs, where possible
- encouraging the contribution of learners to staff awareness, recent trends and the school online safety provision



DIGITAL CITIZENSHIP  
UK YEAR 3 (AGE 7-8)

## Device-Free Moments

common sense education®

- consulting stakeholders – including staff/parents/carers about the online safety provision
- updating policies when relevant using the 360 degree safe Cymru self-review tool
- meetings which are held half-termly with all members in attendance.
  - Action examples include: developing classroom online safety posters, creating online safety tip videos for the community, helping assist Microbit coding lessons, as well as creating Screencastify videos for Online Safety school assemblies.

## **CODING:**

At Neyland Community School we use the platform of Espresso Coding to teach coding across PS2 and PS3, as well as Micro:bits with Year 4 to 6. Year 2 to 6 pupils have scaffolded and differentiated lessons on the Espresso Coding platform. Teachers are able to monitor progress through reviewing coding assignments that the children have completed and can appropriately differentiate by setting a range of tasks.

