Digital Literacy Policy

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Job title: Deputy
Last review date: August 2021
Next review date: July 2022

Circulation: This policy has been adopted by the governors, is addressed to all members of staff and volunteers, and is available to parents on request. It applies wherever staff or volunteers are working with pupils. Please note: 'School' refers to St. Anthony's School for Girls; 'parents' refers to parents, guardians and carers.

'Education should prepare young people for jobs that do not yet exist, using technologies that have not yet been invented, to solve problems of which we are not yet aware.' Richard Riley (no date).

Rationale

'The UK will have 800,000 unfilled IT jobs by 2020'. Allen & York (2018).

'82% of jobs are now "digitally intensive", a 4% increase over the past two years.' Burning-Glass (2017)

The use of technology is continually increasing and developing in every area of society, and this is only going to continue as our pupils grow up. To successfully prepare our pupils for life, learning and work, we need to ensure we are providing them with the skills they will need to be successful. Digital skills need to be taught alongside and embedded throughout the curriculum.

General Overview

This policy forms a whole school approach to Digital Literacy, guided by the principles of the European Commission's 'Digital Competence Framework for Citizens' and the document 'Digital Literacy: The Gold Standard', produced by the Alpha Plus group which underpins our practice.

We believe that every pupil at St. Anthony's benefits from a curriculum where digital literacy is both included and developed. As such, subject areas should, where appropriate, deliver digital literacy and all staff should be trained in the principals of digital literacy.

As with literacy, numeracy and health & wellbeing, digital literacy should be placed at the heart of all learning, and not limited to the technologies curricular area. Our aim is that learners should experience opportunities to develop their digital literacy across all curricular areas, using a range of digital tools and applications.

Digital literacy is defined at St. Anthony's as:

'The skills, knowledge and understanding that enables critical, creative, productive and safe practices when engaging with digital technology and media'

Aims

We aim to develop pupil's digital capabilities and ensure that they are all given opportunities to develop the knowledge and skills needed for life, learning and work. We aspire to use digital technology to enrich our teaching and learning across all areas of the curriculum. We aim to equip our children and young people with the vital digital skills needed to adapt in our ever-changing technological society.

At St. Anthony's we aim:

- To develop understanding and skills in digital communication;
- To increase awareness of online identities, information sharing, networks and social networking;
- To use computing to help learning;
- To develop computing capability in finding, retrieving and validating information;
- To use computing for effective information / data storage;
- To develop understanding of creative industries (media, gaming) and game and app creation;
- To enable pupils to understand computer simulations, modelling, control / programming and to develop skills in these areas;
- To develop understanding and skills in coding and creating algorithms;
- To gain computing skills relevant for current technologies and to apply these to their learning in other areas;
- To use their computing skills to develop their language and communication skills.

At St. Anthony's we focus on the core literacy competencies as outlined by the South-West grid for learning:
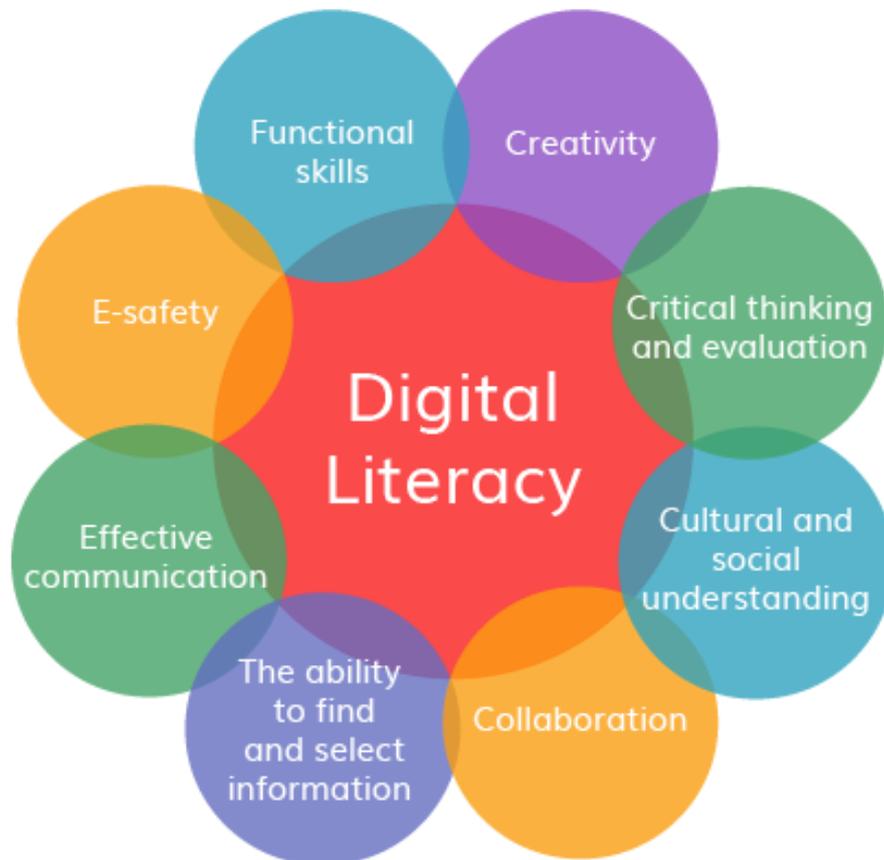
South West grid for learning digital literacy competencies (adapted from the European Commission's 'Digital Competence Framework for Citizens')
"Digital literacy should be the fourth pillar of a child's education alongside reading, writing and mathematics and be resourced and taught accordingly." House of Lords Report, 2017

These competencies can be defined as follows:

Creativity: Using various sources of information technology and digital equipment to explore the creative potential of digital media (e.g. using a 3D printer in ADT)

Critical thinking and evaluation: Being able to analyse sources of online and digital information to reach substantiated conclusions (e.g. using a data logger in science to inform an investigation).

Cultural and social understanding: Recognising that online sources of information represent a broad spectrum of cultural, political, social and religious views, which may differ from our own (e.g. researching views on creation in RE).

Collaboration: Being able to work together, both online and on a task, to create and learn using digital technologies (e.g. robotics project in ADT and Computing).

The ability to find and select information: The ability to critically analyse and select material to eliminate bias, recognise and counter extremist views and ideologies and avoid 'fake news' (e.g. online source based analysis in History).

Effective communication: Being able to improve online literacy, both in the written word and with coding. Communicating between devices, such as robotics and AI, as well as with each other in order to solve a problem. (e.g. Hackers club)

E-Safety: Being aware of what dangers exist in the online world and how to avoid and counter them. Responsibly using digital and IT equipment around school and know what to do if harmful online content is accessed. (e.g. e-safety in Computing lessons)

Functional Skills: Working to improve access to IT and Digital technologies by adapting and training the human body, to improve posture and visual acuity when working at a screen (e.g. physical training and hand to eye coordination in P.E), as well as learning key methods to utilise programs such as word, excel and PowerPoint.

As a staff, we have explored ways in which Digital Literacy can be developed across the curriculum. Where departments deliver each competency can be found in Appendix One. In addition, our digital literacy departmental audit exists, which details the specifics of how each core competency may be delivered in each subject.