



# Southdown Primary School



## Digital Strategy Policy 2026

Chair of Governors: 	Headteacher: 
Ratified on: 29 <sup>th</sup> April 2026	Review by: Summer 2029

# Southdown Primary School

## Digital Strategy Policy

### Purpose and Objectives

The purpose of this digital strategy is to ensure that at Southdown we embed technology into our pedagogy to enhance learning experiences for our learners and ensure they are digitally literate and prepared for their future endeavours in a digital world.

It identifies how we will support all those in our school community with the use of digital tools, as well as identifying the rationale for the choices that have been made, considering the views of all our stakeholders. Wales' **Digital Competence Framework (DCF)** is now one of three statutory cross-curricular elements of the Curriculum for Wales. As a school, we are implementing technology into our pedagogy to support our learners' development and understanding of how technology can be used for purposeful means. This strategy also aligns with the **Four Purposes**, ensuring learners become ambitious, capable, enterprising, creative, healthy, confident and ethically informed citizens.

This strategy addresses how we will support staff with **Continuous Professional Development (CPD)** to enhance their confidence and competence in the use of technology in their pedagogy. Ultimately, teacher effectiveness will promote learner outcomes.

We also address the impact of technology on our wider school community. We will streamline our administrative processes through the effective use of digital tools; support our families with information and guidance on how they can support the digital experiences of their children, and ensure all processes comply with GDPR.

### Infrastructure

#### **Digital Learning Platform**

Southdown makes use of the Welsh Government's Hwb digital platform as its primary online platform. Through this platform, our learners have access to a range of digital applications (Google Workspace / Microsoft 365/ Adobe Creative Express), which they can make use of seamlessly within their pedagogy. Staff are supported in using these applications to adapt their pedagogy and achieve learning objectives, utilising the SAMR model (Substitution, Augmentation, Modification, Redefinition).

#### **Devices**

We have achieved the device-to-pupil ratio set by Flintshire County Council, which allows our learners access to technology within their pedagogy.

- Nursery to Year 2: 3:1 devices for learners
- Year 3 and Year 4: 2:1 devices for learners
- Year 5 and Year 6: 1:1 devices for learners

We have chosen to make use of Chromebooks as devices to honour these ratios with iPads being an extra addition to support learning. However, this is not prescriptive and opportunities for using both devices across different phases is encouraged. These devices are tracked on an audit which is updated annually.

Through Hwb funding we have been able to equip each classroom with interactive boards, whilst also providing enough devices in order to achieve device to pupil ratios. Once devices have reached their 'end-of-life' they are disposed of by a company agreed by Flintshire County Council.

Staff all have a computer and monitor in their classrooms to aid their teaching and the children's learning. As of this academic year, all teaching staff and learning support staff we allocated a school laptop to support them with planning, preparation and assessment (PPA), as well as enabling them to access communications such as emails to ensure they receive up to date messages.

### **Sustainability**

To maintain our device-to-pupil ratio for devices, we have a four-year rolling programme to replace devices as they reach their 'end of life'. We will remove devices which have been replaced to ensure that our infrastructure can continue to work at an optimum level. We have identified an approximate cost for the replacement of the devices we have in place, this allows us to identify the savings that we need to make over future years to continue with the programme we have in place.

We will need to consult with our school's IT technician and the Local Authority when making significant changes to the number of devices it is using and how we intend to use them. We will also carry out intermittent reviews via the school's IT technician to ensure that the infrastructure can support the technology usage. As newer technology develops, schools will need to assess and update their infrastructure accordingly to ensure it will support the technology of the school effectively. This will be recorded via meeting minutes, shared with the relevant governing bodies and reflected in updates to this strategy on an annual basis.

### **Digital Equity**

To ensure that no learner is left behind we are mindful of the need to ensure there is digital equity for all learners. Through our use of the Hwb platform, all users have access to the suite of digital applications used in the classroom while at home.

### **Remote Learning**

In the event of school/classroom closures the school has a plan in place to support learners remotely. Learners in need of a device can borrow one from the school, and the serial number of the device and charging support is noted at the point of issue. Initial delivery would be provided through video/written guidance to allow learners to work at their own pace.

When supporting learners remotely we:

- Amend the type of activities set
- Activities set to factor in digital equity
- Provide feedback that should enhance learners
- Set a timeframe that learners are expected to complete the work in
- Make expectations known regarding engagement levels
- Offer support for families with access to data while at home

### **Artificial Intelligence (AI) in Education**

Artificial Intelligence is increasing in its use within the digital world. Generative AI makes use of Large Language Models (LLMs) to create content based on user prompts.

## Staff Use

Staff currently (as of January 2026) have access to enterprise-grade tools (e.g., Google Gemini, Microsoft Copilot) through the Hwb platform. These tools come with Enterprise Level Data Protection, meaning data is not used to train AI models.

All staff are aware that when using AI in their admin tasks, they do not make use of any sensitive data, this includes any learner details or information which could be used to identify an individual, current AI apps collect the data which is inputted and used to improve the accuracy of its responses.

## Policy

Staff will only make use of these secure applications when processing any data relating to individuals. If staff use personal AI tools, **no school data** will be added, regardless of the tool's protection level.

## Learner Use

Generally, users must be 18+ to use Generative AI. However, through Hwb, learners may use age-appropriate tools (e.g., Adobe Express generative features) to create images and videos under supervision.

## AI in the Curriculum

An understanding of AI is developed through the Health and Wellbeing AoLE (ethical considerations) and Languages, Literacy and Communication AoLE (writing prompts).

## AI Misuse

Staff are vigilant regarding the misuse of AI and the potential for AI-generated work to be submitted as the learner's own.

## Stakeholders

### Learners

All decisions centre around the impact on learners.

- **Progression:** As learners progress, they are given increased opportunities to choose which digital tools they use to demonstrate learning.
- **ALN Support:** Learners with Additional Learning Needs (ALN) are supported by the ALNCo, which identifies where technology can remove barriers to learning and ensures staff are trained to use these assistive technologies.

### Teaching Staff

Staff need to be equipped with the knowledge and skills to effectively implement the DCF.

- **CPD:** This is achieved through continued professional development. Staff have access to a website/resource bank created to support them with Hwb tools and the SAMR model.
- **Pedagogy:** Staff use the **SAMR model** to justify their choice of learning activities, ensuring technology actually enhances the lesson rather than just digitising it.

### Wider School Community

- **Online Safety:** We support parents with updates on online safety and provide access to external training.
- **Community Links:** We foster links beyond the immediate family, allowing learners to share their understanding of how technology enhances lives. We actively participate in **Safer Internet Day**, recognising that every day is a 'Safer Internet Day'.

## **Administrative Staff**

Our admin team uses technology to improve efficiency.

- **Paperless Systems:** We are endeavouring to move to a paperless system to ensure data received from parents/guardians is stored online and is fully GDPR compliant.

## **Governors**

Governors are supported in understanding how the school uses technology. They are aware of how the school chooses to invest in technology and training and hold the school accountable for these decisions.

## **Scope and Limitations**

### **Curricular Integration**

We embed the DCF into teaching and learning as a core cross-curricular element. Teachers identify where they have implemented DCF skills in their planning and use applications available via Hwb.

### **Resource Constraints**

We have set out to ensure that our learners have access to devices which allow them to use a range of applications with which to complete a task. The use of the Hwb platform allows users to access several digital resources to use throughout their education in Wales, ensuring equitability for our learners.

### **Accessibility**

All learners have equal access to devices which they can use to support their learning assignments. Learners with ALN can make changes to the accessibility settings to allow them to make effective use of the devices. Teachers are aware of features within the applications which can be used to support learners with difficulties. Our ALNCO identifies where additional resources are required and these are used to support learners and staff.

### **Decision-Making and Problem-Solving Framework**

The school's digital lead has responsibility for the school's digital education programme, they oversee the incorporation of the DCF within the teaching and learning of the school and feedback to the school's Senior Leadership Team.

## **Compliance with Laws and Regulations (GDPR)**

All education technology complies with the **Data Protection Act 2018** (UK GDPR).

We use the Hwb platform; all applications within are compliant with GDPR. All additional applications used have been checked for GDPR compliance. These include:

- Seesaw: GDPR Compliant
- Dojo: GDPR Compliant
- Canva: GDPR Compliant
- SIMS: GPR

Our learners make use of the Hwb platform, which allows them to access their digital learning accounts outside of the school building. The learners understand they have a strict digital code that they must adhere by when using the platform both in and outside of school.

Staff who access their Hwb accounts are required to use Multi-Factor Authentication as their accounts have access to data about learners. We make use of the 360Safe and 360Digi assessment tools on the Hwb platform to evaluate our online safety policies, practices and provisions.

## **Accountability and Responsibilities**

- Due to the whole-school ecosystem, overall responsibility falls on the Headteacher.
- We have identified Courteney Say as the Digital Safeguarding Officer.
- Southdown have appointed a Digital Lead, Courteney Say to oversee that learners develop digital skills through the DCF. Along with the Headteacher, they are responsible for device procurement.
- Class Teachers are responsible for incorporating DCF skills into pedagogy where appropriate.
- Through the School Strategy, Curriculum and Safeguarding meetings governors have oversight of digital learning, safeguarding and infrastructure needs.
- Using the Hwb platform ensures that the digital applications learners are using are compliant with GDPR and any additional applications used by staff are checked to ensure they are GDPR compliant.
- Where there is a breach of GDPR we contact E2E who are the company we use to protect all pupils and staff.

## **Review, Updates and Communication**

Due to the nature of the Digital World to which we are currently in and predict we will continue to be in in the future, we conduct regular reviews of the applications used in pedagogy. An assessment will be made against the delivery of the DCF, to ensure that the digital tools and applications are allowing learners to apply the skills and experiences identified in the DCF.

We will endeavour to ensure that we make use of emerging technology where appropriate and within GDPR, to support our learners' understanding and development. Support and training for staff will be available to enable them to make effective use of the applications which are made available to them. Providing training opportunities and support to increase digital competence and confidence.

This digital strategy is part of our school's policies and procedures, it is shared on our school website to allow all stakeholders to understand the processes by which the school implements technology to support and enhance learning.

Support and training are available to enable staff to make effective use of all approved applications. Staff have the opportunity to identify digital tools they wish to incorporate into their pedagogy. These requests are vetted by the Digital Lead.

## **Mental Health and Emotional Wellbeing Impact Statement**

Southdown Primary School is committed to the protection and promotion of positive mental health and emotional wellbeing of our whole school community; pupils, staff, parents and carers. We recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. This Policy has been written and reviewed in line with our school's vision and Mental Health and Emotional Wellbeing Policy.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been quality impact assessed and we believe that it is line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote quality at Southdown Primary School.