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'Every child, every chance, every day'
'Pob plentyn, pob cyfle, pob dydd'

Ysgol Brynffordd Digital Strategy

2026/2027

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1. Purpose and Objectives

The purpose of this digital strategy is to ensure that at **Brynford Primary** 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 environment.

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, taking into account the views of all our stakeholders.

Curriculum Alignment: 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 capable, enterprising, and ethically informed citizens.

Staff and Community:

- This strategy addresses how we will support staff with **Continuous Professional Learning (CPL)** to support their confidence and competence in the use of technology in their pedagogy, enhancing teacher effectiveness in improving 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.

2. Infrastructure

Digital Learning Platform

Hwb Cymru Schools – Brynford 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), which they can make use of seamlessly within their pedagogy.

- **Staff Support:** Staff are supported in using these applications to adapt their pedagogy and achieve learning objectives, utilising the **SAMR model** (Substitution, Augmentation, Modification, Redefinition).

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 Jan '26**) 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.
 - **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.
 - **Curriculum:** An understanding of AI is developed through the **Health and Wellbeing AoLE** (ethical considerations) and **Languages, Literacy and Communication AoLE** (writing prompts).
 - **Misuse:** Staff are vigilant regarding the misuse of AI and the potential for AI-generated work to be submitted as the learner's own.

Devices and Sustainability

We aim to achieve and maintain a device-to-pupil ratio that supports effective pedagogy.

- **Nursery to Year 2:** 1:3 ratio (approx.) - Focused on collaboration.
- **Year 3 & Year 4:** 1:2 ratio have access 1:1 - Shared/ individual access.
- **Year 5 & Year 6:** 1:1 ratio - Individual access.
- **Rationale:** To build independence prior to High School transition.

Sustainability & Budget:

- The school sets aside **£1000 + WAG funding** of its annual budget to ensure digital devices are kept up to date and can accept operating system updates.
- **Rolling Programme:** We have a four-year rolling programme to replace devices as they reach 'end of life'. We identify the approximate replacement costs in advance to plan necessary savings.
- **Disposal:** Once devices reach 'end-of-life', they are disposed of by **"a certified WEEE disposal partner to ensure data destruction"**
- **Infrastructure Review:** We consult regularly with the school's IT technician and the Local Authority.

Digital Equity

To ensure no learner is left behind, we are mindful of digital equity.

- **Access:** Through the Hwb platform, all users have access to the suite of digital applications used in the classroom while at home.
- **Remote Access:** In the event of remote learning, the school supports learners with the loan of a school device (and data connectivity where required) to allow them to access all assigned learning activities.

3. Continuity of Learning (Remote Strategy)

In the event of school/classroom closures, the school activates its remote learning plan.

- **Device Loan:** Learners in need of a device can borrow one; the serial number and charging support are logged at the point of issue.
- **Delivery Model:**
 - **Synchronous (Live):** We utilise a flexible delivery model to support families with multiple children (e.g., split delivery times).
 - **Asynchronous:** Initial delivery is provided through video/written guidance to allow learners to work at their own pace.
- **Staffing:** Live lessons are staffed by 2 persons to ensure safeguarding.
- **Expectations:**
 - **Activities:** Tasks are designed to be accessible and factor in digital equity.
 - **Feedback:** Learners can expect feedback on work within 2 days.
 - **Engagement:** We monitor engagement levels and provide support to families who are not accessing the work.

4. 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 moving 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.

5. 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 ensure learners have access to devices to complete tasks. The use of Hwb ensures resource equity across the curriculum. We have set aside **[XX%]** of the budget to maintain our identified device-to-pupil ratio.

Accessibility: All learners have equal access to devices.

- **Customisation:** Learners with ALN can change accessibility settings (e.g., text-to-speech, high contrast) to make effective use of devices.
- **Identification:** Our ALNCo identifies where additional specialised resources are required.

6. Decision-Making Framework (The Digital Committee)

The school has a **Digital Committee** made up of staff, governors, and learners.

- **Leadership:** This group is led by the school's **Digital Lead**.
- **Role:** The Digital Lead oversees the incorporation of the DCF and feeds back to the Senior Leadership Team (SLT).
- **Procurement:** The committee has input into decision-making regarding future device procurement.
- **Support:** The committee supports staff, learners, and parents with technological issues and engages with the SLT to find solutions.

7. Assessment and Progression

Tracking Progress: We utilise the **Digital Competence Framework (DCF)** to map learner progress.

- **Progression Steps:** Teachers track learners against the relevant Progression Steps to ensure they are making appropriate progress.
- **Formative Assessment:** Assessment is primarily formative. Teachers use observation and digital evidence via **Seesaw** or **Google Classroom** to gauge understanding.
- **Strands:** We assess across all four strands: Citizenship, Interacting & Collaborating, Producing, and Data & Computational Thinking.

8. Compliance with Laws and Regulations (GDPR)

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

- **Hwb Platform:** We use the Hwb platform; all applications within are compliant with GDPR.
- **Third-Party Apps:** All additional applications used have been checked for GDPR compliance. These include:
 - Seesaw: GDPR Compliant
 - RM Easi Maths: GDPR Compliant
 - Teach your Monster: GDPR Compliant
- **Security:** Staff accessing Hwb accounts outside school must use **Multi-Factor Authentication (MFA)**.
- **Evaluation:** We use the **360Safe** and **360Digi** assessment tools on Hwb to evaluate our online safety policies and provisions.

9. Accountability and Responsibilities

- **Headteacher:** Due to the whole-school ecosystem, overall responsibility falls on the Headteacher.
- **Digital Safeguarding Officer:** We have identified **Rachel Critchell/Zayla Lloyd** as the Digital Safeguarding Officer.
- **Digital Lead:** Appointed to oversee that learners develop digital skills through the DCF. Along with the Headteacher, they are responsible for device procurement.
- **Class Teachers:** Responsible for incorporating DCF skills into pedagogy where appropriate.
- **Governor:** We have an appointed Governor **Steven Briscoe** to oversee the Digital strategy.
- **Breaches:** Where there is a breach of GDPR, we follow our Data Protection Policy to "report to the ICO and Local Authority within 72 hours.

10. Review, Updates, and Communication

Review: Due to the nature of the Digital World, we conduct **annual reviews** of the applications used in pedagogy.

- **DCF Assessment:** An assessment is made against the delivery of the DCF to ensure that tools allow learners to apply the necessary skills.
- **Emerging Tech:** We endeavour to make use of emerging technology where appropriate (and within GDPR) to support learner understanding.

Communication:

- **Transparency:** This strategy is shared on our school website to allow all stakeholders to understand our processes.
- **Staff Input:** Staff have the opportunity to identify digital tools they wish to incorporate into their pedagogy. These requests are vetted by the **Digital Lead**.

Training: Support and training are available to enable staff to make effective use of all approved applications.