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Blog 1

- Critically evaluate the Digital Competence Framework (Wales). Provide examples of how the DCF can support the progression of a learner's development of digital literacy skills and how these can be applied to a wide range of subjects and situations in and beyond schools.

Importance of creating digital competent individuals! ^(Brookings, 2019)



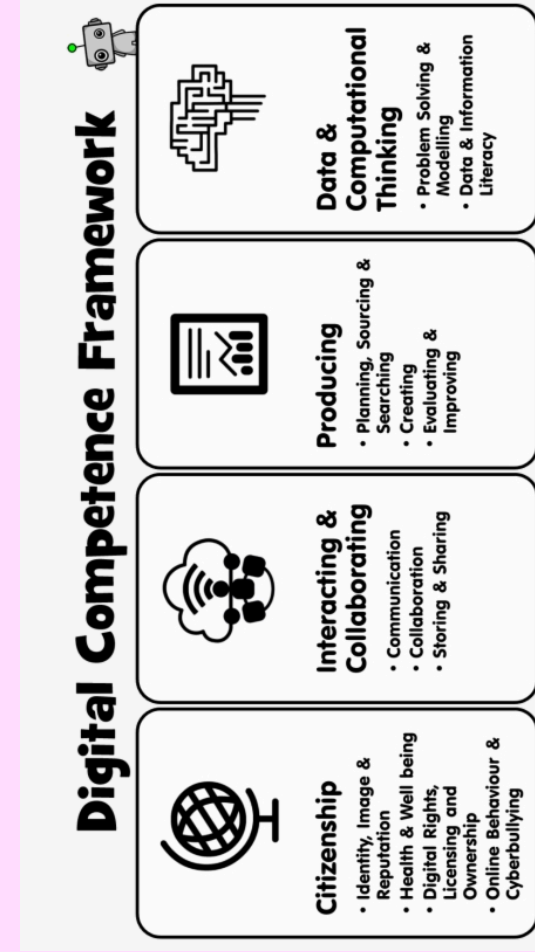
Importance of the DCF (Digital Competence Framework).

Literacy, Numeracy and reading has always been deemed as absolutely vital in an individuals education. With the fast changing work education professionals are now noticing how crucial it has become to be a digital competent individual. This has led the Welsh Government and local authorities to revisit current educational frameworks and amend them to ensure students are given the opportunities to become digital competent individuals.

The Digital Competence Framework was rolled out through schools in 2016 (GOV.WALES, 2018). It has been further updated in 2022 and embedded into the New Curriculum for Wales and has been made a “**mandatory cross-curricular responsibility**” (NDNA, 2022). The purpose of the DCF is to ensure students are provided with the learning experience to gain skills to support them for the modern, quick changing world (HWB, 2022). Educational professions now have a duty to teach and equip all students with the relevant digital skills to thrive and succeed in life.

4 key strands of the DCF

1. **Citizenship**- being aware of the impacts of technology and how there behaviours are their responsibility. It also teaches individuals how to stay safe online.
2. **Interacting and Collaborating**- being able to use a range of different digital platforms to communicate effectively. This strand emphasises the importance of communication through digital tools and platforms.
3. **Producing**- to use a rang of digital tools to create and publish work and ideas. Making individuals confident with editing, creating and publishing their own work.
4. **Data and computational thinking**- for individuals to be able to problem solve, code and analyse effectively. Highlighting how digital tools can support “understanding and working with data”.
(HWB, 2019)



These strands are created in a way which they can integrated right across the New Curriculum for Wales. Evidently, these 4 strands will create an **holistic** approach in the students learning journey.

(Roc, 2018)

(The Oakland Press, 2019)



Merging the DCF into all aspects of the Curriculum for Wales.

The Digital Competence Framework is designed to be applied through all subjects taught in school. This creates a holistic approach and allows for students to learn digital skills through each subject area. Implementing the DCF in each subject exposes students to it more frequently and as well as showing them technology can be used in many different ways and can teach many different skills.

(HWB, 2022)

Literacy- creating or participating in surveys and questionnaires. creating blogs and PowerPoint to aid the literacy lesson.

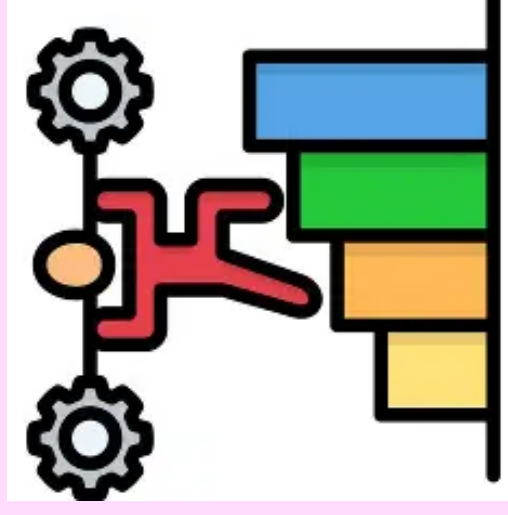
Maths- furthering their maths skills through online games, using tools to create graphs and tables.

Topic/history- researching information online and presenting their findings using digital tools. watching videos on a certain topic.

(Stewart, 2023)

Lets face the challenges and eliminate them!

Although, throughout this blog we have mentioned all the positives aspects of incorporating the DCF into the curriculum, lets face the challenges that we could be met with. In 2019 Estyn published an article exploring how the DCF works well in education but mainly the challenges it can have (Estyn, 2019).



- **Teaching professionals confidence and training provided-** some teachers may lack confidence and knowledge on digital devices. Whether it is because it was not a skill they were taught in school or they have no had enough training or access to feel confident enough to deliver a lesson surrounding technology.
- **School funding and accesses to technology and suitable connection routers-** School fundings are always fluctuating and this could be a leading factor to schools not having enough devices or have new up to date devices available for teachers to use in lessons.
- **Time management-** anyone in educations knows time is never on our side. Devices not being charged before lessons or internet going down before a lesson is about to begin can eat into that lessons time. setting up and logging students in can take time.

(Estyn, 2019)

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Blog 2

- Critically analyse some effects of the digital world on children and young people (cyp).
Choose a relevant theory and draw links between theory, policy and practice.

IS THE DIGITAL WORLD HINDERING CHILDREN'S DEVELOPMENT OR ASSISTING IT?

Since the 2000s technology has become such a norm in society (Golden Hour Technology, 2025). Since the introduction of smart phones and computers it has had a huge impact on how people communicate through digital devices (Golden Hour Technology, 2025). Digital technology is immersed in a persons everyday life, whether they are communicating, paying for shopping, learning and the list keeps on going (Simplilearn, 2025). Evidently there it is nearly impossible to live in the digitally driven world without being some what a digital competent individual. However, with the fast changing digital world policy makers are needing to continuedly re-evaluate policies to ensure people are safe and protected and are continually facing challenged with such a digital world (GOV.UK, 2024).

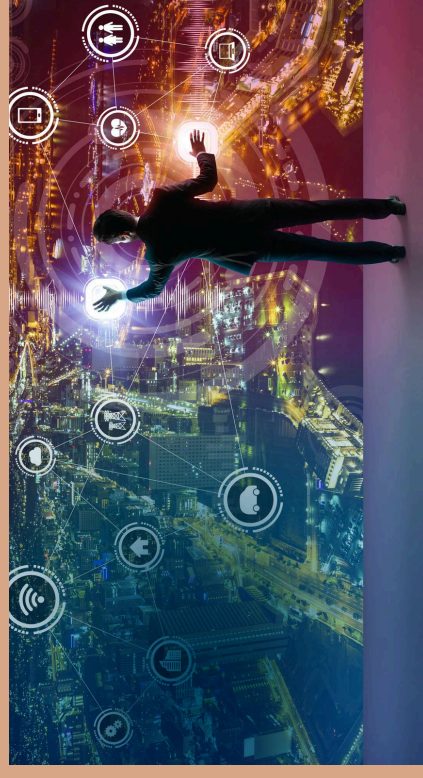
This blog will analyse the effects that the digital world is having on children and young people and will link back to Bronfenbrenner's theory.

HOW POLICY KEEPS CHILDREN AND YOUNG PEOPLE SAFE IN THE DIGITAL WORLD.

With the digital world rapidly evolving each and every day it is crucial Government and polices makers are updating polices to keep to date with the evolving world that we all live in. Many online games and digital platforms must include age restrictions by law (Cooley, 2025). Under the UK Online Safety Act 2025 all online games and apps must display a age restriction and if the platform is designed to be used by children under the age of 18 they must also comply with the "children's protection duties" (Ofcom, 2025). Furthermore, in 2023 the Online Safety Act was introduced to ensure children were kept safe online and making platform services responsible for what content their users are exposed too (GOV.UK, 2025). The Online Safety Act 2023 was bought it due to the staggering number of children and young people being able to view harmful content (Withersworldwide, 2024). It was reordered that "online sex



(Free!k, no date).



(WNS, 2021)

sex crimes against children were increasing, with almost 14 times as many crimes of this type between 2021 and 2022" (Withersworldwide, 2024). Alongside polcies and legislation the UNCRC also axpresses the importance of safeguarding children and young people when they are using digital platforms. Children and young peope have the right to "access information" (article 17) but furthermore have the righ to hsrve their privacy protected (Article 16) according to the UNCRC (Unicef, no date).

Online socialising and the implications.

In the digital era children and young people use technology as a form of communication and to socialise with their peers. Whether this is through online apps, text messages or game chats. This can have positive and negative effects on their social skills. ChildrenandScreens (2023) expresses in an article the age of the child using technology as a form of communication determines on the impact of their social skills. ChildrenandScreens (2023) state the younger the child the more negative the impact can be as they need the face to face communication opportunities to build their social skills which can not be done through a screen. the article goes onto say the older the child becomes the over use of technology as a form of communication can hinder their socialising skills and can lead to negative behaviours being displayed online and in person (ChildrenandScreens, 2023).

However, Bronfenbrenner believed “online environment such as social media, can be considered new microsystems” and if used correctly can be a positive way to influence cognitive and emotional developments (simple Psychology, 2025). Bronfenbrenner's theory can only be implemented effectively if children and young people are taught on how to socialise online safety. The NSPCC offers advise to parents and carers on how to teach their children to be safe online as well as teachers educating children on what is safe and unsafe online (NSPCC, 2025). Implementing these protection strategies and equipping children and young people with the skills to socialise safety online will allow for them to communicate with family and peers safety building on their digital competency skills.



(Nerdsunbound, 2021)

Protecting children and young peoples mental health online.

Kemp (2025) published an article discussing the digital world in 2025, Kemp discusses “97.0% of the population uses social media”. With such a large portion of the population who have access to social media is makes us question who safe the digital world really is. Anti-Bullying Alliance (no date) stated that research conducted by Ofcom in 2022 “four in 10 children aged 8-17 have experienced bullying”. There are a number of risks a child or young person will be exposed to when they use social media and digital devices. Whether that is cyberbullying, being messaged by someone they do not know, viewing harmful content that is not age appropriate (NSPCC, 2025). Bronfenbrenner's theory can be linked into how a child or young persons mental health can be affected. Bronfenbrenner believed a persons microsystem can be the reason for negative experiences online. A child or young persons peers can play a huge part in where they are displaying cyberbullying traits or the victim of cyberbullying. Bronfenbrenner strongly believed a persons “immediate environments” can have a vast impact on their life experiences (Simply Psychology, 2025).

LETS THINK POSITIVE AND HOW THE DIGITAL WORLD

BENEFITS CHILDREN AND YOUNG PEOPLE.

We have discussed the negative throughout this blog, however, the digital world can have a positive impact on a child or young persons life if used safety. Having such a digitally driven society it can support learners skills and experiences. Children and young people can use their digital skills to their advantage when learning or socialising. It allows children and young people to have a broader and more richer learning materials which will benefit their overall skills and development (ICO, 2025). The digital skills the children and young people will develop through their digital learner and be a great way to build communities. Children and young people can explore and create relationships with other through online platforms, whether it is to create friendships, confide in a person who can relate to their likes or situations they may be facing (Internet Matters, 2022). To create these positive opportunities for children and young people when becoming digitally involved it is important that they can recognise the signs of harmful content and how negative behaviour online does have consequences. Save the Children (2025) published a worrying statement on the percent of children who use social media unsupervised. “one in three children ages 5-7 use social media unsupervised” despite whether the child is aware of what harmful content is, they are still at risk of becoming a victim to this content (Save the Children, 2025). The NSPCC (2025) recognised these issues and published a website guiding adults on how to keep children and young people safe online. On the NSPCC website they go on the explain many digital devices now come with parent controls which allows parents and care giver to customise the setting helping them keep track on what the child is seeing and playing (NSPCC, 2025). Ofcom supports the NSPCC as they stated parent control is a easy way to keep children and young people safe, it allows parents and careers to block certain websites, set screen times and monitor what the child has been searching or viewing (Ofcom, 2024).



(Toys N Bricks, 2022).

FURTHER READING

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- <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
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Blog 3

- Drawing on your experience reflect on:
 - the benefits of digital teaching and learning
 - any barriers to digital inclusion and how these may be overcome

TECHNOLOGY IN THE CLASSROOM

ADVANTAGES AND BREAKING BARRIERS.



As technology advances it is used more in the classroom each day. As the world around us is becoming more and more digitally inclined it is now educators' role to provide students with those digital skills. Digital skills have been embedded into schools' curriculums and frameworks such as the DCF have been published to create more digital competent students.

Before children even enter a school they have some understanding on how to use some form of digital tool, whether that is a phone, iPad, computer. Children enjoy using technology and it may be where they feel most comfortable. However, technology is great until it is not. Educators' roles are to teach students how to use technology but also to teach them how to stay safe. There are many benefits to technology being used in classrooms but there are just as many disadvantages.

MY EXPERIENCE WITH TECHNOLOGY.

I am a teaching assistant in a year 2 class. There is not a day where I am not using technology in some shape or form. Through using technology there have been times where lessons have got just according to plan and where some have needed to be adapted due to technical issues. There is only so much you can organise and plan for when it comes to using technology in a lesson. I have delivered some great lessons on Chromebooks and taught the children digital skills. However, there have been times where technology has not been on my side and it has made the lesson very difficult or a child has taught me something new.

TECHNOLOGY VS THE CURRICULUM

Technology and digital devices are a huge part in classrooms. There is most probably some form of technology in every classroom, whether that is an interactive whiteboard, laptops, iPads. eSchool (2024) expressed technology “prepares students for the future challenges while promoting essential skills”. Technology is now embedded into our New Curriculum for Wales, it is integrated into the 6 areas of learning (Welsh Government, 2024). It created an holistic learning approach and equips students with the skills to succeed in a world driven by technology. In 2016 a framework called the DCF (Digital Competency Framework) was published to “educational settings, workforce development and policy-making to ensure that citizens are equipped with the necessary skills to thrive in a digital society” (Unesco, no date). This framework ensures that education professionals are embedding the DCF framework into their delivery of lessons to give all students the best chance to succeed in a digitally driven society.

THE BARRIERS

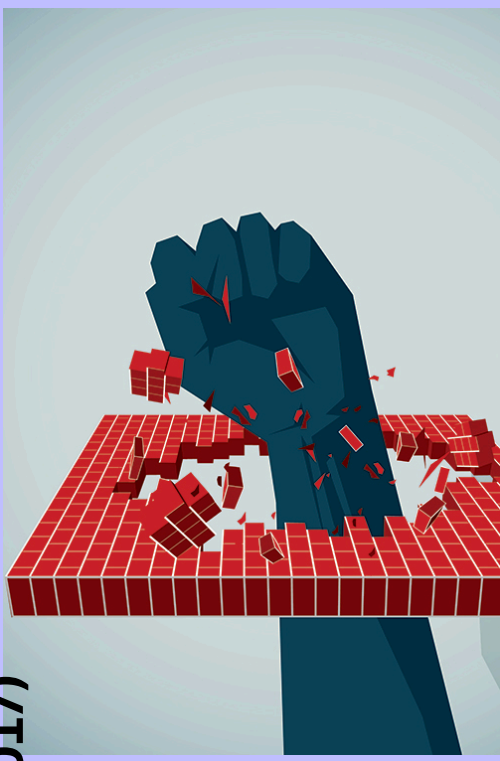
- Can cause further distractions.
- Limits socialising and communication.
- Becoming over reliant.
- Technical issues.
- Inappropriate pop ups or advertisement.
- Training may be needed for certain apps.
- Increasing students screen time.
- Not all students have the same access to technology at home.

(Future Educators, 2024)

Over using technology and digital devices can have a damaging effect on the students development. Welsh Government (no date) stated that students aged between 6 and 7 years of age should only be having “one hour per day” of screen time. When I look at the class I am assisting in it is clear to me the students are having more than 1 hour a day and that is excluding their usage at home. In my class we use the interactive whiteboard for registration, morning tasks further iPads throughout the day and the students have access to chrome books and digital lessons there are many distractions. It is difficult to have eyes on every students device and keeping them on task. Martin et.al (2025) expressed in an article the complications with digital teaching, they expressed the same issue i face with minimizing the distractions when students have access to the internet. The authors explained that “51.95%” of distractions were caused from the digital devise itself. It can be challenging to limit the distractions and screen time when it comes to digital learning but setting clear instructions and consequences can help aid these issues.

DIGITAL LEARNING AND THEORY.

Maslows Hierarchy of Needs theory can be used to break down these barriers in digital teaching and learning. Maslow believed a learners basic needs should be met before they can engage in complex learning” (Gerstein, no date). Maslow expressed before a student can learn they need to be equipped with the correct equipment such as working devises and good internet connection, ensuring the student is safe from any online threats and creating engaging lessons to limit the barriers and distractions (Simply Psychology, 2025).



Although technology and digital learning had many benefits, it comes with many barriers and challenges that need to be taken into account.

Professionsinuk (2025) explained that the demand of digital teaching can add stress onto school who have lower funding. They may not the funding to supply each class with up to date technology and this is when those digital skills students need to become digital competent individuals may be lost. On the other hand, schools who have funding for technology may feel obliged to make the most of using it.

Over using technology and digital devices can have a damaging effect on the students development. Welsh Government (no date) stated that students aged between 6 and 7 years of age should only be having “one hour per day” of screen time. When I look at the class I am assisting in it is clear to me the students are having more than 1 hour a day and that is excluding their usage at home. In my class we use the interactive whiteboard for registration, morning tasks further iPads throughout the day and the students have access to chrome books and digital lessons there are many distractions. It is difficult to have eyes on every students device and keeping them on task. Martin et.al (2025) expressed in an article the complications with digital teaching, they expressed the same issue i face with minimizing the distractions when students have access to the internet. The authors explained that “51.95%” of distractions were caused from the digital devise itself. It can be challenging to limit the distractions and screen time when it comes to digital learning but setting clear instructions and consequences can help aid these issues.

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Blog 4

- Choose an example of software or hardware from your practice and reflect on how effectively it meets the needs of a particular learner or a group of learners.

Nessy Learning

and how it supports

all learners.

“Nessy Learning is an educational platform designed to support children” it targets children who may need the extra intervention in spelling, reading and maths skills (Nessy 2025). Nessy Learning is aimed at children between the ages of 5 to 16 years of age and it used widely throughout schools and educational environments (School Reading List, 2025). Nessy Learning is designed to use a rang of fun and interactive games and quizzes to

strengthen skills the user may be lacking (ILT Education, 2025). The platform is easy to use and tailored to children and young peoples understanding (ILT Education, 2025). Furthermore, the games and quizzes are tailored to the



(Nessy, 2025).

individual and teachers are able to monitor the progress being made (Nessy, 2025). The platform is so advanced if it is picked up the games and quizzes are too easy it will automatically make them harder to challenge the learner as well as if it is too difficult it will make them more manageable for the learner (Target Dyslexia, 2021). The platform is child and user friendly and offers the child or young person a more independent approach when logging on. The user will have their own password and they use picture to allow users to build for independence (Nessy, 2025).

How it supports reading and writing.

In my practice I use Nessy every day during registration in the morning and afternoon. We have a handful of children who needed the extra intervention to support their reading and writing skills. Nessy creates many games and quizzes to support this. The children can gain points and rewards through these games which I have seem a huge improvement in their attention span and enjoyment to for reading and writing. On Nessy they may set the user a challenge to read a short story and answer questions bases on the story. It has a feature where the user can highlight the word they are struggling with and it will use sounds to help them to spell it out (Structural Learning, 2022).



(FreeP!x, no date).

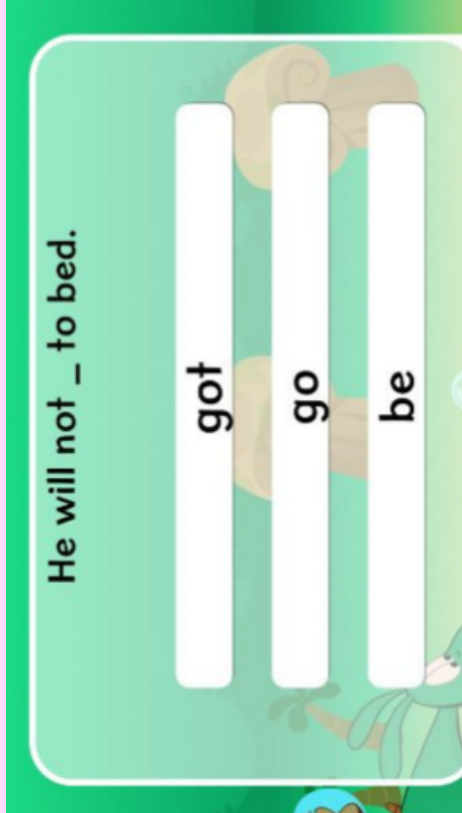
(Nessy, 2025).

How it supports spelling.

Children and young people who are flagged for Nessy Learning are typically flagged because they are below where they should be for their age group (Nessy, 2025). This could cause frustration and a lack of motivation for the child or young person as they may feel they are not as smart of their peers. This can make it extremely hard for teaching staff to implement spelling interventions to support the individual. Nessy Learning breaks this barrier using fun and child friendly games. They are designed to implement spelling interventions but in a way where the child does not know they are practicing spelling but more as them sitting to play a game (Nessy, 2025). Throughout my practice I have come across trying to motivate a unmotivated child on practicing their spelling words. I mentioned this to the class teacher and they created a log in for this child and soon after the child looked forward to spelling practice and was able to move up a group due to the progress they had made.

Barriers I have come across using Nessy Learning in my own practice.

Although, Nessy Learning is a great recourse to use within the classroom it does come with barriers which I have come across in my own practice. Within the classroom I work in I have noticed the children who use Nessy Learning are now beginning to refuse doing their class work in their books unless they can go on Nessy first. This has become a massive barrier recently and has ended in some upsetting behaviours. The class teacher and myself were able to resolve the issue by printing out a time table which shows each Nessy child when their time to go on Nessy is. Furthermore, the children who were refusing to do class work unless they could go on Nessy Learning were given a reward chart and had to reach a certain point to allow extra time on Nessy. Overall, Nessy Learning has transformed children's learning within the class I work in. I have seen children who were not motivated and did not try because they felt they could never do it, build their confidence and become motivated again.



(Nessy, 2025).



(Nessy, 2025).

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