Redmile Church of England Primary School

ICT Policy

Introduction

Our school's ICT policy has been developed, in line with the National Curriculum (2000), through a process of consultation with staff and Governors. In September 2012 the Programmes of Study, associated Attainment Targets and statutory assessment arrangements for ICT were disapplied leaving schools with the responsibility of ensuring the children's education in ICT continued. New ICT draft programmes of study have been released in January 2013 but are not, as yet, endorsed by the DfE.

Redmile School will continue to ensure our ICT teaching and learning meets the current national curriculum until a new programme of study has been endorsed and published. The current date given for this is September 2014. Our ICT policy recognises the needs of the pupils at our school, in order to prepare them for life-long learning and equip them for the ICT skills they may need.

1. Aims

1.1 Our aim is to achieve our vision outlined in our ICT vision statement

1.2 ICT continues to change the lives of everyone. Through teaching ICT we aim to equip children to engage and participate in a rapidly-changing world where work and leisure activities are increasingly transformed, and rely on, technology.

1.3 We focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners. We place a high focus and importance to teaching children the skills to keep themselves safe online.

1.4 Our aim is also to provide them with the opportunity to use and apply their skills, knowledge and understanding of ICT by enabling them to find, explore, analyse, exchange and present information through a cross curricular approach to teaching and learning.

1.5 At Redmile school our aim is to equip children with the knowledge and skills to stay safe on the internet and use it correctly and safely.

1.6 We also aim to use ICT to:

- support teachers in their planning, preparation and presentation of work
- collate and quantify assessment data for self-evaluation
- support staff with administration tasks
- to foster and promote home-school links via the use of our website for example
- to transfer information to other schools

2. Objectives

In order to achieve these aims we will

2.1 Provide the opportunities to enable pupils:

- to develop ICT capability in finding, selecting and using information
- to use ICT for effective and appropriate communication
- to monitor and control events both real and imaginary
- to apply hardware and software to creative and appropriate uses of information
- to apply their ICT skills and knowledge to their learning in other areas
- to use their ICT skills to develop their language and communication skills
- to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy
- to reach the appropriate standard required in ICT (*see Appendix 1*)
- to gain confidence and enjoyment from ICT and to have fun learning

2.2 Provide opportunities for:

- staff training
- staff to liaise with parents and/or other members of the community to establish and develop links
- teachers to access a personal laptop
- access to up-to-date equipment (as the budget allows)

3. Teaching and Learning Strategies

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. (*Refer to the Teaching and Learning Policy.*)

3.1 There are times when we provide direct instruction to the whole class or groups on how to use hardware and software. The use of the Interactive

Whiteboard and visualizers is a crucial part of this process and enables active learning as well as providing visual/auditory stimulus.

3.2 Each class is equipped with a number of desktop computers and a printer enabling pupils to work independently or in collaboration with others within the classroom throughout the day and in all subjects. There are also a number of laptops available for children to use stored in a rechargeable trolley. This enhances personalised and child initiated learning.

3.3 We recognise that all classes have children with widely differing ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- grouping children by ability and setting different tasks for each ability group.
- providing resources of different complexity that are matched to the ability of the child
- deploying classroom assistants to support the work of individual children or groups of children.

4. ICT Curriculum Planning

4.1 Until a new programme of study is published (2014) the school uses the ICT programmes of study and attainment targets from the 2000 National Curriculum. Children's progress is monitored using assessment grids that map out the key learning outcomes throughout out each national curriculum level.

4.2 The children are taught ICT skills throughout our creative curriculum through the teaching of all other curriculum subjects. The skills being taught and practised are detailed on teacher's weekly curriculum planning. The class teacher is responsible for writing the short-term plans when necessary with the ICT component of each lesson. These daily plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the ICT subject leader often discuss them on an informal basis.

4.3 At Redmile, we are committed to embedding ICT across the curriculum and as such, ICT planning does not stand alone – it is evident in plans across the curriculum. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics and science, while CD ROMs and the Internet prove very useful for research in humanities subjects. Desk top publishing and multi-media presentations enrich the Literacy curriculum and control technology supports both science and DT.

5 Foundation Stage

5.1 We teach ICT in the Reception class as an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Foundation Stage Profile which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, interactive whiteboard, digital camera and bee bots. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

5.2 Extra-curricular activities provide opportunities for peer-mentoring, involving older pupils working alongside the younger ones to help develop their skills and ICT capabilities.

6. Equal Opportunities

ICT is an integral part of the curriculum and every child will be given equal opportunities to **develop the relevant skills, knowledge and understanding regardless of age, ability, gender, disability, sexuality, race** or cultural background (*Refer to Equal Opportunity Policy*). In order to ensure equal access to the computers, teachers prepare checklists/rotas to enable them (and pupils) to identify whose turn it is next.

6.1 At our school we teach ICT to all children, whatever their ability. ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against unexpected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to ICT. In some instances the use of ICT has a considerable impact on the quality of work the children produce; it increases their confidence and motivation.

6.4 We also recognise that some children will be working beyond the required level and are more able to progress further (some will be more able or gifted

and/ or talented). Learning tasks and skills used are differentiated by the class teacher to ensure that all children are engaged and challenged in line with their abilities. All pupils have the opportunity to develop their skills at a higher level through hands-on-support whenever possible. We recognise that more able pupils will often have ideas of their own for developing their skills and will be encouraged to pursue them if appropriate and safe.

7. Time Allocation

The allocated time for ICT is 5% of the timetable (approximately 1 hour) in Key Stage 2 and about 4% in Key Stage 1. This may be a block session planned each week or it may be integrated across the curriculum (or sometimes both). We recognise that as pupils move up the school they become more independent users and as such ICT is used more frequently in wider contexts.

8. Resources

8.1 Care is taken to provide suitable resources to support the ICT curriculum as well as supporting ICT across the curriculum. Subject coordinators have responsibility for the purchase and distribution of resources for their particular area, although some items may over-lap with the ICT budget allocation on occasion.

8.2 Our school is now in the position whereby we have a ratio of 1:3 computers. The current distribution is as follows:

Y4/5/6	8 computers + 5 laptops
Y2/3	8 computers
R/Y1	7 computers

All 4 classrooms have an Interactive White Board and a visualizer and the hall has an interactive projector.

8.3 In addition to computers, the school has the following:

Hardware

colour laser printers
video conferencing kit
Espresso Server
digital cameras
video recorders
programmable beebots
programmable car bot
calculators
Roamer
Pixie robot
control interface with buzzers etc.
data logger
electronic microscopes
recordable microphones
5 Kindle eBooks
5 Kindle Fires
Smart Response x2

Software

Our network is set up so that all computers have the same software packages/programmes so that all can be accessed from any computer in any room, e.g. Microsoft Word, PowerPoint, Publisher, Maths Works.

Resources are stored in classrooms, although some software is retained in the Office for security reasons. Very few items are shared, as each class has their own resources, thereby enhancing effectiveness and efficiency to promote Teaching and Learning.

8.3 Repairs and maintenance are carried out by an external technician employed on an hourly basis when needed (Stroudy IT).

8.4 Staff inform the ICT co-ordinator of any problems then record in the school 'ICT Sick Book' details of problems with hardware/software in their room, in order for the technician to quickly identify work to be done.

9. Health and Safety

9.1 We have a code of conduct, updated in January 2013 for use of computers which is displayed in all classrooms (*see Appendix* 2) and was devised in consultation with pupils.

9.2 We have a Computer Security Policy which is the responsibility of the Head teacher and Governors. (*see policy documents*)

9.3 We have an Authorised Acceptable Use Policy for both children and adults in our school (*see policy documents*). There is a section in this document which refers staff to the copy right and data-protection laws.

9.4 We also have a Mobile Digital Equipment Policy that covers the use of staff laptops (*see policy documents*).

9.5 Where children participate in activities outside the classroom, for example a visit to an ICT centre or exhibition, we ensure that a full risk assessment is completed prior to the activity to ensure that is safe and appropriate for all pupils. This may be done by ourselves or by the staff at the education centre.

9.6 As our computers are based in the classrooms, it is not appropriate for us to provide opportunities for community access during the school day. We sometimes have a peer-mentoring ICT club which runs at lunchtime, whereby older pupils plan, organise and deliver activities for younger children in the school.

9.7 With social networking on the increase, older pupils engage in class work pertaining to cyber-bullying, Internet safety, etc. Parents are also made aware of issues discussed and offered advise on being vigilant via the school

newsletter, leaflets, etc. For full details of this and other safety measures taken, please refer to the E- safety policy.

10. Roles and Responsibilities

10.1 The curriculum co-ordinator will:

- provide guidance and support on implementation of ICT across the school
- advise and assist in developing subject planning that incorporates ICT
- support staff in assessment of ICT
- stay up to date with developments in ICT
- monitor work through school
- organise the efficient use of ICT through school
- arrange staff training
- liaise with IT advisory staff
- review policy with staff and update accordingly
- purchase appropriate software
- maintain and update an audit of software and hardware resources
- maintain the school website in collaboration with others
- make arrangements (in consultation with the Head teacher) for ICT technicians to come into school to maintain hardware/software throughout the school
- to produce and evaluate a long term plan for ICT (see ICT file)
- be responsible for Computer Security Policy and Internet Access Policy

10.2 The class teacher will:

- prepare teaching plans, embedding ICT across the curriculum
- assess and monitor progress in ICT
- store ICT resources safely and ensure efficient and effective use of them within the classroom
- set individual /group targets based on learning outcomes
- inform the ICT co-ordinator and record in the 'ICT Sick Book' details of any problems with hardware and software in their room
- inform parents of pupils progress and attainment

10.4 The Head teacher will:

- monitor and evaluate the schools arrangements for teaching ICT
- ensure ICT is an integral part of the School Development Plan
- oversee training needs of staff and implement in Performance Management as appropriate
- plan and budget for ICT resources, including for example renewal of licences, new hardware, KCOM
- ensure Anti-virus software is installed
- ensure effective transfer of information is carried out both within our school and with pupils next school

11. Assessment and Recording

Refer to Assessment and Recording Policy

11.1 Teachers assess pupils work in a number of ways:

- informal judgements through observations
- marking work
- discussions with pupils
- using National Curriculum level indicators to ascertain overall attainment

11.2 Teachers keep their own records of achievement information based on assessments made.

11.3 Children's progress is monitored using assessment grids that map out the key learning outcomes throughout each national curriculum level. These assessment grids follow the children throughout their primary school career.

11.4 Pupils self-evaluate their work on an on-going basis against skills checklists and, in the case of older children, collaboration with the teacher in highlighting their assessment grids.

11.5 Teachers will assess progress towards completion of individual/group targets through the assessment process, in particular holding individual conferences with pupils.

11.6 Work will be stored in pupils' workbooks or in their folder on the hard- drive

11.7 Teachers give samples of work to ICT co-ordinator (*see portfolio*) showing levels of achievement in ICT for each age group.

11.8 Assessment data is stored electronically in the Office using Assessment Manager/SIMS and is used significantly:

- at the point of transfer to the next school, as well as internal transfers to different classes. Assessment details pertaining to Mathematics, Reading, Writing and Spelling is collated yearly, after SATs/Optional SATs, Foundation Stage Profile and NfER Nelson tests. Data is entered by the secretary and printed off for staff to add to class records. Teacher assessments are also recorded by this method. Year 6 records are sent electronically to the LA and Belvoir High School at the point of transfer.
- the above data is also used for our tracking purposes, to ensure Value Added is monitored. Data analysis is carried out by the Head teacher and SIP using tables/charts/graphs accessed through the program
- attendance records are also monitored through SIMS and is used to inform the LA data collections as well as annual Governors report to parents and termly Head teachers report to Governors

12. Monitoring and Review

12.1 Monitoring of progress in ICT will be undertaken by the Head teacher/ICT co- coordinator.

12.2 Teachers will use the assessment grids that map out the key learning outcomes throughout out each national curriculum level to evaluate work to identify future needs.

12.3 The Link Governor and Curriculum Development Committee will monitor the use of ICT across the school and review progress in collaboration with the Head teacher and Staff Governor, using the SDP and ICT plan in this process.

12.4 The Head teacher/ICT co-ordinator and Link Governor will carry out lesson observations in line with the annual review programme and the Governors' visits timetable.

13. Areas for Further Development

13.1Developments in ICT are continually moving and progressing and, as such, our SDP and ICT action plan will identify immediate and long term needs.

13.2 Develop the VLE and use of the Video conferencing facility.

13.4 Investigate e-communication systems with parents

13.5 Be prepared to act quickly in response to new ICT programmes of study being introduced and to support staff in the understanding and implementation of them.

14. List of Appendices

1. National Curriculum level of attainment indicators
2. Code of Conduct for computer use.