St Bede's RC Primary School

Information and Communication Technology (ICT)

Policy

Agreed by the Governing Body on	Summer 2018
Review Date	Summer 2020
Person Responsible	ICT Subject Leader

'The best interests of the child must be a top priority in all things that affect them'.
Article 3 of the United Nations Convention on the Rights of the Child.

Purpose
This policy reflects the values and philosophy in St Bede's RC Primary School in relation to the teaching and learning of and with ICT. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Introduction
At St Bede's RC Primary School, we believe that computers are valuable tools which may be used to further enhance the curriculum already in place within the school. We believe the computer acts as another resource in the classroom and enables another teaching approach which we can use to stimulate and inform the learner. It is an essential tool for supporting the children's learning. All technologies, inclusive of computers, iPads and other digital technologies are good motivators which can heighten pupil's interest and enjoyment, especially in those subjects children find difficult. Information Technology can also provide opportunities for teachers to extend the basic curriculum by embracing it fully in their teaching.
Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

Aims
• To enable children to become independent users of ICT, gaining confidence and enjoyment from their ICT activities.

• To develop a whole school approach to ICT ensuring continuity and progression in all strands of the ICT National Curriculum and the Technology aspect within the Revised Early Years Foundation Stage Framework.

• To use ICT as a tool to support teaching, learning and management across the curriculum

• To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.

Objectives
In order to fulfil the above aims it is necessary for us to ensure:
• a continuity of experience throughout the school both within and among year groups;

• the systematic progression through Foundation Stage, Key Stage 1 & Key Stage 2;

• that the National Curriculum programmes of study and their associated strands, level descriptions and attainment targets are given appropriate coverage;

• that all children have access to a range of ICT resources;

• that ICT experiences are focussed to enhance learning;

• that cross curricular links are exploited where appropriate;

• that children's experiences are monitored and evaluated;

• that resources are used to their full extent;

• that resources and equipment are kept up to date as much as possible;

• that staff skills and knowledge are kept up to date.

Curriculum Development & Organisation

Yearly curriculum plans will be used by each teacher and year specific ICT schemes of work. Teachers will make adaptations to ensure the plan is progressive in developing pupil ICT capability. Each class is allocated time with the tablets and laptops. We ensure that delivery of ICT is linked to subjects and takes into account the statutory requirements of other curriculum subjects.

IPads can be moved into any classroom which encourages research and allows for the creative use of ICT in all subjects. Other forms of digital technology are available to use within school hours e.g. individual PCs in classrooms, beebots, cameras etc. In addition to this, Interactive White Boards are located in all classrooms and these are used as a teaching resource across the curriculum.

Cross Curricular

ICT is a subject that particularly lends itself to other areas of the curriculum. Planning these cross curricular contacts are seen as a vital part of the teacher's work. ICT can be taught through core subjects and foundation subjects. It is also taught through a topic based curriculum and plans link to whichever topic is being taught that term.

Teaching & Learning

Teachers' planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged: Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.

The ICT Subject Leader will review teachers' ICT plans to ensure that skills are being taught correctly and that the ICT scheme of work that is in place is covered regularly over the year.

Equal Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability". Staff will keep a record of children's ICT use to ensure equal access and fairness of distribution of ICT resources; provide curriculum materials and software which are in no way class, gender or racially prejudiced or biased.

Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example. ICT can cater for the variety of learning styles which a class of children may possess. Using ICT can:

• increase access to the curriculum;

• raise levels of motivation and self-esteem; • improve the accuracy and presentation of work;

• address individual needs.

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

E-Safety

Internet access is planned to enrich and extend learning activities. St Bede's RC Primary School has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies.

An e-Safety Policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access. The E-Safety Coordinator (Mrs Alderson) is also the Designated Safeguarding Lead and ensures that internet safety remains a high priority.

Although the school offers a safe online environment through filtered internet access, we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. A team of 'E-Cadets' made up of a range of children from all classes also help to ensure e-safety is a high priority across school and deliver e-safety messages through assemblies, workshops, tasks etc.

Health & Safety

At St Bede's RC Primary School all ICT equipment is used in compliance with Health & Safety requirements. All electrical equipment is checked and PAT tested, any concerns are passed onto the school's health and safety representative. Children and staff will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. (See our Health and Safety Policy for further guidance).

Management Information Systems (MIS)

ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school complies with LA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network. Only trained & designated members of staff have authority and access rights to input or alter the data. The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment (See school Assessment Policy)

Computing and ICT is assessed both formatively and summative. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the Scheme of Work. These are conducted informally by the class teacher and are used to inform future planning. ICT attainment is assessed after each scheme of work, using assessment sheets to determine whether children are at, above or below age related expectation. These results are recorded on our school SIMS assessment system. Weekly records of ICT are also kept in 'floor books.'

Home school links

Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. Teachers are sensitive to the fact that children may not have access to ICT or may not wish to use it to complete tasks out of school. We have a school website which promotes the school's achievements as well as providing information and communication between the school, parents and the local community and also a school twitter account.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school. All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers. Please refer to the school's Data protection policy.

Effective and efficient deployment of ICT resources

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment. To enable regular and whole class teaching of ICT, the school has laptops which all classes in Foundation Stage, Key Stages 1 and Key Stage 2 use for approximately 1 hour per week to develop their ICT skills. To support the cross curricular nature of ICT at least two computers are also located in each class. This is also used for additional tasks which require the use of ICT as well as presenting teaching materials on interactive whiteboards. The tablets are available on a timetables schedule, as well as opportunities for class teachers to book them out should they wish to use them to support teaching and learning.

Roles & responsibilities

Senior Management

The overall responsibility for the use of ICT rests with the senior management of the school. The SLT, in consultation with staff:

• determines the ways ICT should support, enrich and extend the curriculum;

• decides the provision and allocation of resources ;

• decides ways in which developments can be assessed, and records maintained ; ensures that ICT is used in a way to achieve the aims and objectives of the school; ensures that there is an ICT policy, and identifies an ICT co-ordinator.

ICT Subject Leader

There is a designated ICT Co-ordinator to oversee the planning and delivery of ICT within the school.

The ICT co-ordinator is responsible for:

• raising standards in ICT as a national curriculum subject;

• facilitating the use of ICT across the curriculum in collaboration with all subject coordinators;

• providing or organising training to keep staff skills and knowledge up to date;

• advising colleagues about effective teaching strategies, managing equipment and purchasing resources;

• monitoring the delivery of the ICT curriculum and reporting to the Headteacher on the current status of the subject.

The Classroom Teacher

- Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT.

Monitoring

Monitoring ICT will enable the ICT Subject Leader to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of ICT teaching and learning the ICT co-ordinator will:

• Scrutinise plans, work and displays to ensure full coverage of the ICT curriculum requirements

• Analyse children's work.

• Observe ICT teaching and learning in the classroom.

• Hold discussions with teachers.

• Analyse assessment data.

This policy has been agreed and ratified by the Governors in the Summer Term 2018. This policy will be reviewed in the Summer Term 2020.