



# Information and Communications Technology Policy

This policy was reviewed in January 2013 by  
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Reviewed in January 2017. Next date of review January 2020.

## Purpose

This policy reflects the school values and philosophy 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.

The policy should be read in conjunction with the ICT scheme of work which sets out in detail what pupils in different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

This document is intended for

All teaching staff

All support staff

School Governors

Parents

## Introduction

We believe that ICT should be presented as a creative and fascinating process. Our pupils are encouraged to use their own initiative, imagination and reasoning and investigative skills, thus being extended to their full potential in each area of ICT, they should be encouraged to become originators and creators rather than passive users. Our pupils will appreciate the relevance of ICT in our society and they see it as an essential tool for learning, for communication, for finding information and for controlling and understanding their environment.

It is our intention to introduce and familiarise all our pupils with hardware and Internet progress at a safe and well-supervised level.

## Our vision and aims

A copy of these are attached to this document. These will be reviewed and adapted as needed at the same time this policy is updated.

## Continuous Professional Development

A staff skills audit is carried out every 2 years and the previous one evaluated, this will be completed in the Autumn term. The evaluation of both of these is then used to plan ICT Staff meetings and INSETs.

## 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 the year groups.
- the systematic progression through Foundation Stage Key Stages 1 and 2.
- that the NC programmes of study and their associated strands, level descriptors and attainment targets are given appropriate coverage.
- that all children have access to a range of ICT resources and that ICT experiences are focussed to enhance learning.
- that resources and equipment are kept up to date as far as is possible and that they are used to their full extent.
- that staff skills and knowledge are updated as required.

## Curriculum Development and Organisation

Every term a class will work on completing 1 or 2 units of work using the Lancashire based framework ( based on the QCA Schemes of work).

This scheme forms the medium term plans for ICT. Adaptations are made to ensure the plan is progressive in developing pupil capabilities. These are used as working documents.

Each class (from Reception) is allocated a 2 hour slot in the suite to accomplish skill based ICT Scheme of Work units. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes into account the statutory requirements of other subjects. Each class is also allocated additional time in the ICT suite to apply the use of ICT to other subject areas .

Networked machines in classrooms support the development of ICT capability by enabling further development of tasks from the ICT suite, encourage research and allow for the creative use of ICT in subjects.

Each teaching base (including the hall) has a ceiling mounted projector and IWB that are used as a teaching resource across the curriculum.

## Teaching and 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 small groups.
- There may be a different pace of working
- Different groupings of children (same or mixed ability)
- Different levels of support and input
- Different outcomes expected
- Children teaching one another through a rolling programme (eg when introducing a new piece of software)

The ICT Subject Leader will review teachers' ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

## Equal Opportunities

It is our policy to ensure all children regardless of race, class or gender will follow the scheme of work for ICT. We provide curriculum materials and software which are in no way class, race or gender prejudice or biased.

## Internet safety

We are connected to the Intranet via LGFL; we have opted to use their 'ring fenced' access.

We have inserted a paragraph into our Parental Agreement, assuring Parents that we are using filtering software and that every child using ICT will always have an adult present. This is backed up by a pupil agreement for the use of the Intranet and the World Wide web. Requirements include an agreement to act sensibly and to respect all rules and a reminder that any sites visited will be logged.

Everyone is clear on what is acceptable and unacceptable as regards e-mail, discussion groups and chat areas. Any illegal material found will be reported to the server and the Police immediately. Teachers/Subject coordinators locate sites suitable to their class and topics and these will be the main ones used (reviewed frequently) We also offer advice for the children to follow if they access the internet elsewhere. This is based on the 'House rules' produced by the charity NCH.

Full details and copies of the above guidelines are found in every teaching base and every adult either in school or with connections to school also signs the agreement and fully understands the agreement.

## Assessment

ICT is assessed both formatively and summatively. 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 lesson teacher and are used to inform future planning.

Activities are planned at the end of a unit of work which enable summative assessments to take place where children's ICT capability is assessed. This work is accompanied by a description of the context in which pupils completed the task and how it was undertaken.

The work is assessed and levelled against end of unit expectations and published level expectations. The children also complete a sheet of 'I can' statements, this enables us to assess how the children feel about the skills they have learnt.

A summary sheet is used to record details of the assessment/attainment of the ability of each child and a level for each assessment. (Twice a year.)

## Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children. ICT can cater for the variety of learning styles which a class may possess.

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

## Roles and Responsibilities

Senior management—the overall responsibility for the use of ICT rests with a senior management team. The team decides:-

- the ways ICT should support, enrich and extend the curriculum
- the provision and allocation of resources
- 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
- and ensures that there is an ICT policy,

ICT Subject Leader— There is a designated ICT Subject Leader to oversee the planning and delivery of ICT within the school. The Subject Leader is responsible for:-

- raising standards in ICT as a 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.

The subject leader —Subject Leaders should identify where ICT should be used in their subject scheme of work. This might involve specific programs or involve children using a specific application which they have been taught to use as part of their ICT study and are applying those skills within the context of another curriculum subject.

Subject leaders work in partnership with the ICT leader to ensure all NC statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The classroom teacher— Even though whole school coordination 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 subject leader 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 us 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 subject leader will:

- Scrutinise plans to ensure full coverage of the requirements
- Analyse children's work
- Observe teaching and learning in the classroom/suite
- Hold discussions with teachers
- Monitor progression

These will be reviewed every three years to ensure appropriate development of ICT in school.

## Health and Safety

We will operate all ICT equipment in compliance with Health and Safety requirements. Children 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 the computers. The rules for the suite are on display outside the room along with rules for safe use of the Intranet. We also have a 'Responsible use of the Intranet policy' document. The school has an alarm system throughout. Each computer system has individual security against access to the management system. The files and network system are backed up regularly. The virus checker is backed up regularly.

## Home school links

We have a website running successfully and this is regularly updated. We have plans for ongoing development of this to give the pupils more access from home. There is an e mail address on there for Parents to contact us.

We are aware of the fact that pupils have a varying amount of access to ICT at home and using this in their homework is only an option.

Different groups of pupil are given access to the suite at dinnertimes and after school for formal and informal clubs at different times throughout the year. This varies according to the time constraints on teacher time.

We believe this access to ICT out of school hours increases the time our children spend learning, increases access to ICT for those children without access at home and can potentially raise self esteem, motivation and standards of achievement.

## Effective and efficient deployment of ICT resources

ICT resources are deployed throughout the school to maximise access, to enhance teaching and learning and to raise attainment.

To enable regular and whole class teaching of ICT skills we have a suite of 24 computers of which every class in Reception, KS 1 and 2 has the use of for 2 hours per week.

To support the cross curricular nature of ICT every class has 2 or 3 computers. They also have an IWB and a digital projector to support the presenting of teaching materials. These are also available in the suite and hall.

A curriculum infrastructure via a server, enables internet access as well as storage and access to shared files.

Peripheral ICT items are frequently used throughout school to enhance and support teaching and learning ie digital cameras, video cameras, Digital blue movie creators, remote control vehicles, microscopes, sensors.

## Management Information Systems (FMIS)

ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. We comply with LEA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the Westfield Centre. All teaching staff have read only access to Assessment Manager. Only trained and designated members of staff have authority and access rights to input or alter data. We have defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

The school is connected to Lancashire's intranet which enables the transfer of information electronically. Email is now used frequently to liaise with the LEA, governing body, other schools and where possible, parents.

We also use the system to electronically transfer pupil details between schools. All software loaded onto the system is agreed with the ICT Subject Leader and the Technician. All are bought with full licence agreements.

We don't allow personal software to be loaded onto the network.

We have a Data protection policy in school.

## Appendices (found in E Safety framework)

Hardware audit

Software audit

Replacement and upgrading plan (Currently being updated)

'Safe use of the internet' policy

Our Vision and Aims