ICT Policy

Status of Policy	Date
Policy Reviewed	Spring Term 2013
Agreed by Staff	Spring Term 2013
Agreed by Governors	Spring Term 2013
Next Review	Summer Term 2014

Headteacher's Signature: Date: March 2013

Chair of Governor's Signature: Date: March 2013

<u>East Herrington Primary Academy ICT Policy</u>

1: Strategic Management

<u>1.1 Introduction to the Policy</u>

The Academy ICT policy is reviewed annually by the ICT co-ordinator, Head teacher, Governors and Senior Leadership Team.

At East Herrington Primary Academy our aims are to widen the horizons of our pupils, to help them cope with their environment, to develop their confidence and appetite for learning and to try to equip them for adult life and work in a fast changing society. ICT has a vital role to play in the achievement of these aims.

 This policy will:

1. Ensure that the requirements of the National curriculum are met.
2. Define the place of ICT in the curriculum, supporting all other subjects whilst integrated in other subjects.
3. Ensure continuity and progression in the teaching and learning of ICT skills.
4. It will support staff in the planning and delivery of pupils' ICT experience.
5. It will form a basis of information for teachers, parents and governors.

<u>1.2 Aims of using ICT</u>

We realise that modern technology relies heavily on the use of ICT. Children accept new technology readily and situations arise when they need to make decisions about whether to use ICT to accomplish tasks. At East Herrington our aims are to widen the horizons of our pupils, to help them cope with their environment, to develop their confidence and appetite for learning and to try to equip them for adult life in a fast and changing society.

We aim to ensure that:

- We will provide pupils with the experience necessary to enable them to gain confidence in dealing with the areas of ICT capability, appropriate to their age and ability within the Primary curriculum.
- We help them to develop an understanding of the strands of ICT capability in the National Curriculum. (Finding things out, Developing ideas and making things happen, Exchanging and sharing information, Reviewing, modifying and evaluating work as it progresses.)
- The development of this capability is in conjunction with the subject attainment targets, through integration and experiences in all areas of the curriculum.
- Pupils with learning difficulties are motivated and stimulated. Basic concepts and skills can be reinforced using the computer and appropriate software packages.
- Teachers and pupils use ICT as much as possible, wherever it can add real value to the process of teaching and learning.
- Pupils and staff recognise the benefits afforded by use of the internet but are aware of the associated hazards and are equipped to deal with instances of inappropriate use by others.
- That parents and governors are given the opportunity to be informed of the benefits afforded by use of the internet and are made aware of the associated hazards.

1.3: Roles and responsibilities

The key responsibility for ICT within the school lies with the ICT co-ordinator and the Senior Leadership Team. The success of this policy depends on the participation of all staff in its development and implementation.

The roles of the ICT co-ordinator (Head teacher and SMT)

- Annual review of the schools ICT provision, the Academy's ICT Policy, Internet policy and Development plan. (Software and hardware Audit.)
- Attending relevant Inset courses.
- Liaison with ICT supports staff.
- Implementing the ICT curriculum in respect of structure and progression between phases and classes.
- Ensuring the security and safety of equipment/security marking.
- Arranging the provision of technical and network support.
- Disseminating ICT information throughout the Academy. Promoting fostering and the implementation of staff ICT training.

The role of the ICT Technician

- Support and maintain the Academy ICT facility.
- Provide advice and support to all staff in the everyday use of hardware and software.
- Provide on-going training.
- Liaise with Sunderland ICT services.
- Liaise with suppliers of hardware and software products.
- Advise and assist the ICT Co-ordinator in the procurement of software, hardware and infrastructure.
- Where required to support staff and children during lessons involving ICT.

The roles and responsibilities of other staff

Classroom teachers are to ensure that there is a spread of accessibility for each Key Stage to a range of systems and applications by:

- Enabling each child's ICT experiences and skills to develop according to the Academy Policy and NC requirements.
- Ensuring that ICT is incorporated in the planning of each subject's Scheme of work.
- Identifying some activities in which the emphasis is on the development of ICT capability and others which the emphasis is on the subject being supported by ICT.
- Monitoring, recording and assessing each child's experiences and achievements.
- Ensuring that each child has equal access to appropriate resources.
- Caring for classroom equipment with regard to security and children's safety.
- Informing the ICT co-ordinator or ICT technician of any defective or missing equipment.
- Developing his or her own professional competence to teach the subject.

2: Curriculum organisation

2.1 How National Curriculum capability is planned, monitored and delivered for all pupils.

"The most recent programmes of study for ICT at Key Stages 1 and 2 have now been disapplied and are no longer statutory. This means that schools are free to develop their own curricula for ICT that best meet the needs of their pupils, or to continue to follow the existing programmes of study if they so choose. ICT remains a compulsory National Curriculum subject at all four key stages. Revised programmes of study for ICT will come into force in September 2014."

(http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199028/ict)

In the context of the development of the two ICT strands, it is envisaged that ICT will enhance the process of the teaching and learning in all areas of the curriculum. In particular, children should achieve the following skills and abilities:

- confidence in handling hardware, software and other ICT equipment
- the ability to use ICT equipment to manipulate and present written word, images and sounds so as to convey a message effectively
- the ability to use a ICT equipment to store information, and retrieve then present it in ways which enhance interpretation and analysis
- an awareness of the role of ICT encountered in daily life in the control of equipment
- to be able to talk about their use of ICT and its place within real live contexts

ICT is taught using the following:

- ICT 'Progression of Skills', integrated into year group Termly planning, and there is software to support all curriculum areas.
- ICT skills are taught in a progressive way to support the national curriculum and integrated into subject areas where appropriate.
- Skills or a program introduction can be taught on the single classroom computer with the aid of the interactive whiteboard, before the children have their entitlement lesson in the computer room.
- Research during lessons via the Internet, access to programs to support lessons and access to individual personal folders is available in class by us of the mobile computer suite.
- iPads can be used to support learning across the curriculum and work saved on each individual iPad.
- Work can be stored on the server and completed later in the classroom.

2.2 How ICT is used to support the curriculum and integrated with it.

ICT equipment is distributed through the school to ensure an even spread of accessibility through each key stage to a range of systems and applications.

Interactive whiteboards are used as a teaching tool across all subject areas in the curriculum. All classrooms throughout the school including Nursery have been equipped with Smart interactive boards.

A fully integrated visual/sound projection system has been installed in both Key Stage Halls. This facility offers internet access and access to the school server and high quality sound system.

iPads are being used and their implementation developed with teaching staff across all NC subjects.

Audits are carried out annually to determine which subject software is needed to support the ICT policy and to support individual and integrated subject areas. Software is grouped into subject areas and suitable age ranges in the two Key Stages.

A curriculum audit will be carried out annually to determine if extra software is necessary and which site licences need up dating.

Differentiation within ICT to support NC subjects is by means of outcome and by differentiated task. It has been found that success in ICT leads to higher self-esteem and increased motivation, in some cases pupils who have special needs in other areas are quite adept at using the computer and can help their fellow pupils to good effect.

Children are introduced to the VLE on entering KS2. By the end of the Autumn Term all children in school have a VLE account. Staff will continue training as development with the VLE progresses.

2.3 How progression is planned, monitored and supported

Skill progression requirements are monitored, developed and up-dated by the ICT co-ordinator. ICT skills are linked whenever possible to support and enhance other subject areas. Progression is built into yearly schemes of ICT skills/class records and these recording sheets are passed to the next class teacher and included in the class file. Monitoring and assessment are ongoing. Pupils keep a record of their work in their own folder that is located within the 'class colour folder' and stored on the server. The class maintain their 'class colour' when they move up to the next year group. A class in reception given the colour gold, will maintain that colour until they leave our school in year 6. This allows staff and the ICT coordinator to monitor and assess work. Children are also able to look back at their own work from previous years.

3: Equal opportunities

In line with all of our school policies, all pupils will have equal opportunities to use ICT according to their needs. Staff will support and ensure that all children have the access to the ICT curriculum in order to enable them to realise their full potential.

The ICT co-ordinator and SENCO will advise teachers and parents on the ICT support which can be provided to individual children with particular educational needs, including high ability children. Children are also allowed access to computers in classrooms at break and lunchtimes to complete work and research according to the discretion of the class teacher. (For guidelines on Internet access see Internet Access Policy)

There is flexibility within the ICT suite timetable for pupils with special needs. A range of special needs software has been identified and purchased for use in all areas of the school.
Children who have computers at home are encouraged to use them for educational benefit and parents are offered advice where practical.

4: Curriculum administration

ICT is taught as formal class teaching often to introduce a skill or a new program, as one to one, or as a group, for example in a maths data-handling lesson. Pupils learn skills in a variety of ways depending upon the situation in which ICT is being used and the content of the work being carried out. Numeracy and Literacy skills will form an integral part of these experiences.

ICT elements will be written into all subject schemes as they are reviewed.
As all staff will be involved in the program of ICT training this should provide an appropriate vehicle for the monitoring, moderation and evaluation of teaching and learning.

4.1 Internet Safety

Photographs will only be used with parental/guardian permission, they will not allow identification of individual children.

Children will only be allowed to use the Internet with a member of staff present.

All children from Year 1 upwards, will be taught an awareness of the potential dangers of internet use. The government's 'Think You Know' internet site will be used as a guide.

Staff / governors will receive internet safety training and updates when necessary.

The Academy will provide the opportunity for internet safety instruction for parents.

The Academy also has its own Internet Safety Policy.

5: Resource management- Human

5.1 Professional Development

ICT training is usually carried out in Inset time or staff meetings. This training is identified by staff needs and driven by the requirements of the NC. The ICT Technician and co-ordinator are available for on-going advice and training.

Technical Support

Technical support is provided by:

1. The ICT Technician
2. Network administrator (Sunderland ICT Services)
3. ICT co-ordinator
4. One day onsite warranty provided by leasing companies.

6: Resource Management – Physical

6.1 Managing Resources

All computers and other ICT equipment are presently located in classrooms and in the computer suite. iPads and laptops are stored in the ICT room and returned there at the end of the day.

6.2 Hardware Resources

A review of hardware is being carried out continually. This is discussed with the ICT Technician, ICT co-ordinator, Head teacher and senior management team.

1. All computers in the school are connected to the internet
2. Replacement/upgrading of computers to cope with more modern programs is on-going
3. Two mobile suites of sixteen laptops assist in the integration of ICT in all areas of the curriculum.
4. A mobile set of iPads also assist in the integration of ICT in all areas of the curriculum.
5. Fully integrated sound/visual system in place in both Key Stage Halls.
6. Information display screen for keeping parents and visitors up to date with events is located in the entrance area of the school.

6.3 Software Resources

A software audit is carried out annually and we have an on-going policy to purchase any software necessary to support the NC. Subject specific software is selected by the subject leader after consultation regarding compatibility and trial.

6.4 Access to Information Technology

Each classroom (including nursery) has a suitable computer which is connected to an interactive white board. Pupils are allowed access to computers outside of lesson time only with permission from the class teacher.

Internet access is supervised and bookmarked sites are encouraged. Staff or suitable adults supervise use and children follow guidelines set out in the Internet usage policy.

The ICT Suite facilities are currently afforded to the local community via the Breakfast and Afterschool Clubs.

6.5 School Website www.ehps.co.uk

The school website is continually being developed by the ICT Technician. The site offers pupils, parents and staff relevant information and links to other useful sites.

6.6 Health & Safety

Use of ICT equipment in school will conform to Health and Safety guidelines.

Introduction of the wireless network facility (for use with mobile suite and teacher's laptops) followed consultation and advice from experts

All plugs and other electrical equipment are checked on a regular basis to PAT standards by a qualified electrician.

A fire extinguisher is in place in the ICT room.

7: Management Information System

The school is linked to the local Education Authority's Intranet for administrative purposes. The Authority provides training and is responsible for supporting the system.

8: Communication system

During 2010 – 2011 communication between school and home will continue using the 'KEEP KIDS SAFE' system. This system will is to inform parents/guardians of matters concerning their child and school.

9: Evaluation

9.1Assessing, Recording & Reporting

Assessment is on-going and recorded on yearly skills and records, which are passed to the next class teacher. Pupils keep a record of their work in their own folders; these are located on the server.

Nursery and reception pupil reports are compiled using a template within MS Word. All other pupil reports will be compiled, processed and printed each term, using statements compiled from appropriate learning objectives. Individual class teachers will undertake this task.

9.2 Monitoring, Evaluation & Review

This policy will be monitored and reviewed at regular intervals. This will be the primary responsibility of the ICT co-ordinator who will liaise with the SMT and staff.

Updated March 2013

Review date: Summer 2014