LEICESTERSHIRE COUNTY COUNCIL

HIGHGATE PRIMARY SCHOOL

ICT/Computing POLICY

2018

ICT Policy May 2018

Highgate Primary School
INFORMATION COMMUNICATIONS TECHNOLOGY POLICY

RATIONALE

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital skill in modern society. We interpret the term Information Communications Technology to include the use of any equipment that allows the user to communicate or manipulate information [in the broadest sense of the word] electronically and it also incorporates elements of coding and using algorithms as a means of giving instructions.

We consider it important that all members of staff are seen to use ICT confidently in their daily work. The opportunities for ICT to support children's learning should also be utilised by staff when planning and delivering the curriculum and when recording and analysing children's attainment and achievement.

AIMS AND OBJECTIVES

We aim to produce learners who are confident and effective users of ICT. We strive to achieve this aim by:

- Helping all children to use ICT with purpose and enjoyment.
- Maintaining personal safety when working online/accessing online materials. Children will understand relevant safety issues related to use of ICT
- Helping all children to develop the necessary skills to exploit ICT to their full potential and celebrating their success.
- Helping all children to become autonomous knowing when it is best to use ICT, differentiating for special educational needs as appropriate.
- Helping all children to evaluate the impact of ICT on society.
- Meeting the requirements of the National Curriculum as fully as possible.
- Using ICT to develop partnerships with other schools or industries and completing work at home.
-

CURRICULUM COVERAGE AND ORGANIZATION

During each Key Stage, pupils will be taught:
- To work with a range of information
- Maintain personal safety when working online
- To investigate different ways of presenting information
- To explore a wide variety of ICT tools
- To explore and investigate uses of ICT inside and outside school.

All pupils will have opportunities to develop their skills, knowledge and understanding through:
- Finding things out - understand how ICT can be used to communicate and handle information, control and monitor events, and model real and imaginary situations
- Use the appropriate technical vocabulary
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses.

When planning work involving the computer or other technological hardware, teachers will consider the two main strands for successful learning in ICT:

- Activities in which the emphasis is on the development of particular ICT skills necessary to make fully effective use of the equipment.
- Activities in which the emphasis is on applying skills to enhance learning in other subjects of the curriculum.

ROLES AND RESPONSIBILITIES

All staff will be responsible for

- Assessment of pupils
- Plan activities to show the continuity and progression according to a scheme of work
- Meeting statutory requirements
- Ensuring safety of use in their own teaching areas

The Headteacher /ICT Co-ordinator will be responsible for

- Identifying staff training needs and arranging in-service support
- Reviewing the policy in accordance with the monitoring, evaluation and review framework
- Identifying and monitoring progression of skills
- Ordering resources according to the delegated budget
- Initial equipment maintenance
- Whole school monitoring of attainment and progression
- Ensuring consistent implementation of the policy and scheme of work
- Health and safety policy and practice
- Overseeing equipment maintenance

TEACHING AND LEARNING STYLES

Teachers are expected to employ a range of learning strategies and to use their professional judgement to decide on the most appropriate style.
These may include:

- Using the computer and other technological equipment to demonstrate to a group or whole class
- Leading group or class discussion about the benefits or limitations of ICT
- Using worksheets or cards with individuals, pairs or groups
- Collaborative tasks in groups
- Sequences of structured activities
- Revisiting and practising skills
- Exploration
- Investigation

Differentiation is applied as necessary.
Teachers intervene to reinforce ideas and teach new skills.

ACCESS TO ICT

Each class has its own interactive whiteboard and projector.

Shared resources available are: laptops, ipads, video camera, Coomber Tape/CD recorders, control devices and digital microscope.

Children will access computers via a class log-on or personal, password protected log-ons to their own individual workspaces. Ipads are password protected and linked to a network.

Full details of hardware are available in the school inventory, which is updated each year. Software is kept up to date during the course of each year, with teachers advising the co-ordinator of class, group or individual needs. Whole school needs for software will be discussed by all the teaching staff.

All usual health and safety implications apply as determined by the school's health and safety policy and Internet Access Policy. In addition, when using computers it is important to remember that:
- No drinks or food should be consumed whilst working with the laptops.
- Pupils are not to touch any plugs, ports or cabling.
- Staff supervision is required when pupils are using the Internet.

EQUAL OPPORTUNITIES (please refer to the Equal Opportunities Policy)

Children with a computer at home will be encouraged to continue to develop skills after school. If pupils do not have home access to a computer, alternative provision/access may be offered in school. Parents will be encouraged to share their own knowledge and expertise.

RECORDING AND ASSESSMENT

Teachers will make ongoing assessments through observation or work sampling, identifying individual pupil, group or whole class needs as key skills are taught. Short-term planning will address immediate steps to be taken. Children should be informed of progress made and be the basis of future planning by the teacher. Targets will be set as appropriate by the class teacher to ensure that all children make progress in their key skills. Samples of work may be kept by subject co-ordinators as part of their review process.
Parents will be kept informed of their child's progress at Parents' Evenings and in an end of year report.

MANAGING RESOURCES

The ICT Co-ordinator, in consultation with the staff, will assess resource requirements each year so that priorities for items can be identified. Budget implications will be discussed with the Head Teacher before a suitable amount for items can be deployed. Special projects may be identified and approaches made to the Friends In Support of Highgate (FISH) for fund raising.

Any hardware resources that are no longer required by the school will be disposed of in a safe and environmentally friendly way. If any resources are still viable for use but no longer required by the school due to upgrading, then the systems will be offered first to local community groups, such as the after school club or church. If local bodies do not require items, then we will try to sell or donate through local schools' advertising before disposal takes place as detailed above.

The ICT Co-ordinator will review staff skills development in line with performance management and appraisal so that appropriate training can be supplied to individuals, groups or whole school during in-service training.

External support will be utilised from Affinity Teaching School Alliance, the Local Authority, local Secondary Schools or other providers as appropriate.

MONITORING, EVALUATION AND REVIEW

Pupil progress will be monitored by teachers against learning objectives set for lessons or units of work. Work sampling, observations and assessments will allow staff to analyse end of year and year on year progress so that:
- Trends in achievement can be identified
- Individual pupil progress can be tracked
- Achievements of year groups or other specified groups can be tracked.

The quality of teaching and learning of ICT will be monitored through class observations, work sampling and discussion with staff. Interim observations may take place as part of staff development or where members of staff have identified a particular need to be addressed.

Authors: Mr Jenkinson / Sianna Stodd
May 2018
To be reviewed Summer 2021

REFERENCE DOCUMENTATION

This policy was developed with reference to:

- National curriculum in England: computing programmes of study
  https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study
- Classroom Monitor
  https://www.classroommonitor-online.co.uk
- Early years (under 5s) foundation stage framework (EYFS)
  https://www.gov.uk/government/collections/national-curriculum-assessments-early-years-foundation-stage