

St. Margaret Clitherow Catholic Primary School

ICT Policy

Rationale

We believe that the appropriate use of Information and Communications Technology (ICT) has the potential to improve the quality of teaching and learning for every child across the curriculum. The effective use of ICT in the classroom will enable pupils to feel comfortable with new technology, access lifelong learning opportunities and adapt to the rapid changes that take place in this field. This policy document sets out the school's aims, principles and strategies for the delivery of ICT. It should be read in conjunction with the School Development Plan and Improvement plans for ICT, which set out the details for progression and expansion in this subject area.

Aims

Our aim is to provide children with the experience of a wide range of ICT applications so that they become confident and independent users of ICT. We intend to achieve this aim by:

- motivating pupils to use ICT with purpose and enjoyment, both in school and beyond
- helping all children to develop the necessary skills to become autonomous users of ICT and stay safe when using ICT
- providing continuity and progression in all of the strands of the ICT National curriculum
- applying ICT skills through a range of curriculum contexts
- fostering group work, sharing and collaboration between peers
- developing pupils' appreciation for the use of ICT in the wider world
- ensuring all staff and other key stakeholders are confident users of ICT by providing access to training and equipment
- developing the use of ICT to support education for the wider community

Roles and Responsibilities

The Head teacher and governors are responsible for:

- monitoring the teaching of ICT
- allocating funds for ICT
- liaising with the ICT Co-ordinator about ICT in the school and any issues arising

The ICT Co-ordinator is responsible for:

- taking the lead in policy development
- reviewing the ICT policy
- supporting colleagues in the planning delivering and assessment of ICT
- ensuring that the ICT scheme of work enables progression and continuity throughout the school
- monitoring children's progress in ICT and advising the Head teacher on action needed
- taking responsibility for the purchase and organisation of ICT resources
- overseeing equipment maintenance
- helping to identify training needs for individual staff, including in service training (INSET), where appropriate
- liaising with the Link Governor and informing him/her of current ICT issues

Teaching and Learning

ICT is taught both as a discrete subject and is integrated all other curriculum areas. The school broadly follows the QCA scheme of work as a means of teaching key skills in ICT, which has been modified in terms of the activities carried out and the year groups in which each unit is taught. Due to the mixed-age classing structure in Key Stage Two, a two-year rolling programme has been

adopted in collaboration with an LEA adviser, to ensure a broad and pupils experience balanced curriculum, as they progress through the school. In addition to the specific QCA units, pupils are taught other essential ICT skills such as word processing, graphics skills and Internet safety and proficiency. Pupils are also given the opportunity to use and apply their ICT skills in other curriculum areas and as part of homework tasks where appropriate.

Wherever possible, ICT is incorporated into the teaching and learning that takes place in every area of the curriculum. Cross-curricular plans for each class show how ICT is used to support teaching and learning. ICT is taught in a variety of ways, to try and address the preferred learning styles of every pupil. Teaching and learning strategies used in the school include:

- allowing pupils the time to discuss, plan and evaluate their work in mixed and similar ability groups
- individual work using equipment and help cards as necessary
- whole class demonstrations and teacher modelling of activities, making use of the Interactive Whiteboards (IWBs) where appropriate
- opportunities for small group work with teaching assistants

Equal Opportunities and Special Needs

All children should have equal access to ICT in order to develop their own personal capability. Our school promotes positive images of computer use, irrespective of gender or ethnicity. We also aim to use software that reflects gender and ethnicity in a balanced way, without stereotyping.

When children are working in pairs or groups we ensure that their 'hands on' experience is equitable. Children are often given permission to use the computer suite at lunchtimes, either to continue classroom projects or to pursue their own interests. They also have the opportunity to attend after school ICT clubs during the year.

The fact that children have unequal starting points is acknowledged when providing ICT activities, as noted by previous teacher assessments. Planning ensures that a range of strategies are used to differentiate ICT tasks. Examples of these are:

- same activity but different outcome
- same theme but different levels of input
- different pace of working
- different groupings of pupils
- different tasks set for different abilities

Children with special needs have the same ICT entitlement as all other pupils and are offered, where possible, the same curriculum. In addition, the school recognises the advantages of using ICT with pupils who have special educational needs. Where appropriate, targets on pupil's Individual Education Plans in various curriculum areas may be supported through the use of ICT. This may take the form of specific computer programmes, equipment or hand held devices that aid a pupil's learning. Children with high ability will be extended, for example by using programmes that offer challenge, open ended problem solving tasks and opportunities for investigation. In addition, pupils will be encouraged to attend able and talented workshops related to ICT, organised in partnership with the Local Authority and local secondary schools.

Our school promotes the participation of parents in ICT, both at the school and through publicising local events and courses in the wider community. All users must agree to the acceptable use policy adopted by those using the ICT equipment in school.

Assessment, Reporting and Recording

Assessment in ICT takes place in a variety of forms. By the end of each unit of study, class teachers fill in a 'best fit' assessment sheet. These are then passed on to the ICT Co-ordinator and the next

teacher at the end of the Summer Term, to help determine future planning. In addition, the class teacher assesses each child in the summer term following a variety of assessment tasks carried out which require pupils to use and apply a range of ICT skills learnt over the course of the year. Each child is levelled and this information is put into the school Target Tracker database. The ICT Co-ordinator reviews the progress made by pupils and sets targets accordingly. Pupils' work is moderated annually and the ICT Co-ordinator keeps examples of work in a portfolio. Individual pupils carry out their own self-assessments as part of their Records of Achievement. There are also regular opportunities to carry out peer assessments in class.

Parents receive an annual written report on their child's progress in ICT. In addition to this, parents are invited into school on a termly basis to discuss their child's general progress.

Monitoring, Evaluation and Review

The Head teacher and ICT Co-ordinator monitor planning on a termly basis. This is to ensure that there is full coverage of the Scheme of Work and that ICT is integrated into other subject areas, where appropriate. In addition to this, the ICT Co-ordinator monitors teaching and children's work on a two-yearly cycle. Staff meeting time is regularly used to discuss the use of ICT, issues related to ICT and the implementation of any new developments. Governors are kept informed about ICT in a number of ways; through reports presented by the ICT Co-ordinator to the governing body, ICT evaluations which take place as part of the annual cycle of business, observations of ICT teaching on open days and via the Head teacher's report to Governors. The ICT Co-ordinator discusses and proposes objectives related to ICT for inclusion in the School Development Plan, as a result of the monitoring and evaluations that have taken place. An ICT Improvement Plan is also written by the Co-ordinator and the Head teacher agrees upon its aims.

Managing resources

Human

ICT related issues are regularly included in staff meetings. This may be to introduce new software, provide training for ICT, whole school support in planning and assessment for ICT or to share ideas for good practice. All staff attend ICT training courses provided by the Local Education Authority and INSET, to develop their professional competencies. These training needs may be identified as a result of monitoring, results of a skills audit or performance management reviews.

Technical

Any faults with the computers are reported to the ICT Coordinator via the computer repairs folder. A technician employed by the school is then contacted to rectify the problems. The ICT Co-ordinator keeps a log of faults occurring, to help with future replacement decisions and to aid discussions with any technicians visiting the school.

Equipment (Hardware and software)

The ICT Co-ordinator carries out a hardware and software audit on a regular basis to keep a check on the available equipment and update as necessary. All equipment is checked annually and a detailed inventory is kept up to date. The school budgets for ICT procurement as part of a five-year cycle to ensure equipment is maintained and updated.

Each class is equipped with at least two computers, a scanner and an Interactive White Board (IWB) and projector for whole class and small group teaching and learning. Each class is timetabled to use the resources area computers and two trolleys of wireless laptops.

All teaching staff and some support staff have laptops for their professional use in school and at home. The necessary software is installed onto the machines before being given to staff. The laptops are taken in once a year for maintenance and to carry out any necessary updates. Staff are encouraged to back up the work on their machines on a regular basis, and particularly before the hardware is taken in for checks and maintenance.

Core software is installed on the hard drive of each machine. The software CDs for these programmes are kept in the ICT cupboard, which is kept locked. The ICT Co-ordinator keeps licenses together in a folder, and software is updated and loaded on machines as necessary. The school has a centrally positioned bank of software titles to support specific areas of the curriculum. Each disc will operate on one PC at a time, thus complying with licensing agreements. There is also a range of control and monitoring equipment to support learning in ICT and other curriculum areas. Each class in the school also has access to other peripheral ICT equipment, such as digital cameras, sensing and control equipment and filming equipment, which are available for use when required.

The school is aware of the environmental impact of ICT and tries to minimise waste and damage to the environment where possible. The school recycles all paper and cardboard packaging. The school uses a centrally positioned printer, which uses refilled cartridges to minimise waste. All hardware that can no longer be used by the school is cleansed of data (according to guidelines set out by ScoMIS) and offered to the community or charities as appropriate.

Online resources

The school website is also managed by the ICT Co-ordinator to provide information and foster links with pupils, parents and the wider community. In addition, the school learning platform (Merlin which is hosted by SWGFL) gives members of the school community access to resources and information as part of an on-line learning community.

Every PC in the school is able to access online resources purchased by the school. This supports teaching and pupils' learning in a range of curriculum areas. Pupils and teachers in the school also use a range of appropriate teaching and learning resources that are available through the broadband connection to the Internet.

Health and Safety, including Internet Access

Teachers are aware of general electrical safety and care is taken to ensure that there are no trailing leads. Children are not allowed to move computers and equipment or to plug/unplug electrical equipment. Internet access is planned, to enrich and extend learning activities across the curriculum. Staff supervise Internet access, and the school uses a filtered Internet service provider. Our school asks staff, parents and pupils sign an Acceptable Use Policy. The letter contains details about responsible use of the computers and Internet in school, which we ask parents and pupils to endorse. Children are only allowed access to the Internet if they have parental permission to do so, read the school's rules and have signed an agreement to abide by them.

Teaching staff also sign an acceptable use policy when using the Internet within school. Staff members who have a laptop are required to comply with the acceptable use policy. In addition, the laptops are taken in once a year when a check of the Internet history and temporary Internet files will be carried out.

All machines in the school have virus protection and any problems witnessed by staff or pupils are reported by a teacher using the technical faults procedure, already outlined in the policy.

Teachers and classes all have their own e-mail addresses and their responsible use is covered by the e-Safety policy and the Acceptable Use policy.

Policy Monitoring

There is an annual review of this policy by the ICT Co-ordinator.

A major review involving other staff members and the governing body will take place every three years.

Signed:

.....Head teacher

.....Chair of Governors