



ICT/Computing POLICY

Review date: March 2017

Introduction

Due to the speed and nature of technological development the policy will need to be reviewed and updated each year.

ICT is now known as Computing in the New National Curriculum. In regards to this policy we will still use the term ICT as this encompasses a wide range of technological devices as well as computers.

All teaching staff are provided with laptops, iPads and cameras to support the teaching and learning of all children across the curriculum. It is the member of staffs' responsibility to ensure the day to day order of the equipment and to notify the ICT co-ordinator or ICT technician of any problems/issues that arise. Technical issues should be reported and logged in the ICT technician's book. Staff laptops are password protected and any external storage devices are encrypted for extra security.

Aims and Visions

"We will endeavour to educate all children to use computing in their daily lives"

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

- Helping all children to use ICT with purpose and enjoyment.
- Helping all children to develop the necessary skills to employ ICT effectively.
- Helping all children to become autonomous users of ICT.
- Meeting the requirements of the National Curriculum and helping children to achieve the highest possible standards of achievement.
- Using ICT to develop partnerships beyond the school.
- Celebrating success in the use of and through the medium of ICT.
- Develop opportunities to use ICT across the curriculum.

Responsibilities

The Role of Senior Management

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

- Determine the ways ICT should support and extend the curriculum.
- Allocation of the specialist TA to support the development of ICT.
- Decide the provision and allocation of resources.
- Decide ways in which developments can be assessed and records maintained.
- Ensure that ICT is used in a way to achieve the aims and objectives of the school.
- Ensure that ICT plays a key role in teaching, learning and assessment throughout the whole school.
- Ensure that the school has an up to date ICT policy and identifies an ICT co-ordinator.

- Ensure that the school has an up to date e-safety policy.

The Role of the ICT Co-ordinator

The ICT co-ordinator should:

- Promote the integration of ICT within appropriate teaching and learning activities across the curriculum.
- Manage the provision and deployment of resources, giving appropriate guidance on classroom organisation and support.
- Encourage colleagues, providing support and advise where appropriate.
- Act as a contact point between the school and outside agencies.
- Have in-depth subject knowledge of ICT.
- Keep an up to date audit of all resources in school.
- Order and organise resources in a way in which they are easily accessible to all members of staff.
- Monitor the use of ICT in the school and provide training as and when appropriate, either through in house training or involving outside agencies.
- Ensure that there is progression and continuity in ICT across both key stages.
- Develop record keeping and assessment procedures for ICT.
- Keep colleagues up to date with changes in the National Curriculum and commercially available resources.
- Develop and implement a scheme of work.
- Carry out observations to ensure that there is good teaching practice of ICT throughout the school.

The Role of Subject Co-ordinators

All subject co-ordinators are responsible for:

- Monitoring and evaluating the use of ICT in their subject area.
- Researching and ordering new software appropriate for all key stages for their subject area.

The Role of the Class Teacher

It remains the responsibility of each teacher to plan appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT. It is therefore the responsibility of the teacher:

- To ensure that ICT is planned for discretely and incorporated into their medium and short term cross curricular planning.
- To ensure that as the teacher they have sound subject knowledge of the ICT skills being taught.
- To ensure that ICT is used within the classroom regularly not just in allocated ICT suite slots.
- To ensure that children are encouraged to experiment in ICT and are not penalised for trial and error.
- To discuss the children's work and make appropriate interventions to improve skills and knowledge.
- To encourage children to share, discuss and reflect on their own work with other children.
- To help children draw on their own skills and knowledge and use them in other areas of the curriculum.

- To help children assess and evaluate their own work and the work of others.
- To monitor and record pupil progress of skills and knowledge in ICT.
- To be aware of Health and Safety issues connected with the use of ICT equipment and inform children as necessary.

Curriculum Organisation

The Organisation of ICT

ICT skills will continue to be taught discretely, via the ICT suite, and through cross-curriculum links, using the mini suite and iPads. ICT planning will be provided by the specialist TA along with guidance and support. All staff will be required to incorporate ICT into other subject medium and identify this on their short term plans. Areas where ICT skills can be taught and incorporated effectively will be identified and highlighted on planning. Assessments will be completed via assessment sheets

Assessment

Teachers are currently using a progression of skills sheet to assess the children 3 times a year, December, April and July. They should assess a best fit for the children and make a list for the coordinator for end of year assessments.

Each pupil will have their own folder, in their class area on the schools server, to save their work. This folder can be used to save both finished pieces and on-going work. The ICT co-ordinator has permission to access all pupils' folders in order to select a range of work each term as evidence. Evidence is to be kept in the ICT co-ordinators file.

Security

Great importance is attached to the security of programs and data backups. Hardware can ultimately be replaced if stolen or vandalised; however our school data is unique to us. We currently have a hard drive back up system. This system backs up the school server on a daily basis. It is the responsibility of the office staff to change the back up tapes for the system on a daily basis during term time. This system is in place to help protect pupil and staff work from being lost in the event of system failure, fire or vandalism. The back-up tapes are kept safely away from the system itself. Virus protection systems are also in place through Netlinc.

Maintenance contracts are in place for both server and client machine hardware.

Internet and the Nation Grid for Learning

- The school subscribes to the LA Managed Internet service (Netlinc). This ensures shielded and monitored access.
- Staff have been trained in the basic use of the internet.
- An e-safety policy for safe use of the internet is in place.
- Signed agreements are in place between the school/children/parents acknowledging clearly defined guidelines relating to the use of internet.
- The network and server are designed to allow multi-user access.
- All staff have an email address and are encouraged to use this as a means of communication.
- The school has its own website which allows information to be shared about our school world wide.

- The school and Governing body is registered with the Information Commissioners Data Protection Register.

CPD

As ICT is such a large part of all other subjects, teachers are encouraged to attend both county and in-school training, not only specific to ICT but for other subjects as part of their personal development. Those identified as needing further support within ICT will have access to specific courses designed to meet their needs.

Equal Opportunities

Access to the Curriculum

The strength of ICT is that it can provide equality of access to the curriculum for all children, which allows them to function at their optimum level, either as an aid to communication or as a means of controlling their environment, as well as an integrate aid to learning. The provision of resources should also take into account the needs, abilities and interests of individual children, especially:

- Younger children.
- Children who have a special skill or talent.
- Children who speak a language other than English as their first language.
- Children who experience difficulties with learning.
- Children from ethnic backgrounds.
- Children with physical and sensory difficulties.
- Offering equal opportunities for both girls and boys.
- iPads are made available for Pupil Premium Children, during Homework club.

Equal Opportunities and the Use of ICT

Key stage1 and Key stage 2 classes have a timetabled slot in the suite time each week and this is used for the teaching of discrete ICT skills. In addition to this all classes are able to book additional slots in the suite or to use laptops. Each key stage also has its own set of iPads which are delivered to the class daily and are able to book 'mini suites' to use in the class room for cross-curriculum activities.

Welfare, Health and Safety Issues

The following issues have been considered and included in the installation of ICT equipment:

- Annual electrical safety checks
- Maintenance contracts for hardware
- Electrical supply systems to include cabling and networks
- Suitable seating for the ICT suite has been purchased
- The Data Protection Act 2003 to include registering the Governing Body and the Head teacher and who may access data – any parent and person with parental responsibility or child
- Internet and e-mail – shielded and filtered systems in place
- Signed agreements for internet and email use
- Software copyright with regard to Networks, single copies and licences.

Whilst Using the Internet;

We will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Appropriate filtering procedures are in place.

As in line with our E-safety policy, children will be taught how to stay safe online, both in school and outside. This is integral to our ICT and PSHE curriculums as well as our Safeguarding and Acceptable use Policies.

Providing Equal Access for all Children

All classes will have access to the Computer Suite during break and lunchtimes as well as those children who do not have regular access to ICT.

Signed _____ Chair of Governors Date:

_____ Headteacher Date: