

Hazel Slade Community Primary School

ICT Policy 2014/15

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Introduction

Purpose:

“Information and communication technology is becoming an ever-more important part of our daily lives, whether at home or at play. It has the potential to transform education, by bringing exciting new resources from around the world right into the classroom and enhancing the experience of teaching and learning for both pupils and teachers alike.

There is already a growing body of evidence that access to information and communication technology can provide a real educational advantage”. Source: Rosemary Butler, NA Secretary for Education and Children.

Information Technology (IT) is a common requirement for all subjects with the exception of PE. IT is also a key skill along with communication skills and mathematical skills.

Information Technology (IT) – comprises the knowledge, skills and understanding needed to employ information and communication technologies appropriately.

Information and communication technologies (ICT) – are the computing and communications facilities and features that support teaching and learning. The focus is on the subject being taught or studies and skills being applied within a variety of contexts, rather than developing pupils’ specific skills.

Contained in this document is our policy regarding the delivery of IT skills and the subsequent implementation of an ICT entitlement to every pupil. This entitlement has been shaped by the Foundation Phase and national curriculum programmes of study for IT and by every other national curriculum subject.

More explicitly, the IT orders require that –

“In Foundation Phase, pupils should be taught to become familiar with Information and Communication Technology (ICT) hardware and software. They learn to use ICT confidently and purposefully to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work”.

“At Key Stage 2, pupils should be given opportunities to build on the knowledge, understanding and skills acquired in Foundation Phase. They should be taught to use a greater range of Information and Communication Technology (ICT) tools and information, sources and media appropriate to their work. They amend their work and present it with some thought to its audience. They assess the value of ICT in their working practices”.

Aim(s):

- To develop pupil's ICT skills, knowledge, understanding and capability through focused IT skills lessons whilst providing opportunities for pupils to apply and consolidate their ICT capability across all curriculum areas.
- To keep pace with educational developments in ICT and have a commitment to teachers having the necessary tools and training to do their jobs effectively.
- To use ICT to allow innovative and creative opportunities across the age range that motivates and energise curriculum projects.
- To maintain efficient performance of IT equipment through robust and clear technical support that will ensure minimal disruption to teaching.
- To allow children to appreciate the relevance of ICT in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment.
- To use ICT to improve quality of work, raise self esteem, confidence and motivation for learning. The improvement of the physical environment, resources and teaching and learning will be matched by the raised attainment of the children.

Wider school aims/ethos:

At Hazel Slade Primary School we believe that ICT is changing the lives of everyone. Our vision aims to equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners. We actively promote and utilise safe ICT opportunities that challenge and extend all educational needs across the primary age range. ICT opportunities are offered equally and are fully inclusive to all children.

Procedures and practice

The Foundation Phase

The Framework for Children's Learning for 3 to 7- year-olds in England states that:

"ICT should be holistic and integral across the curriculum. Children's ICT skills, knowledge and understanding should be developed through a range of experiences that involve them

- (i) finding and developing information and ideas,
- (ii) creating and presenting information and ideas.

Children’s progression in ICT capability should be observed with an understanding of child development and the stages children move through. Children should be given opportunities to develop their skills using a wide range of equipment and software.”

Key Stage 2

The programme of study for ICT, as set out in the National Curriculum 2014, is set out into three study units which are as follows:

1. E-safety and Digital Literacy
2. Programming
3. Information and Communication Technology

Pupils should be given opportunities to:

	E-Safety and Digital Literacy	Programming	Information and Communication Technology
Key Stage 1	To: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	To: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions :create and debug simple programs :use logical reasoning to predict the behaviour of simple programs	To: use technology purposefully to create, organise, store, manipulate and retrieve digital content :recognise common uses of information technology beyond school.
Key Stage 2	To: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content :use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	To: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts :use sequence, selection, and repetition in programs; work with variables and various forms of input and output :use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	To: understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration :select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Roles and responsibilities Governors:

All governors are interested in the development of ICT to promote high quality teaching and learning in the school. A governor is nominated to be responsible for monitoring and evaluating the impact and value of ICT on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually.

Headteacher:

The role of the Head teacher is to support the overall aims and visions of the ICT provision within the school. This is achieved through identified training, support and financing. They encourage initiative and embrace the potential that ICT has to provide an exciting and fulfilling environment for all learners.

Subject Leader:

The subject leader is responsible for providing professional leadership and management of ICT within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This may include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

Teachers:

It is the responsibility of each class teacher to ensure that their class are taught all elements of the ICT curriculum as set out in the Scheme of Work for ICT for their year group.

Pupils:

It is the responsibility of each pupil to ensure that they follow the acceptable use policy and treat all ICT equipment appropriately.

Aspects

Equal opportunities:

At Hazel Slade Primary School we teach ICT to all children, whatever their ability, age, gender or race. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in ICT, we take into account the targets in the children's

Individual Education Plans (IEPs). Gifted and Talented children are taken into account the class teacher undertakes ICT planning.

Health and safety:

The school follows the advice and guidelines set out by the Health and Safety Executive, relating to the safe use of the internet, computers, projectors and interactive whiteboards.

The school has a policy on E-Safety contained within this ICT policy. Rules of use are on display anywhere from where children can access the internet. The children understand these rules and they know that they are expected to follow them. Should a child break these rules they will be denied internet access for a period of time after which the situation will be reviewed.

It is the responsibility of individual teachers to look after all equipment in their classroom. Pupils should be shown how to operate them appropriately. All computers should be safely stored, cared for and correctly switched off at the end of each day.

It is important that any problem be reported immediately to the subject leader. If there is any fear of an electrical fault, the equipment must be switched off immediately and all plugs removed safely from the class by an adult.

Sockets and plugs must be checked during the annual LEA Inspection. All equipment must be available for this and display the appropriate sticker.

Computers must be kept away from sources of water; such as water trays, wet play areas or sinks.

Planning:

Hazel Slade Community Primary School uses the Entrust Scheme of Work/Fantastic Scheme of work which has been adjusted for the school and its resources.

Curriculum planning maps the skills and requirements of The Framework for Children's Learning for 3 to 7- year-olds and of the National Curriculum through end of Phase/Key Stage level descriptors supported by the Scheme of Work and skills ladder guidelines.

The topics studied in ICT are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

We recognise that progression in ICT involves four main aspects:-

- the progressive development of pupils' skills, knowledge and understanding
- breadth of ICT applications
- increased complexity of contexts in which ICT is applied
- the growing independence of the pupil in their learning.

While planning colleagues should consider whether pupils are:-

- Developing skills, knowledge and understanding (i.e. discreet ICT skills lessons)
- Using ICT to enrich and extend learning in another area of the curriculum (e.g using a specific web search to research a topic in another subject)
- Developing or using existing ICT skills whilst working in a different curriculum context (e.g. reinforcing word processing skills or spreadsheet skills when working on a project)

Differentiation

Differentiation is achieved both through differentiated activities and through differentiation of intended outcomes. Pupils who are progressing rapidly are encouraged to extend their ICT experiences either through use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the task which has been set.

Teaching:

Within school there is a range of teaching styles that vary according to age, phase, and needs of learners. Teaching aims to equip children with the skills necessary to become independent and skilful users of technology.

ICT skills are taught when appropriate to enable pupils to apply them for a real purpose in other subjects. For example, children might research a history topic or investigate a particular issue on the Internet. Children who are learning about aspects of science might use sensor equipment or a digital microscope to collect data or make detailed observations. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about, etc.

The school has Interactive Whiteboards in all classes to encourage the use of ICT throughout the curriculum, embedding its use in all aspects of daily teaching and learning.

We are currently (2014) looking at enhancing our ICT resources with tablet/mobile devices through purchasing and leasing. With the outcome that children can become familiar with technology of the 21st century and embrace it and use it enhancing in their learning.

We recognise that all classes have children with widely differing ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not.

At Hazel Slade Primary School we use a variety of approaches to deliver learning opportunities through ICT. These include:

- Whole class situations
- Group work with the teacher or teaching assistants around the computer
- Individual work after whole class lesson, under supervision from teacher
- Peer support

Pupils are given the opportunity to work individually, in pairs and in groups. The teacher will organise groupings to ensure that all children achieve their full potential.

Resources:

At Hazel Slade Primary School we have 16 laptops and 4 iPads in Foundation stage to support the learning. There is timetabled 15 computer - ICT suite, that all years are allocated slots throughout the week. Any other slots for laptops and the suite are done on a booking system. All computers around the school are networked and have Internet access through wifi. Software resources are loaded onto computers by technicians in compliance with our Service Level Agreement. There are interactive whiteboards in every classroom which are used daily.

Assessment:

This is under development at the moment and from September 2014 to coincide with the new curriculum and assessment tracker will be in place for ICT. Formative assessment is carried out informally by teachers in the course of their teaching. Records will be kept for the work undertaken, particularly the ICT activities identified for this purpose.

ICT levels will be recorded annually and targets are set for the following year. Self-assessment sheets will be used throughout KS2 in the form of skills ladders.

The school has a computerised end of year report.

Monitoring and evaluation:

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject leader. The ICT subject leader is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT subject leader gives the head teacher an annual evaluation report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The ICT subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of ICT.

Other documents and appendices:

HAZEL SLADE PRIMARY SCHOOL ICT ACCEPTABLE USE POLICY

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

At Hazel Slade Primary School, we understand the responsibility to educate our pupils on E-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Everybody in the school has a shared responsibility to secure any sensitive information used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them.

Both this policy and the Acceptable Use Agreement (for all staff, governors, visitors and pupils) are inclusive of both fixed and mobile internet; technologies provided by the school (such as PCs, laptops, personal digital assistants (PDAs), tablets, webcams, whiteboards, voting systems, digital video equipment, etc); and technologies owned by pupils and staff, but brought onto school premises (such as laptops, mobile phones, camera phones, PDAs and portable media players, etc).

Acceptable Use

e-Safety Rules Key Stage 2

-   I will only use my class email address or my own school email address when emailing.
-   I will only open email attachments from people I know, or who my teacher has approved.
-   I will only open/delete my own files.
-   I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
-   I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
-   I will not give out my own details such as my name, phone number or home address.
-   I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
-   I will not upload or add any images, video, sounds or text that could upset any member of the school.
-   I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my eSafety.



HAZEL SLADE PRIMARY SCHOOL

I have read and understand the e safety rules and agree to follow them.

Signed_

Class

September 2014

e-Safety Rules

Foundation Phase

 **Never give out your name, age, address or phone number.**

 **Never send photographs of yourself.**

 **Never agree to meet a stranger.**

 **Only open and delete your own files.**

 **Only send and open emails with a teacher's help.**

 **Tell an adult if you see something you don't like.**



HAZEL SLADE PRIMARY SCHOOL

I have read and understand the e safety rules and agree to follow them.

Signed_

Class _

September 2014

Appendix A

Along with the computers the school has the following resources:

Hardware

-   Colourprinters
-   Digital cameras
-   Flip Cam videorecorders
-   Calculators
-   Data loggers
-   Visualiser Y5/6
-   Interactive Whiteboards
-   Laptop computers
-   Microphones
-   Beebots
-   iPads (4)
-   Software – 2simple Software Packages, Espresso, Mathletics, Textease, Fiction Express, Open source software – audacity, scratch, plus a range of software supplied and supported by the LEA
-   Internet;
-   Interactive Whiteboard software – Promethean Activ studio

Appendix B –Hazel Slade Primary School Website

The Hazel Slade Primary School website has been remodelled in 2014 to provide improved communication to parents and the wider community.

The website is very important to the school, giving up-to-date information about the general running of the school, children's learning and achievements and providing educational support to pupils and parents. Through an ongoing arrangement with a third party the school is able to provide an attractive, up-to-date tool for the whole school community. The school is responsible for maintaining and ensuring the accuracy of all school related pages on the site, including regularly updating pupil's contributions to the site.

Governor approval date: under

review April 2014

review date: