

White Court School



Information Communication Technology Policy

Revised October 2014

Introduction

At White Court School, we believe that children need to be able to acquire a wide range of ICT skills and be able to implement these in a variety of situations in order to equip them for life in the modern world. The use of information and communication technology is an integral part of the National Curriculum in England and is a key skill for everyday life.

A high-quality Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science and Design and Technology and provides insights into both natural and artificial systems. The core of Computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use Information Technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

We believe that ICT should be seen as a tool for teachers and classroom assistants to support them in every level of their teaching, from planning to whole class teaching and assessment.

Our Aims for ICT

Through our use of ICT to support and enhance teaching and learning, the school aims that -
Pupils will:

- Understand and apply the fundamental principles of computer science, including logic, algorithms, data representation and communication.
- Analyse problems in computational terms and have repeated practical experience writing computer programs in order to solve such problems.
- Evaluate and apply Information Technology, including new or unfamiliar technologies, analytically to solve problems.
- Be responsible, competent, confident and creative users of information and communication technology.
- Use ICT with purpose and enjoyment.
- Meet the required standards of the National Curriculum in England and Early Years and Foundation Stage Statutory Framework.
- Have confidence to experiment with new software and to apply their developing skills in new contexts.
- Develop an understanding of when ICT can give quicker or better results than other methods.
- Learn to use a wide range of ICT tools including word processors, desktop publishing programs, graphics software, databases, spreadsheets, logo, simulations, e-mail, web browsers, interactive screens, projectors, digital cameras and audio devices.
- Work individually and collaboratively when using ICT resources.
- Use ICT to develop partnerships beyond the school.
- Be able to take a greater responsibility for their own learning.
- Be able to talk about their use of ICT and its place within real life contexts.

Staff will:

- Endeavour to exploit the potential of ICT to support teaching and learning across the curriculum.
- Receive appropriate training on the use of ICT across the curriculum, in management and administration situations.
- Teach the skills needed for the children to achieve appropriate standards throughout the school.

All members of the school community will have regular, frequent access to ICT resources so that pupils and staff can practise and develop their skills.

Objectives for ICT**Early Years**

It is important in the Foundation Stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

By the end of key stage 1, pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- Write and test simple programs
- Use logical reasoning to predict and computing the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of Information Technology beyond school.

By the end of key stage 2, pupils should be taught to:

- Design and write 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; generate appropriate inputs and predicted outputs to test programs
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- 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
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- 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.

The place of ICT within Teaching and Learning

ICT has a vital role to play in the process of teaching and learning. ICT is a vehicle for supporting learning and raising attainment and achievement across the curriculum. Teachers should become familiar with:

- Using ICT as a means for developing group work and encouraging individuals, taking increasing responsibility for their own learning
- Using ICT at a number of levels offering appropriate challenge, extension or additional support.
- Using a wide range of ICT hardware so that children see ICT as an integral part of all subjects.

Continuity and Progression

Teachers will plan together using the agreed framework within the Computing Scheme of Work. This will ensure continuity and progression in ICT experiences offered. Teachers should:

- Refer to the ICT Scheme of Work in all Curriculum planning, making sure that clear objectives, differentiation and cross curricular links are highlighted on Year Groups plans.
- Identify in plans, any explicit skills and product produced using these skills.
- Build upon the children's previous experiences.
- Monitor and moderate ICT practice and outcomes within and across year groups.

Teachers will work to achieve these goals within the constraints of equipment and resources available within the school.

Access to ICT

Computers around the school are networked to a wireless server system. All children have a username that allows them to log onto the system, access applications and save and retrieve their work from any of the computers. There are 28 interactive whiteboards, one in each classroom and one in shared areas. The ICT suite has 15 workstations and each Foundation Stage and Year 1 class has allocated slots in the suite to deliver the Computing Scheme of Work or use ICT to support another subject.

There are 9 notebuses within the school, these are networked to the server and contain 16 laptops in each notebus.

Assessment, Recording and Reporting

Assessment will take place to monitor each child's development and to inform teachers' planning. Teachers observe how children tackle ICT activities, assess completed ICT work and talk to them about what they have done. Work is saved under children's user names and printed. At intervals samples of work will be taken for moderation and to complete a portfolio of work for ICT. This portfolio can be used as a tool for teachers when making judgements about children's achievements and as evidence for external moderators/ auditors. The portfolio is kept in the Staff Room to allow all staff access.

Children's progress in ICT is reported to parents at Parent's Evenings and at the end of the school year in their annual report, using guidelines from the Assessment, Recording and Reporting Policy.

Curriculum Co-ordinators Role

The ICT Co-ordinators are responsible for:

- Reviewing policy and guidance to ensure it reflects current practice.
- Monitoring and evaluating the quality of teaching and learning by observing lessons and giving effective feedback.
- Moderating learning outcomes across both key stages to ensure progression and continuity.
- Monitoring for equality of opportunity for all children and appropriate differentiation for all levels.
- Monitoring the provision and organisation of resources.
- Promoting cross curricular links.
- Planning and leading in-service training for staff linked to action plans.
- Providing ongoing information to the Governing Body through the Curriculum Committee, in line with the agreed rolling programme of policy reviews.
- Being aware of children who are Gifted and Talented within the subject and support teachers in ensuring the level of challenge is appropriate.
- Demonstrating good practice.
- Undertaking an audit of the curriculum area, identifying strengths and highlighting areas for future development.
- Scrutinising plans and sharing the outcomes with the Senior Management Team.

Management of equipment

All problems encountered with equipment should be noted in the sheets situated in each classroom. They are then to be placed in the technician's pigeon hole, which is situated in the Staff Room.

Full details of maintenance procedures can be found in the Staff Handbook. Hardware and software problems will be dealt with by the ICT technicians who visit the school for a day and an afternoon every two weeks.

Security

- The ICT and computing technician/coordinator will be responsible for regularly updating anti-virus software.

- All parents and pupils will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

Internet

Internet access is available throughout the school but use of the Internet will be closely monitored by Teacher's and ICT Co-ordinator's according to the **Internet Access** and **E-safety Policies**.

The school maintains broadband connectivity through the Essex Grid for Learning and so connects to the National Education Network. There is the potential for inappropriate material to get through any filtering system. Access to inappropriate sites can be blocked. This school:

- Ensures network health through appropriate software and network setup;
- Ensures the Systems administrator/network manager is up to date with Essex Grid for Learning services and policies;
- Ensures the systems administrator/network manager checks to ensure that the filtering methods are effective in practice and that they remove access to any website considered inappropriate by staff, immediately.

In the event of anyone accessing any inappropriate material then the following actions will be taken:

- Essex County Council will be informed of the address and details of the site/page to add to their restrictions.
- The child's Parents/Guardians will be contacted detailing the action that has been taken.

Hardware

As ICT resources are kept throughout the school, all hardware will be logged and listed in the inventory. Hardware will also be marked for security with the school's name, address and postcode. A list detailing all hardware and software is kept by the Co-ordinators.

Links to other Policies

Equal opportunities

The school will ensure that all children have equal opportunity to access the curriculum offered, regardless of gender, race, religion, culture or disability, as far as possible.

Special Educational Needs

Teachers will assess individual pupil's needs and set work, which will match their capabilities. Where possible, children may need extra help, either to resolve difficulties or to extend their existing skills and knowledge. ICT resources are used to support children's specific needs.

Health and Safety

In addition the White Court Health and Safety Policy –

- Staff and children will know the correct procedures for using ICT equipment, including turning the equipment on and off safely.
- Under no circumstances will staff or children disassemble equipment.
- Liquids and foods are prohibited in the vicinity of any ICT equipment.
- Good posture and breaks from using ICT encouraged.
- Laptops not to be placed on laps.

Guidelines when using Interactive Whiteboards (to be displayed near all whiteboards)

- It must be made clear to all users that no one should stare directly into the beam of the projector.
- When entering the beam, users should not look towards the audience for more than a few seconds.
- Users should be encouraged to keep their backs to the projector beam when stood in the beam.
- Children should be supervised at all times during the operation of the projector.

Also see separate Internet Access, E-Safety Policy and Code of Conduct Policy 2010.

Policy Reviewed October 2014

Signed _____

Date _____