

Darwen St James'
C of E Primary Academy



**Information and
Communication Technology (ICT)
Policy
Miss Sears**

Mission

Nurturing ambition through living faith.

Vision

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Bible

‘Let us not love with words or speech alone but with actions and truth.’

John 3:18

Purpose

This policy reflects the values at Darwen St James CE Primary Academy in relation to the teaching and learning of and with ICT. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the current Scheme of work for ICT which sets out in detail what pupils in different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

This document is intended for

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams
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Introduction

At Darwen St James, we believe that computers are valuable tools, which may be used to further enhance the curriculum already in place within the school. We believe the computer acts as another resource in the classroom and enables another teaching approach, which we can use to stimulate and inform our pupils. It is an essential tool for supporting the children’s learning. All technologies, inclusive of computers, iPads and other digital technologies are good motivators which can heighten pupil’s interest and enjoyment, especially in those subject’s children find difficult. Information Technology can also provide opportunities for teachers to extend the basic curriculum by embracing it fully in their teaching.

Our vision is for all teachers and pupils in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

Aims

- To enable children to become independent users of ICT, gaining confidence and enjoyment from their ICT activities
- To develop a whole school approach to ICT ensuring continuity and progression in all strands of the ICT National Curriculum and the Technology aspect within the

Early Years Foundation Stage Framework

- To use ICT as a tool to support teaching, learning and management across the curriculum
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through Foundation Stage, Key Stage 1 & Key Stage 2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment targets are given appropriate coverage
- that all children have access to a range of ICT resources
- that ICT experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

Curriculum Development & Organisation

Our school Scheme of Work, currently Purple Mash, will be used by each teacher and they will make

adaptations to ensure the plan is progressive in developing pupil ICT capability. Each class is

allocated time with the Chromebooks. We ensure that delivery of ICT is linked to subjects and takes

on board the statutory requirements of other curriculum subjects.

Chromebooks can be moved into any classroom, which encourages research, and allows for the creative use of ICT in all subjects. Other forms of digital technology are available to use within

school hours. Individual machines in classrooms support the development of ICT capability by enabling further development of tasks from the ICT room; encourage research, and allow for the creative use of ICT in subjects. In addition to this, Interactive White Boards are located in all classrooms and these are used as a teaching resource across the curriculum.

Teaching & Learning

Teachers' planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- The ICT co-ordinator will review teachers' ICT plans to ensure that skills are being taught correctly and that the ICT scheme of work that is in place is covered regularly over the year.

Equal Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability".

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example. ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

E-Safety

Internet access is planned to enrich and extend learning activities. Darwen St James

has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies.

An e-Safety Policy has thus been drawn up to protect all parties and rules for responsible internet use, and will be displayed in each classroom.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

Health & Safety

At Darwen St James Primary Academy all ICT equipment is used in compliance with Health & Safety requirements. All electrical equipment is checked, with any concerns are passed onto the school's health and safety representative. Children and staff will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Computer Rules are also on display within the school and all classrooms for reference along with specific rules for the use of Internet. (see our Health Safety Policy for further guidance).

Management Information Systems (MIS)

ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school complies with LA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network. Only trained & designated members of staff have authority and access rights to input or alter the data. The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided. This is all in line with the EU General Data Protection Regulation.

Assessment

Computing and ICT is assessed both formatively and summative. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the Scheme of Work. These are conducted informally by the class teacher and are used to inform

future planning. ICT Capability is assessed on a half termly basis.

Home school links

Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. Our pupils are provided with a Purple Mash log in, allowing them to access their work from home. Teachers are sensitive to the fact that children may not have access to ICT or may not wish to use it to complete tasks out of school. We have a school website which will promote the school's achievements as well as providing information and communication between the school, parents and the local community. Parents/carers are also provided with a log in for Class Dojo, allowing them to communicate with their child's teacher regarding all aspects of school life.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school. All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers. All work should be saved on Google Drive, with memory sticks and other external hardware being prohibited. Please refer to the school's Data protection policy for further information.

Effective and efficient deployment of ICT resources

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment. To support the cross curricular nature of ICT at least one computer/Chromebook is also located in each class. This is also used for additional tasks which require the use of ICT as well as presenting teaching materials for those classes with a digital projector. The Chromebooks are available on a timetables schedule, as well as opportunities for class teachers to book them out should they wish to use them to support teaching and learning.

Roles & responsibilities

Senior Management

The overall responsibility for the use of ICT rests with the schools Senior Leadership Team.

The Head, in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that ICT is used in a way to achieve the aims and objectives of the school;
- ensures that there is an ICT policy, and identifies an ICT co-ordinator.

ICT Co-ordinator

There is a designated ICT Co-ordinator to oversee the planning and delivery of ICT within the school.

The ICT co-ordinator is responsible for

- raising standards in ICT as a national curriculum subject
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the ICT curriculum and reporting to the head teacher on the current status of the subject.

The Subject Coordinator

There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT. Subject co-ordinators should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their ICT study and are applying those skills within the context of another curriculum subject. Subject co-ordinators work in partnership with the ICT co-ordinator to ensure all Foundation Stage Framework and National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT.

Monitoring

Monitoring ICT will enable the ICT co-ordinator to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of ICT teaching and learning the ICT co-ordinator will:

- Scrutinise plans to ensure full coverage of the ICT curriculum requirements
- Analyse children's work
- Observe ICT teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data

A Working party of Governors, Staff and Parents will consider the elements of policies annually. This policy will be presented to a full governing body meeting in the Autumn Term 2019. This policy will be reviewed in the Summer Term 2020.

July 2019.