

St Patrick's Catholic Primary School

Computing & ICT Policy

What we hope to achieve through the use of ICT.

With the development of ICT and computing, this is now an integral part of the national curriculum and a key skills for everyday life. This policy will address computing (statutory) and ICT / iPad (non statutory).

At St Patrick's Catholic Primary, we are striving to develop effective and creative use of Information Communications Technology across the breadth and depth of the school curriculum. ICT is an essential tool with which to raise standards in teaching and learning. We hope to provide students and teachers with the opportunity to become proficient users of new technologies. We see teachers and students exploring their ideas and developing appropriate teaching and learning styles that reflect the opportunities that ICT offers (ICT Aim - Appendix 1).

ICT development in the school is divided into three areas. The boundaries of these areas cross and all three need to be developed together. The development of ICT will also be referenced in individual development plans and the overall school improvement plan.

- 1) ICT resources to enhance the school curriculum. Offering an integrated learning environment that reflects the technological developments in the home and in the workplace.
- 2) Teaching and learning through ICT. Coverage and extension of the key ICT strands set out in the National Curriculum. Developing generic ICT skills and using ICT as a resource to support other areas of learning in interesting and imaginative ways.
- 3) The use of ICT to enhance and develop key systems and structures throughout the school. ICT will be used for planning, assessment, record keeping and communications.

Computing

Computing is now a statutory requirements for all age groups. At St Patrick's, we have developed a computing curriculum which always children to investigate programming, algorithms and logic, as well as developing their problem solving skills.

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

With the above in mind, the school is working towards the following:

- Standardisation of software and hardware to support the integration of ICT through the school curriculum, including the creation of a school and home communication system.
- Building a flexible ICT infrastructure that will allow for future growth and developments and be sustainable within the restrictions of the school budget and human resources available in the school.
- On -going staff training and professional development to support the raising of standards through the use of ICT. This includes the use of ICT for administrative tasks and communication.
- Consistent reviews of ICT work from each year group. Reviews will feed into leveling and ultimately inform future planning.
- A dynamic scheme of work that reflects the changes in technology. This will provide a balance between the delivery of the units in the QCA scheme of work and project/topic based ICT learning.
- A system for effective monitoring / of teaching standards across the school. Co-coaching will be central to this process of professional development within the school.

Rationale for the use of ICT within the school

The school will utilise the support and funding being offered by National and Local initiatives and where possible supplement this with additional funding. The school will work in partnership with the LA and link schools. We shall also receive support through MGL and the City Learning Centres. The following is a summary of what are seen as the primary benefits that ICT offers the school community:

- When used effectively, ICT can provide a flexible and engaging interactive resource to support teaching and learning across all curriculum areas.
- ICT can offer the chance to work and learn collaboratively with partners in the wider community and international links e.g. football clubs, Connecting Classrooms.
- Computer software can offer an integrated learning process, which can be tailored to the needs of individual students and facilitate personalised learning.
- The Internet provides a rich multimedia resource for all curriculum areas.
- ICT offers children the chance to learn the skills that are essential to today's workplace.
- ICT can offer learners a new way of interpreting and processing information. ICT offers the chance to develop presentation and research tools that can be used for cross-curricular projects and events and promote a greater understanding of curriculum content.

- Through the use of computer systems, teacher's administration workload can be reduced.
- Effective computer systems provide the infrastructure for efficient flows of information and communication, in line with LA thinking.

We believe that our rationale will provide vibrant and engaging learning opportunities for children through the use of ICT. This approach will also focus lesson objectives on key skills and key concepts, encouraging the children to reflect on their use of ICT and to decide how and when to use it to enhance their learning.

Audit, Budget and Strategic Planning

- Spending will be in accordance with the ICT development plan, which must be agreed by senior management and the governors.
- Where possible, bids for funding will be made to enhance our capabilities.
- An audit of staffing skills will document and support the staff development programme for ICT. This will be supplemented by monitoring documentation and relevant staff feedback on the process. Staff questionnaires will inform this.
- An annual budget statement will provide an opportunity to review spending levels allocated to ICT and to make sure that development in this area is in line with the long and short term development plan and vision.
- Within this framework, we will also try to be flexible enough to respond positively to initiatives, which we regard as enriching.

Hardware Access and Usage (see hardware/software inventory)

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed. Resources, if not classroom based, are located in the ICT and computing suite.

- At least one computer based in each classroom.
- Class set on laptops (windows) located in ICT suite.
- 15 MacBooks located in trolley in Year 5 classroom for whole school use.
- Set of iPads between 2 classess (located in FS building, ICT suite and Yr 5 classroom).
- Interactive TV or board in each classroom (as well as ICT suite, infant library and music room).
- Each class can allocate themselves a slot in the ICT suite, if no class allocated anyone can use it.

Responsibility for Resources and Security

The IT technician is responsible for the labelling of all hardware and software that is purchased through the ICT budget or additional funding strands.

The ICT / computing co-ordinator is responsible for notifying Senior Management of possible security issues and additional information on items that have to be added to the school insurance policy.

Class teachers are responsible for the general day to day care of the ICT equipment in their rooms. When protective covers or locks are provided, it is expected that these items will be used at the end of the day to provide an element of security. Staff are responsible for shutting down the class computer at the end of the day.

The ICT / computing co-ordinator and ICT support assistant are responsible for the installation of all software on the computers. Any staff wishing to add software to their computer should seek advice of either of these two.

The ICT / computing co-ordinator will provide guidance for staff on Risk Assessment and Health and Safety with regard to ICT equipment and its use.

Monitoring and adapting the policy

The ICT / computing co-ordinator will monitor the ICT policy and update it to reflect new practice and educational ICT developments.

Monitoring the action plan will focus on implementation and scope. Reviews will highlight how successful the implementation has been and adjust the policy and plans accordingly.

Organisation for Teaching and Learning

A computing, ICT and iPad curriculum has been developed to ensure children are experiencing a wide range of technologies, hardware and software. Computing elements are statutory and should be assessed in line with the National Curriculum objectives. The skills within these lessons should be taught discretely but can link to another subject.

Although ICT and iPad use is not statutory we strongly believe children still need taught these skills. Both these curriculums will be taught within another subject to support and enhance learning, as well as developing skills.

Assessment

The National Curriculum is divided into Early Years, Key Stage 1 and Key Stage 2, meaning children will experience the objectives more than once. The ICT / computing co-ordinator will monitor planning to ensure progression and all objectives are being delivered.

Teachers have Age Related Expectation (ARE) objectives for each of their year groups to allow them to more accurately assess children's skills against ARE. Children will be given

below, at or above ARE grade. Children will self-assess their performance in each computing topic area.

Each child in the school has an electronic folder that contains samples of their ICT work and assessments throughout the school. Due to printing costs, only a selected sample of work will be kept on file. Most work will be stored and saved electronically.

The ICT co-ordinator will monitor standards across the school by interviewing children from each year group and discussing their uses and experiences of ICT, observing lessons (co-Coaching) and viewing/evaluating work and progress through assessments.

Staff training

The ICT / Computing co-ordinator is responsible for organising on-going staff development of ICT skills. An on-going staff development programme will be informed by self-assessment opportunities such as questionnaires and also through informal discussions with colleagues to address areas where staff would wish to undertake training.

Training is also provided by the LA, MGL and outside authorities. Staff will be informed of these courses and booked onto them when possible/necessary. Inset and professional development will relate to aims in the ICT action plan and be clearly budgeted. Whole school Inset will focus on generic issues that affect all staff, such as the introduction of new initiatives or the discussion on the formation of a new policy.

Alongside staff training, parents will also be offered drop in sessions and courses to develop their ICT skills. It is hoped that parents would then gain the confidence to support their children's learning and skills.

Equal Opportunities

It is our aim to ensure that all children have access to the tools for learning which ICT gives them. We will differentiate, offer extension activities and give additional support wherever necessary.

We will also ensure that software used is vetted for its content, discouraging stereotypes and encouraging a broad and balanced outlook on the world. We will ensure that the hardware capabilities in our school are more than adequate to deliver a high standard of access to ICT learning and skills for all our children.

Inclusion

ICT resources in the school should reflect the needs of all our students. The ICT / computing co-ordinator will work in partnership with the SENCO to ensure that ICT has an impact on the children's learning. We have purchased a Smart Table, large screen monitors and headphones to assist children in their learning.

It is the school's aim to use ICT to address the needs of under achieving groups. ICT will be a strong strand in the development of teaching and learning for these target groups, supporting differentiated and individually targeted learning.

We see ICT as having an important part to play in our aim of being an 'inclusive' school. We would seek to harness its potential to give every child access to the curriculum and to support them at their own level. In the hands of well-trained practitioners, this potential can be realised. Building up the resources to match these aims will be an important part of our strategic plans for accessibility and inclusion.

Internet and e-mail

Whilst aiming to enable all children to use the Internet and e-mail to further their knowledge, the school also recognises the possible dangers that can be encountered when using each of these resources. All computers in the school are fitted with filters to remove (as much as possible) access to undesirable material by the children. Guidance is given to all staff on the appropriate use of the Internet. Children are also informed on the right and wrong way to use the Internet and rules should be displayed and discussed in each class. We have our own school website, which will display images of the children, but will **never** place their names alongside. A list of children who have not been granted permission to have their images on the website is available from the admin office or the co-ordinator.

Co-ordinator: **S Lally**

Date of Policy: **Sept 2015**

Review date: **Sept 2017**

Appendix 1

I.C.T. Aim: - To create an e-Confident School

In line with Government strategy on ICT, we believe that our Aim is to create an e-Confident school, with e-Confident adults and children working with ICT to enhance the whole school performance. The characteristics of such a school are defined as follows:

1. High levels of staff confidence, competence and leadership
2. Re-engineered teaching, learning and assessment, integrating effective use
3. Leading and managing distributed and concurrent learning
4. Effective application within organisational and management processes
5. Coherent personal learning development, support and access – for all leaders, teaching and non-teaching staff
6. Secure, informed professional judgment
7. Appropriate resource allocation to ensure sustainable development
8. Availability, access and technical support
9. Pupils/students with high ICT capability
10. School as the lead community learning and information hub.

The above aim will be displayed around the school to continually focus the attention of all. The School Council, in conjunction with the learning mentors, have rephrased the aim (pupil voice) into child-friendly language, and this will be displayed on every computer within the school.

Appendix 2

Roles and Responsibilities

The Role of Senior Management

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

- Determines the way 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.

The Role of the ICT Manager

The designated teacher should:

- Ensure the development of a scheme of work for the ICT curriculum. This will develop the pre-requisites for the use of ICT across the curriculum;
- Promote the integration of ICT within appropriate teaching and learning activities, develop and monitor the contributions of subjects to its cross-curricular use;
- Manage the provision and deployment of resources and give guidance on classroom organization and support;
- Encourage colleagues;
- Act as a contact point between the school, support agencies and LEA/MGL technicians;
- Co-ordinate the evaluation and review of the school's ICT policy.

The Role of the Subject Manager

- There is a clear distinction between teaching about ICT and teaching with ICT. Subject managers should plan 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.

The Role of the 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 appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil