HAWTHORNS

SCHOOL

SCHOOL ICT VISION

At Hawthorns School, we recognise and value the use of ICT to support teaching and learning. We want to ensure that all children are confident and develop skills in using the latest technologies as part of their everyday learning. Technology is seen as exciting and for our school to embrace any new initiatives and be continually updating our technology to meet our ever changing technological world. Our aspiration is that children will be able to apply these skills effectively as they grow and develop.

Introduction
This policy is a statement of the aims, principles and strategies for the use of ICT at Hawthorns School.

It was originally developed in February 2012 by the ICT Co-ordinator as part of Hawthorns Schools continued commitment to enhance children's learning in ICT. It is reviewed every year. Last update 11.01.19

The Nature of ICT
As well as being a core curriculum requirement, the purpose of ICT in the school curriculum is to enable children to develop the skills, knowledge and attitudes to enable them to make effective use of ICT.

We interpret the term "Information and Communication Technology" as the use of any equipment which allows users to communicate or manipulate information electronically. This will include, for example, ipads, digital cameras, speaking and listening equipment, programmable toys as well as the use of computers.

Aims for the Use of ICT at Hawthorns
At Hawthorns we recognise and value the use of ICT as a tool to enhance teaching and learning.   We aim to help our pupils become confident, independent and effective users of ICT.

Our specific aims for ICT are:
- To develop the ICT capability of all children appropriate to their ability;
- To enhance, support and extend the learning of all our children in all areas of the curriculum;
- To promote access to new areas of learning;
- To motivate and enthuse our pupils;
- To help children to focus and concentrate;

- To provide a range of ICT resources to meet the varying needs of individual pupils;
- To encourage children to make their own decisions;
- To help all children to develop the necessary skills to use ICT effectively;
- To promote co-operation, turn-taking; speaking and listening skills;
- To promote logical thinking through investigative and problem solving activities;
- To meet the requirements of the National Curriculum and Computing Curriculum as fully as possible, taking into account the individual needs of our pupils;
- To stimulate an interest in new and developing technologies;
- To provide enjoyable activities for our pupils;
- To encourage all teachers to develop an awareness of the ways in which ICT might contribute to the achievement of both their subject-teaching and their wider educational aims;
- To encourage and support all teachers to develop their own ICT confidence and competence.

Planning and Delivery of Content

At Hawthorns pupils' entitlement to ICT will consist of three separate, though clearly related and overlapping components:

1. As a discrete subject
2. As an innovation tool, using a variety of technology to enhance learning
3. Supporting the broad curriculum

In order to ensure continuity and progression, a scheme of work has been developed based on the Computing Curriculum as well as meeting our children's ongoing needs to use developing technologies. In the EYFS, ICT activities are planned in order for children to progress through Development Matters.

As a discrete subject

The teaching of specific skills based programme of study for ICT as outlined in the scheme of work.

At Hawthorns we have an IT Suite with 6 computers in. This is important as the children need access to desktop computers to develop their skills at using the mouse and keyboard. All classes are timetabled to use the ICT Suite. Classes should be taught in whole class or small groups dependent on the activity and the needs of the children.

Medium term planning for ICT will be based on the scheme of work and will highlight the learning objectives linked to specific activities for the term. At present teachers identify learning objectives and activities in their medium term planning which they believe match the needs of the children and that of the current topic.

The ICT Co-ordinator helps teachers with their planning where necessary.

Supporting the Broad Curriculum

The use of ICT skills and resources is a statutory requirement of all NC subjects except PE. ICT therefore should be a key factor in all areas of the curriculum, from research using the Internet to the use of word processing to produce quality text. Subject Co-ordinators should consider opportunities in which ICT may complement learning objectives in other subjects and plan for their use accordingly in their guidelines.   Such activities may well be in addition to those planned for as part of the ICT scheme of work or may be part of it.

Each child should have access to ICT to support their learning in literacy and Numeracy.

Assessment Recording and Reporting

Each class may have an ICT book or section in a topic folder/book. It should contain their work in ICT and a basic checklist of skills they have developed. This checklist is being updated to match up to the updated scheme of work. Pupils have a folder for work to also be saved.

Staff should keep examples of pupils' work using each child's individual file on the Network – Class Share drive, and their assessment file.

Hawthorns is soon to be part of a 1-1 ipad project. Staff will record and assess pupils' ICT and curriculum work on their ipads.

A baseline assessment for ICT, alongside other curriculum areas for children, on the Dashboard system, upon entry into Hawthorns School should be completed. These, along with PIVATs Scores will be updated and measured for all pupils during the year.

Pupil's progress in ICT will be reported to parents in the Annual Review.

Progression and Differentiation

As in all subjects of the curriculum, planning should ensure continuity and progression. The school recognises 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 IT is applied;
- The growing autonomy of the pupil in their learning.

Adherence to the scheme of work with emphasis of the acquisition of specific ICT skills will establish an appropriately planned progression of skills and activities. As the pupils progress through school, they will use progressively more complex ICT skills and making increasing use of the features and capabilities of the software packages.

Differentiation

Differentiation should be achieved through differentiated activities/technologies, support and/or differentiated outcomes.

Equal Opportunities
We believe that all pupils at Hawthorns School, irrespective of race, gender or ability should develop positive attitudes towards ICT and have an equal entitlement to access to it.

We aim to meet the needs of all pupils by providing access to appropriate resources such as large view on monitors, smaller or one button mouse, trackerballs and the use of Guided Access on the ipads.

Roles and Responsibilities
The Governors are responsible ensuring that there is an ICT Policy and development plan. All staff will support the delivery of the ICT curriculum in the following way:

The Headteacher is responsible for:
- Meeting statutory ICT requirements;
- Ensuring that there is an ICT Policy and that it is implemented;
- That the budget for ICT is maximised to ensure that the school is adequately resourced and equipment maintained;
- That staff are appropriately trained;
- That overall Health & Safety procedures are in place;
- Ensuring that the ICT Co-ordinator is effectively line managed and supported;
- Contributing to the ICT Development Plan.

The ICT Co-ordinator is responsible for:
Co-ordination:
- Co-ordinating the writing of the school's ICT Policy;
- Ensuring consistent implementation of the ICT Policy;
- Writing a Scheme of Work that plans for use of ICT across the curriculum;
- Ensuring that planning, assessment and recording are in line with the policy;
- Writing the ICT Development/Action Plan.

Resources:
- Co-ordinating the purchasing and maintenance of equipment;
- Organising resources to support the ICT Policy;

Staff Development and Support:
- Identifying what ICT support is needed by individual staff;
- Assisting staff to incorporate ICT into their planning and lessons;
- Arranging INSET;
- Be line manager for the ICT technician;

Monitoring and review:
- Monitoring and reviewing ICT practice and provision;
- Involving staff in the review and development of the ICT Policy;

External Liaison:
- Keeping up to date on the use of relevant ICT
- Liaising with other schools and other agencies

The Class Teacher is responsible for:
- Developing the pupils' ICT capability in line with school policy;
- Ensuring that each pupil has equality of access to ICT resources;
- Monitoring and evaluation each pupil's experiences;
- Keeping records of pupils' ICT achievements and assessing each pupil's attainment;
- Planning appropriate activities in line with the scheme of work;
- Developing their own capability to support their teaching and pupils' learning;
- Ensuring equipment in their class is treated in the appropriate way;
- Informing the ICT technician of any issues or faults with ICT equipment;
- Making use of the ICT Suite and ensuring pupils are aware of the protocols of its use.

Support staff are responsible for:
- Working with the class teacher to ensure pupils develop their ICT capability;
- Developing their own capability to support teaching and learning.

The ICT Technician is responsible for:
- Installing or overseeing the installation of new hardware.
- Evaluating the nature of any technical faults and following discussion with the ICT Co-ordinator either undertake any necessary repairs or arrange for repairs to be made;
- Supporting teaching staff in the setting up and organisation of ICT equipment;
- Maintaining anti-virus software updates ensuring that all equipment is protected from known virus attack;
- Monitoring the backing up of files onto server data tapes and will periodically run checks to ensure that the process is running correctly;
- Routinely cleaning and checking PCs and iPads to ensure that their performance is maximised;
- In line with the ICT Co-ordinator adding and removing programmes and apps to computers and iPads as necessary;
- Routinely checking the school's printers to ensure efficient use of resources;
- Maintaining computer based inventory of equipment;

Professional Development

Hawthorns School places a high priority upon staff professional development and recognises the importance of the staff keeping up to date with developments in ICT.

ICT training is provided by the ICT Co-ordinator, the ICT Technician and external agencies, through:

- Curriculum meetings;
- In Class Support;
- In school time, where possible.

Other professional development needs may be identified as part of the performance management cycle.

All staff have a personal e-mail address for their own professional use.

Resources
All Classes – A Clevertouch multi touch screen, Brix computer with separate monitor and keyboard. Currently between 2 and 13 ipads (all pupils will have 1-1 ipads this term) Individual classes have resources such as Easispeak mics, talking lids, pegs, photo albums and boxes.

ICT Suite – 6 networked computers with monitors and keyboards. Currently an ICT charge unit with ? iPads for classes to borrow. These will not be needed after the 1-1 iPad deployment. There are various resources such as spare keyboards, keyboards with larger or lower case keys, Romo devices, Beebot and a green screen. In my room I also have 6 Bluebots and charge station, 6 Clever Cats and charge station and 6 Easi Cars and charge station.

Each teacher has a laptop which can be used for planning, assessment and other administrative purposes both inside and outside school. Various key support staff also have a laptop. Please refer to the Laptop agreements and policy for further information.

Managing Resources
Hardware will be purchased through discussion with staff, advice from the LEA, Trust and in accordance to the Development/Action plan.

Software will be purchased through our Co-ordinator's budgets. Subject Co-ordinators should inform the ICT Co-ordinator of any software they require.

Other software purchases may be identified in the ICT Action Plan.

All software purchased will be licensed to the school. Licenses are kept by the ICT Co-ordinator or ICT Technician.

It is the responsibility of each member of staff to log any issues in the Issue Report document. This can be found on the Teacher Drive, ICT, Tech Support, Issue Report. The ICT Technician will use this to plan his actions.

<u>Safety in ICT Activities</u>
All electrical equipment is tested annually for safety by a qualified engineer. Children and staff are encouraged to work safely around electrical equipment at all times and especially when using the internet.   We also have an annual 'ICT Week' and we participate in the annual 'Internet Safety Day' as well as e-safety being part of the Computing Curriculum and having its own policy.

<u>Monitoring and Review</u>
The everyday use of ICT is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The ICT Co-ordinator will liaise regularly with staff both at staff meetings and informally to monitor each classes ICT planning, the effectiveness of the policy and the Scheme of Work. Meetings with subject co-ordinators will also ensure that the use of ICT across the curriculum is planned for and evaluated. The ICT Co-ordinator will also meet regularly with the IT lead from the Trust.

The Governors of Hawthorns Community School formally adopted this *I.C.T.* Policy on:

Date: _____

Chair of Governors: _____

Headteacher: _____

Date for Review: _____