ICT Policy

Designated members of staff: Phil Arthur & Alison Forster

Chair of Governors: Alison Logan

INTRODUCTION

This policy sets out the rationale for the teaching and learning of ICT & Computing in the school and the aims and objectives for the use of ICT. It provides a framework within which all staff, both teaching and non-teaching, work and gives guidance on planning, teaching and assessment. Its aim is to assist planning and promote the development of computing & ICT across the curriculum and will be subject to regular reviews in common with all other school curriculum and policy changes. It will also be used to support when highlighting the school's ICT priorities and to assist in, where appropriate, the allocation of funds.

OUR VISION

Our pupils learn best through experiential learning and the ICT curriculum is built around this. We endeavor to give children a solid grasp of how technology impacts on their lives both inside and outside of school. This is achieved primarily through providing the children with a varied curriculum that exposes them to current developments such as robotics and micro-computing. We also use links, where appropriate, with outside agencies, such as Nissan, to widen the aspirations of our young learners and offer a range of experiences that put their new knowledge into a real-world context. We ultimately aim to develop skills and knowledge that can prepare our pupils for life after Usworth Colliery and that encourages them to be responsible and self-aware when using ICT in everyday life. This includes encouraging them to be respectful and tolerant and to consider carefully the content they interact and engage with.

AIMS

To enable all children to use ICT with purpose and enjoyment:

- by providing tasks which are interesting and give scope for individual responsibility and expression.
- By providing tasks that are progressive where each new topic or learning experience builds on skills, knowledge and understanding previously taught.

To provide children with the knowledge of different applications of ICT.

- by combining a range of software and technology including word-processing, data handling, simulations, control, handheld & desktop devices and online resources to solve problems and create purposeful and targeted content.

To enable all children to develop the necessary skill to exploit ICT:

- by ensuring pupils have ample opportunity to become proficient in basic ICT skills and by providing opportunity outside of lessons for children, who may have little or no access to technology at home, to access devices within school.

To develop children's' understanding of how to program digital devices and know how they work.

- by exploring and applying a variety of graphical and, where appropriate, text-based programming languages.
- by debugging a variety of intentional errors when testing and refining their own programming/algorithms.
- by exploring the functions of different web-based technologies such as search engines and networks.

To enable all children to become autonomous users of ICT:

- by planning activities which allow children opportunities to apply their skills in a variety of different contexts. This includes encouraging pupils to learn from mistakes and develop growing resilience.

To encourage children to understand the effects and limitations of ICT, its values for themselves, others and society and to make decisions about its suitability for a particular task.

- by leading group or class discussion about the benefits and limitations of ICT and by creating opportunities to compare classroom use of ICT with how it is applied in the wider world.
- by leading group or class discussion on what constitutes safe and responsible use of different forms of technology both inside and outside of school.
- by giving children the opportunity to assess and evaluate the validity of sources.

To enable all children to meet the requirements of the Early Years Foundation Stage Curriculum and National Curriculum as fully as possible, and enabling all children to reach the highest possible standards of achievement:

- by intervening, where appropriate, to reinforce or teach a new an objective or skill. This may include the use of support guides, videos or differentiated tasks.
- by selecting groups and pairs where all pupils are equally active and involved in the task, and have equal access to the computer keyboard
- by planning activities which allow different levels of achievement or incorporate possibilities for extension work. This may include the use of support guides, videos or differentiated tasks.

To enable staff to create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT:

- by raising the profile of ICT & Computing in the school and by providing support, where appropriate, for staff development.
- to work in conjunction with class teachers to promote cross-curricular links and enhance ongoing topics.
- to use ICT to enhance the delivery & promotion of the wider curriculum. For example, sharing current learning using social media and the school website.

To enable staff to develop confidence and competence to use ICT in the effective teaching of all subjects:

- by providing support materials for a variety of equipment including manuals and step by step guides to utilize digital systems, such as Outlook, Teams & Seesaw.
- by offering in house physical support and training where necessary.

To enable staff to use ICT resources innovatively to support problem solving and learning across the curriculum

- by working in conjunction with class teachers to promote cross-curricular links and enhance and support ongoing topics.

THE TEACHING OF ICT

In school we primarily follow the objectives set out by Focus Education. The objectives have been expanded and adapted to ensure continuity and progression in the teaching of each National curriculum objective throughout the year groups. Similarly, Early Years follow a set of objectives that have been designed to support progression to those developed for KS1 as well meeting those set out in the Development Matters guidance by the DFE.

CURRICULUM ORGANISATION

Each year group has a set of progressive objectives that cover the following areas:

- ICT Key Skills
- Multimedia Production and Presentation
- Handling Data
- Using the Internet
- E-Communication
- E-Safety
- Computer Programming
- Computer Networks (Year 5 and Year 6 only)

Projects are then completing that meet targeted objectives from across the areas. These projects are based, where possible, on the topics being covered in class. However, some are specifically ICT orientated.

Adaptations to both the projects and objectives are made to ensure the planning is progressive in developing pupil capability. Each year the planning will be reviewed by the co-ordinator to inform future planning and to ensure that it is matched to the needs of the children.

Each class is allocated a time slot in the ICT suite. Staff are also able to acquire additional time within the ICT suite if necessary and laptops and iPads are available for staff to utilise.

Children in EYFS also have allocated time every week to experience ICT within the suite. Tasks are designed to enhance basic skills and are designed to support progression to KS1. Similarly, The Base and Thrive also have a weekly time slot in the suite, as well as access to laptops, iPads & sensory pods, all of which are available to for use by staff and pupils within those provisions.

DIFFERENTIATION AND SEN

Pupils with special educational needs and social and emotional needs will be entitled to the same access to ICT as their peers. In planning lessons teachers will identify the learning goals for pupils based on both the national curriculum and, where appropriate, the equals scheme.

Consideration will be given to modifying the task or providing peer or adult support for children with difficulty. It is important to note that pupils with learning difficulties may achieve well in ICT and should be given every opportunity to provide support for others. Teachers will liaise, where necessary, with both the SENDCO, ICT coordinator and ICT Technician on the use of ICT to improve their involvement in the curriculum. For instance, to improve writing and presentation, to practise skills or to facilitate comprehension of content (for example the use of dictation). Where possible, those with severe difficulties (the Base & Thrive) will be given opportunity to access ICT with their classes. These provisions will also have weekly access suite, as well as access to laptops, iPads & sensory pods, all of which are available to for use by staff and pupils. During these times, they will receive extra adult support and where necessary specialised equipment. Additional support structures, such as visual guides, hint sheets and instructional videos, will also be made available if appropriate.

ASSESSMENT

Each student has an Individual assessment portfolio stored on Pupil Asset. Each child is given a colour to indicate if they are making the expected progress for their year group. The colours are as follows;

Summative Assessment:

- **Red/Orange** – Below the expected level of that year group.
- **Yellow** – Support needed to meet age-related expectation. Targeted for some support to ensure that can meet age-related levels by the end of the next academic year.
- **Light Green** – At expected age-related level in most areas with minimal support.
- **Dark Green/Blue** - Surpassing age-related expectations and applying this understanding independently.

Formative Assessment (KS1 & KS2):

- **Red** – Developing their understanding of the objective with adult support.
- **Green** – Shows clear understanding of the task/objective with minimal support.

- **Blue** – Surpassing their understanding of the objective and applying this understanding to either help others, in another self-motivated context or to independently expand the task.

Tracking of EYFS takes place on a separate framework containing objectives designed, in conjunction with Development Matters, as a pre-cursor to the KS1 curriculum. Green is used to indicate that the objective has been covered and additional notes are added to outline how this has been achieved.

Dated entries are made of activities undertaken which demonstrate specific ICT skills. This record, together with an e-portfolio of children's work stored on the school server, is used for formative assessment throughout the year and for summative assessment of the children's progress at the end of the year. When appropriate, children are encouraged to evaluate their own and others' work in a positive and supportive manner. When appropriate, children are given time to revisit their work and make any improvements they wish.

ROLE OF THE CO-ORDINATOR

- Keep personally well-informed and up to date about subject knowledge specific ICT.
- Prepare and keep under review a curriculum policy statement and scheme of work for the school in collaboration with the head teacher, staff, governors and any other appropriate parties.
- Provide guidance and support for staff in implementing policy and schemes of work, paying particular attention to the needs of ECTs, teachers new to the school and supply teachers.
- Where appropriate, arrange appropriate school and externally based INSET for staff and evaluate its usefulness and effectiveness.
- In conjunction with the head teacher, school business manager and technical support team, organise and purchase (subject to the allocation of funds) the resources necessary for the subject & ICT use across school.
- Monitor and evaluate the effectiveness of the subject throughout the school, including the learning, progress and achievement of pupils.
- Lead by example by fulfilling the school policy to demonstrate high standards of teaching in the subject, which sustain and raise pupil motivation, behaviour and achievement.
- Report, as required by school policy, to the head teacher, senior management team, governing body and parents on pupil progress and the achievement of strategic plans for the subject area.
- To maintain and update the digital image of the school including website content, blogs and social media.

ROLE OF THE HEADTEACHER

- To support the co-ordinator in the execution of their responsibilities providing time to fulfil such responsibilities as far as is practicable, in proportion to the demands of the School Improvement Plan.

- To work in partnership with the co-ordinator and school business manager on wider school issues for the benefit of pupils, e.g. parents' evenings, drafting bids, updating resources.
- To ensure the co-ordinator has access to appropriate continual professional development linked to their subject needs and Performance Management targets within the budgetary constraints of the school.
- Use monitoring information to set targets for improvements in the subject taking account of any local and national comparative data.

CROSS CURRICULAR LINKS

ICT contributes to many subjects within the primary curriculum and opportunities are sought to apply ICT skills throughout a wide range of activities.

EQUAL OPPORTUNITIES

All children are entitled to equal access to all ICT equipment to develop their personal ICT capability. When children work in groups care will be taken to ensure that all children are active and have equal access to the ICT equipment. Children will be actively encouraged to utilize technology for educational benefits and, where possible, parents will be offered advice about what is appropriate. This will be supported by content published by the school (including but not exclusive to the school website, social media, blogs and weekly Newsletters).

RESOURCES

The school has built up a wide range of software resources for the delivery of the curriculum. These are distributed, where needed, around the school. iPads and laptops are available for both in-class use and intervention. These can be obtained from specified locations around the school. In addition to this, year 5 and year 6 children also have their own individual iPads. Each classroom is fitted with an Interactive Touch screen. The Base and Thrive provisions also have sensory pods installed to cater for their specific needs. An annual budget is available for consumable items such as headphones.

HEALTH AND SAFETY

Age appropriate safety rules are displayed in the ICT suite. Equipment is maintained to meet agreed safety standards. Children are required to log computers off and prepare their learning station for use. They use standardised benches when sitting in the ICT suite and are encouraged to sit comfortably and use both hands for the keyboard. Further guidance is available in the school's Health & Safety Policy, E-Safety Policy and Twitter/X Policy.

DISPLAY

Where appropriate, student's work is displayed in the ICT suite and around school as well as on the school website & on social media (X).

Author: P Arthur

Agreed date: January 2024

Implementation date: January 2024

Review Date: Every 3 years

Signed …………………………………………………………………   Date
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Head Teacher

Signed …………………………………………………………………   Date
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Chair of Governors