

St Bernadette's Catholic Primary School

Information & Communications Technology Policy

The Mission for St Bernadette's Catholic Primary School is

"to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.

As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential."

Therefore the development and implementation of our ICT Policy plays an important part in enabling us to strive towards achieving this mission for all the children in our care.

Purpose

This policy reflects the school values and philosophy 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 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

Copies of this policy are kept centrally and are available from the head teacher and the subject coordinator.

Introduction

Information and Communications Technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Information and Communications Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all children to be confident users of Information Technology to prepare them for key stage 3 and beyond. We want to extend the children's horizons by using information technology to bring our community and the world into the classroom. We use ICT to enhance and extend the children's learning across the whole curriculum and therefore raise academic standards. Increased capability in the use of Information Technology promotes initiative and independent learning.

Aims

- To enable children to become autonomous, 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
- To use ICT as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their ICT capabilities in all areas.
- 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
- To maximise the use of ICT in developing and maintaining links between other schools, the local community including parents and other agencies.

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 key stages 1 & 2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment target 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

Once a term a class will work on completing one or two units of work based on the QCA Schemes of Work. (This will be the objectives not necessarily the activities listed.) The study will last for half a term (see whole school overview).

Lancashire's 'Objective Framework' is used to form the medium term plans for ICT on which are highlighted: Learning objectives, activities, vocabulary and assessment. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken.

Each class is allocated a time in the ICT suite to accomplish their ICT scheme of work units. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes on board the statutory requirements of other national curriculum subjects. Each class is also allocated additional time in the computer suite to apply the use of ICT to other subject areas. A half-termly timetable is displayed within the ICT room for staff to sign up for additional time where appropriate.

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. This is highlighted in the ICT plan and in subject plans.

Interactive whiteboards and Digital projectors, which are ceiling mounted, are located in all classrooms. These are used as a teaching resource across the curriculum.

Teaching & Learning

Teacher's 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.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected

The ICT coordinator will review teachers' ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

Equal Opportunities

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

It is our policy to ensure this by:

- ensuring all children follow the scheme of work for ICT
- keeping a record of children's ICT use to ensure equal access and fairness of distribution of ICT resources
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for ICT and how they can support their children.

Internet Safety

Internet access is planned to enrich and extend learning activities.

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet access policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed in the ICT room and classrooms.

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.

We are beginning to develop this as part of our PSHE provision.

Management Information Systems

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 LEA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the LEA Westfield Centre.

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.

Assessment

ICT is assessed both formatively and summatively using the Lancashire Framework for ICT teaching and learning and the Lancashire / QCA scheme of work for ICT.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the Lancashire / QCA ICT scheme of work. These are conducted informally by the class teacher and are used to inform future planning.

Activities are planned at the end of a QCA unit of work which enable summative assessments to take place where children's ICT capability is assessed. This work is accompanied by a description of the context in which pupils completed the task and how it was undertaken. The work is assessed against QCA 'expectations at the end of this unit' statements which summarise children's ICT capability using our inhouse assessment system.

A summary sheet is used to record details of the assessment activity along with comments by the teacher if necessary as well a highlighted end of unit expectation statement. We aim to build on this process by developing and maintaining electronic portfolios of pupils work, holding moderation meetings and using the summative assessments to assign levels to pupils work at the end of each key stage.

School liaison, transfer and transition

The school is connected to the Lancashire intranet which enables the transfer of information electronically.

Email is now used frequently to liaise with the LEA, governing body, other schools and, where possible, parents.

Future developments regarding our school management information system will enable the transfer electronically of data to aid transfer and transition to or between or within schools.

Inclusion

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.

Roles & responsibilities

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 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 Subject Leader

There is a designated ICT Subject Leader to oversee the planning and delivery of ICT within the school.

The ICT coordinator will be 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 coordinators 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 coordinators work in partnership with the ICT coordinator to ensure all 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 subject leader 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 subject leader 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

There is an annual review of this policy by the ICT subject leader

A major review involving all staff will take place every three years

Learning Out of School Hours

A computer/homework club operates after school on occasions. Due to constraints on teacher's time and availability of resources only those children in KS2 are able to attend and each year group will be offered the opportunity to attend a particular half term's programme.

We believe this access to ICT out of school hours:

Increases the time our children spend learning

Increases access to ICT especially for those children without a computer at home

Enables some children to develop and extend personal hobbies and interests

Develops ICT capability; potentially raising self esteem, motivation and standards of achievement.

ICT Moodle enrichment activities are on our website to support pupils learning

Health & Safety

We will operate all ICT equipment in compliance with Health & Safety requirements. Children 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 Room Rules are also on display within the ICT room for reference along with specific rules for the use of Internet and E-mail. The school also has a 'Responsible Use of The Internet Policy' document. The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

The virus checker is updated regularly.

Home school links

Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. 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. Any work brought into school must be scanned for viruses.

A school email address will be given to parents and is listed on the weekly newsletter. The hope is that in the future more parents will use this to contact staff, arrange meetings etc.

We have a school website which promotes the school's achievements as well as providing information and communication between the school, parents and the local community.

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.

Please refer to the school's Data protection policy.

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 enable regular and whole class teaching of ICT the school has an ICT suite which all classes in key stages 1 & 2 uses for approximately 1 hour per week to develop their ICT skills.

To support the cross curricular nature of ICT at least one computer 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.

The school's interactive whiteboards and digital projectors are located in classrooms. They are permanently mounted.

A consistent interface is provided on all machines to enable familiarity and continuity with generic 'toolkit' software licensed and available on all curriculum computers in school.

Subject specific titles and any specialist equipment e.g. sensors, are kept in the ICT stock cupboard and can be borrowed (teachers are expected to give advance notice of the need for equipment in order for the ICT co-ordinator to timetable equipment. Ideally this should be done at the beginning of the week) when needed.