

St Norbert's Catholic Voluntary Academy

Information Communication Technology Policy

Date Adopted: Lent 2022

Date of Review: Lent 2023



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our Mission Statement

St. Norbert's strives to nurture and develop the whole child through a

Love of God
Love of one another
Love of life itself

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

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.

This policy should be read in conjunction with the Whole School Curriculum Plan and each year group's coverage maps which sets out 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 on the G-drive and are also available from the School Office and the ICT Co-ordinator.

Intent

It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. We want children to know more, remember more and understand more in computing so that they leave primary school computer literate. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this. We intend to build a computing curriculum that develops pupils' learning and results in the acquisition of knowledge of the world around them that ensures all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We intend to build a computing curriculum that prepares pupils to live safely in an increasingly digital British society where pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Implementation

- A clear and effective, bespoke cross curricular scheme of work that provides coverage in line with the National Curriculum. Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science
- Access to resources which aid in the acquisition of skills and knowledge.
- Children will have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications
- A clear and effective scheme of work that provides coverage in line with the National Curriculum.
- Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. Children will have the opportunity to explore and respond to key issues such as digital communication, cyberbullying, online safety, security, plagiarism and social media.
- Wider Curriculum links and opportunities for the safe use of digital systems are considered in wider curriculum planning.
- The importance of online safety is shown through displays within the learning environment and computer suite.
- Parents are informed when issues relating to online safety arise and further information/support is provided if required.
- As well as opportunities underpinned within the scheme of work, children will also spend time further exploring the key issues associated with online safety.

Impact

- Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.
- Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.
- Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.
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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 ICT 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 teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding in the key areas of Computing; and which enables them to use appropriate ICT resources effectively as powerful tools for teaching and learning.

AIMS

The aims are to:

- Enable children to become autonomous, safe, independent users of ICT, gaining confidence and enjoyment from their ICT and Computing activities
- Develop a whole school approach to ICT ensuring continuity and progression in all strands of the Computing National Curriculum
- Use ICT as a tool to support teaching, learning and management across the curriculum, including the use of visual literacy across Foundation Stage, Key Stage 1 and Key Stage 2.
- Provide children with opportunities to develop their ICT and Computing capabilities in all areas of the curriculum
- Ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with EAL, SEN and disabilities
- Maximise the safe 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

- Systematic progression from the Foundation Stage and through both Key Stages
- That the National Curriculum programme of study and their associated Key Stage objectives are given appropriate coverage
- That all children have access to a range of ICT resources that are modern and relevant.
- 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
- That new initiatives are shared among present staff and those coming in to school.
- That technology safety is embedded in ICT and Computing education

CURRICULUM DEVELOPMENT AND ORGANISATION

All staff complete termly topic plans incorporating ICT on which National Curriculum learning objectives for Computing are highlighted. More detailed weekly plans lead on from the medium term plan and include: activities, vocabulary and opportunities for assessment. Adaptations are made to ensure the plans are progressive in developing pupil capability. These are used as working documents and all teaching staff annotate their planning to highlight additional resource needs, the learning of the pupils that has taken place and to indicate whether optional activities have been undertaken.

Each class are allocated time in the ICT Suite to accomplish their ICT scheme of work units. A timetable is displayed in the staff room and is usually decided upon at the beginning of the new academic year.

Individual machines and hand-held devices (I-pads) support the development of ICT capability by enabling further development of tasks and allow the creative use of ICT in subjects and with outdoor learning opportunities. This is highlighted in the ICT plan and in subject plans.

Interactive technologies, are located in all of the classrooms as well as the hall. The ICT suite hosts a large screen TV screen that is linked to a computer. These are used as a teaching resource across the curriculum. Air-server is installed on Classroom Teacher's laptops and the ICT suite computer that is linked to the large screen. This enables modelling on I-Pads to large groups and can be used as a peer assessment tool or a way to share photos and revisit learning.

TEACHING AND 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
- Providing resources of different complexity that are matched to the ability of the child
- Using class room assistants to support the work of individual or groups of children

As the aims of ICT and Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style we adopt is as active and practical as possible. The knowledge and skills-based approach allows children to work under direct instruction on how to use hardware or software, developing a broader understanding of how ICT can be used in a variety of areas.

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

INCLUSION

We recognise ICT offers particular opportunities for pupils experiencing Special Educational Needs, challenge and pupils with English as an Additional Language (EAL) and Pupil Premium. ICT can cater for the variety of learning styles, which a class of children may possess. There are a number of software programmes that support all these groups.

TEACHING AND LEARNING IN THE FOUNDATION STAGE

We teach ICT in the Reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) from the 2021 EYFS Framework, which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, I-Pads, an interactive SMART table and digital cameras. In the Foundation Stage the children need to have an Understanding of the World.

Technology: Children need to 'recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes'. (2017 Statutory framework for the Early Years foundation stage. Setting the standards for learning, development and care for children from birth to five)

ASSESSMENT

ICT is assessed both formatively and summatively using the National Curriculum Objectives for ICT for teaching and learning. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes. These are conducted informally by the class teacher and are used to inform future planning.

If applicable, activities may be planned at the end of each unit which enable summative assessments to take place where children's ICT capability is assessed.

Summative assessment statements to meet the 2014 National Curriculum for Computing were developed by the ICT co-ordinator and are used as end of year assessments.

SCHOOL LIAISON, TRANSFER AND TRANSITION

The school is connected to the East Midlands Public Sector Network (EMPSN), which enables the transfer of information electronically. Email is frequently used to liaise with the CMAT, LEA, Governing Board, other schools and parents through Scholar Pack Comms Module.

ROLES AND RESPONSIBILITIES

The overall responsibility for the use of ICT rests with the Senior Management of the 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;

- Ensure that ICT is used in a way to achieve the aims and objectives of the school
- Ensure that there is an ICT policy, and identifies an ICT co-ordinator
- Ensure that there is a Technology Safety policy

There is a designated ICT Co-ordinator to oversee the planning and delivery of ICT within the school. The ICT Co-ordinator will be responsible for:

- Raising standards in ICT as a National Curriculum subject
- Facilitate the use of ICT across the curriculum in collaboration with all subject co-ordinators
- Provide or organise training to keep staff skills and knowledge up to date including digital safeguarding
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- Monitoring the delivery of the ICT curriculum and reporting to the Head teacher and the governing board on the current status of the subject
- Ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects

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 the quality of ICT teaching and learning, the ICT Co-ordinator will:

- Analyse children's work and class computing scrapbooks
- Observe ICT teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data
- Conduct Pupil interviews

HEALTH AND SAFETY

We will operate all ICT equipment in compliance with Health and 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 shared with children regularly. The school also has an 'Acceptable use Policy' for the children and adults using the internet.

The files and network system are backed up on a daily basis using removable storage media. The virus checker is updated regularly.

INTERNET SAFETY

Internet access is planned to enrich and extend learning activities. As a school we have acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An acceptable use policy has thus been drawn up to protect all parties and rules for responsible internet use and is displayed in the ICT Suite. An E-Safety log book and policy are also included and stored in the Headteacher's office

Although our 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 ICT. Children are reminded about safe practice when using ICT.

An annual Internet Safety Day is held in school to educate the children in the most correct ways to use the internet and social networking and gaming sites.

Parents are signposted to relevant information and advice from reputable organisations and have the opportunity to obtain additional information through Parent Pocket Guides, the school website and updates in the newsletter. The ICT leader holds parent workshops to support parents further.

A technology safety policy is in place and there is a central display in the ICT suite of how to be safe when on the internet, which all year groups will be party to. An e-safety Parent's Pocket Guide is also available from the school reception area for additional information.

EQUAL OPPORTUNITIES

It is our policy to ensure this by:

- Ensuring all children receive a quality, skills based ICT experience through a range of curriculum areas including outdoor opportunities.
- Keep a record of children's ICT use to ensure equal access and fairness of distribution of ICT resources

- Provide curriculum materials and software which are in no way class, gender or racially prejudice or biased
- Monitor the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

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 a networked system for Curriculum and Administration in the form of SCHOLAR PACK, which is a Pupil Data Management System. PS FINANCIALS is used to organise the school's financial system. We have one main server, which is managed by ARK ICT. The Senior Administrator and Administrative Assistant and the Head teacher have access to the W Drive and this drive is confidential. All teaching staff have access to a shared G Drive where relevant data is stored.

Only trained and designated members of staff have the authority and access rights to input or alter data.

EFFECTIVE AND EFFICIENT DEPLOYMENT OF ICT RESOURCES

ICT resources are stored in the ICT Suite on shelves and in a lockable, portable charging unit to maximise access, to enhance teaching and learning and to raise attainment. To enable regular and whole class teaching of ICT the school has an ICT Suite, which all classes in Foundation Stage, Key Stages 1 and 2 use for approximately two hours per week to develop their ICT skills. A class set of I-Pads is also available to use within the ICT suite or in classrooms.

The seating in the ICT suite is suitable for purpose, and each class access to the central set of I-Pads (30 I-Pads). Teachers have their own Windows laptops and Teaching Assistants also have their own laptops. EYFS have a SMART interactive table and have had training to implement this effectively within the setting. Key Stage 1 beebots have been updated with a charging station and more advanced programming software for the PCs.

Signed _____

(Headteacher)

Signed _____

(for and on behalf of the Local Governing Board)

Date _____