King's Cliffe Endowed School

I.C.T. POLICY

SEPTEMBER 2019

REVIEW DATE - SEPTEMBER 2020

Kings Cliffe Endowed Primary School
ICT Policy

Signed by   *L. Bowyer*   Head Teacher:

Signed by   *N. Juli*   Chair of Governors:

Date: March 2019
Review Due: March 2020 (Reviewed annually)

Aims

This policy aims to give support and understanding regarding the teaching and learning of ICT at King's Cliffe Endowed Primary School. This includes the use of the Internet and any internet based technologies and apps by all users, including pupils, parents and staff.

The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and Computing for all pupils.

- Meet the requirements of the national curriculum programmes of study for ICT and Computing.

- Use ICT and Computing as a tool to enhance learning throughout the curriculum.

- Respond to new developments in technology.

- Equip pupils with the confidence and capability to use ICT and Computing throughout their later life.

- Develop the understanding of how to use ICT and Computing safely and responsibly.

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.

Rationale

- The school believes that ICT and Computing:

- Gives pupils immediate access to a rich source of materials.

- Can present information in new ways which help pupils understand access and use it more readily.

- Can motivate and enthuse pupils.

- Can help pupils focus and concentrate.

- Offers potential for effective group working.

- Has the flexibility to meet the individual needs and abilities of each pupil.

- Is vital to pupils' learning in this ever changing and developing world.

The role of the Subject Leader

The ICT and Computing subject leader is required to:
- Lead on the implementation of the ICT and Computing curriculum across the school

- Produce the subject development plan and implement the ICT and E-Safety policies across the school.

- Provide help and support to all members of staff in their teaching, planning and assessment of ICT.

- Maintain resources and advise staff on the use of materials, equipment and books.

- Monitor classroom teaching or planning following the schools rolling programme of monitoring.

- Monitor the pupils' ICT work, looking at samples of different abilities.

- Use Target Tracker to monitor curriculum coverage and assessment across the school, and analyse pupil data in order to identify subject strengths and areas for improvement.

- Use the outcomes from data analyses to set targets and inform action plans, and sharing these with staff termly.

- Support staff in using assessment to inform future planning.

- Attend appropriate in-service training and keep staff up to date with relevant information and developments.

- Lead staff training on new initiatives, curriculum developments and new hardware, software and resources

- Manage the ICT budget.

- Keep parents and governors informed on the implementation of ICT in the school.

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning ICT and Computing skills and using such skills across the curriculum.

Class teachers are required to:
- Plan and deliver the requirements of the EYFS, KS1 and KS2 ICT and Computing curriculum to the best of their ability.

- Set high expectations for pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities and pupils from all social and cultural backgrounds.

- Create effective learning environments.

- Secure pupils motivation and concentration

- Use Target Tracker to make formative and summative assessments of pupils each half term.

- Set suitable targets for learning.

Staff training

- The ICT and Computing subject leader will assess and address staff training needs as part of the annual subject development plan or in response to data analyses and staff needs/requests throughout the year.

- Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the subject leader.

- Teachers will be encouraged to use ICT and Computing curriculum to produce plans, reports, communications and teaching resources.

Objectives

Early Years Foundation Stage
- It is important in the EYFS to give pupils a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Pupils gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support pupils to develop their communication skills. By the end of the EYFS, pupils should be given opportunities to:

- Complete a simple program on a computer

- Use ICT hardware to interact with age-appropriate computer software

- Recognise that a range of technology is used in places such as homes and schools

- Select and use technology for particular purposes

By the end of KS1 pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and un-ambiguous instructions

- create and debug simple programs

- use logical reasoning to predict the behaviour of simple programs

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

- recognise common uses of information technology beyond school •

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

By the end of key stage 2 pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

- use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Planning

Teachers follow the learning objectives outlined in Target Tracker when planning and delivering the ICT and Computing curriculum. These are supplemented by two schemes of work: Switched On Computing by Rising Stars and Espresso Coding by Discovery Education. In addition to this, the school has invested in Gooseberry Planet, a software platform that supports and enhances curriculum delivery for Online Safeguarding in Primary Schools. Learning objectives and schemes of work are to be formatted in the school's planning format. Any cross curricular links with ICT should be clearly highlighted on the planning. A minority of pupils will have particular teaching and learning requirements which go beyond the provision for that age range. This could include G&T pupils, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. These pupils should be identified and discussed at pupil progress meetings to ensure appropriate provisions or interventions are put into place.

Pupils with special educational needs (see also SEN policy)

We believe that all pupils have the right to access ICT and Computing. In order to ensure that pupils with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and Computing curriculum for some pupils. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and Computing can be used to support SEN pupils on a one to one basis where pupils receive additional support. Additionally as part of our dyslexia friendly approach to teaching and learning, we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts. Specialist software has also been brought into the school to support pupils' writing through the use of an interactive ICT program.

Assessment and record keeping (see assessment policy)

Assessing ICT and Computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and Computing. The key objectives to be assessed are taken from Target Tracker, and judgements are made by teachers through observations, work scrutinies and photographic evidence.

Assessment can be broken down into:

- Formative assessments that are carried out during and following activities and lessons. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria, and are recorded by highlighting the objectives on Target Tracker: red for working towards, blue for working at and gold for working at greater depth.

- Summative assessments that review pupils' capability and provide a best-fit level. Use of independent open-ended tasks provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessments are recorded as a numerical level on Target Tracker which indicates whether a pupil is working towards, at or above expectations for that term.

- Pupils' ICT and Computing work is saved on the school network. Other work may be printed and filed within pupils' topic books.

Monitoring and evaluation

- The subject leader is responsible for monitoring the standard of the pupils' work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, planning scrutinies, work scrutinies or monitoring records on Target Tracker. The subject leader is also responsible for supporting colleagues in the teaching of Computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Cross curricular links

As a staff we are all aware that ICT and Computing capability should be achieved through core and foundation subjects. Where appropriate, ICT and Computing should be incorporated into schemes of work for all subjects. ICT and Computing should be used to support learning in other subjects as well as develop ICT and Computing skills.
Security

- The ICT technician /subject leader will be responsible for regularly updating

anti-virus software.

- Use of ICT will be in line with the school's 'acceptable use policy'. All staff, volunteers and pupils must sign a copy of this.

- Parents will be made aware of the 'acceptable use policy' as a copy will be sent home to read through and sign at the start of each academic year.

- All pupils and parents will be aware of the school rules for responsible use of ICT and the safe use of the Internet, and will understand the consequence of any misuse. This will be through the use of the schools E-Safety policy. This is complied by the school council and any updated versions are shared with the pupils and sent home to share with parents.

- The agreed rules for safe and responsible use of ICT and the internet will be displayed in all ICT areas and in classrooms.

- E-Safety and how to be safe online must be covered and discussed in every classroom and revisited every term.

Review

This policy will be reviewed on an annual basis, or at an earlier interval should it be found that advancements in on-line and electronic communications technologies dictate this.