Staple Hill Primary School
ICT Policy 2016

Introduction

- This document is a statement of the rationale, aims and processes for ICT at Staple Hill Primary School.
- The ICT Lead will review the policy every three years and, should amendments be necessary, they will be brought to the attention of all staff.
- This policy **MUST BE** read in conjunction with the school's E-Safety Policy and Acceptable Use of ICT Agreement.

Equalities

Each child regardless of ethnic group, age, disability, special educational needs and gender will have equal access to good quality ICT resources. ICT will be used to support and challenge every child's learning. Research shows that boys may be more confident than girls and have a tendency to dominate computer activities in mixed groupings. Staff are aware of this and adjust groupings where necessary to ensure equality of access. Our Computer Suite contains enough computers for each child in a class which allows every child equal access. We recognise that there are some children who have greater access to computers in their home environment. Those children who do not have access at home are given opportunities to use school resources during break times, lunch times and through homework clubs.

Rationale

- ICT provides an invaluable tool to support both teaching and learning. For teachers it provides fast access to a wide range of resources and enables resources to be shared across the school/LEA and nationally. This results in reduced workloads for teachers. ICT enables teachers to present information to pupils in motivating and exciting ways and provides access to experiences and learning resources that were not previously available.

- Children need to develop transferable skills to enable them to adapt in an ever changing and technology rich environment.

- During teaching of other subjects, ICT may be used to enhance learning for groups of learners:

  - by providing access to the curriculum
  - as a means of differentiation
  - as extension work
  - as a way to support and extend learning across the curriculum.

Aims

- To ensure that the school provides a wide range of flexible resources to support learning and teaching in ICT and across the curriculum
- To improve children's capability in the use of ICT.
- To extend and enhance learning across the curriculum.
- To enable children and staff to select and use ICT tools appropriately and efficiently and apply their use across a range of subject areas
- To ensure continuity and progression throughout the primary phase and towards secondary education.
- To deliver the Computing programmes of study.

- To enable the children to appreciate the importance of ICT in their lives and some of the purposes for which it can be used.
- To develop awareness of the benefits of using the internet and an understanding of how to use it safely.
- To reduce staff workload through use of ICT to support management and administration.

Standards

Assessment

- On-going assessment is an integral part of good practice allowing the teacher to match work to the abilities and needs of the pupils and to provide a summative assessment at the end of each year group in line with Age-related Expectations [AREs]. The school is currently developing an effective means of assessing pupil progress linked to the Computing AREs. This will be used to provide evidence of attainment linked to the programmes of study and this attainment will be monitored annually.

- A portfolio of work reflecting current standards and achievement of AREs is currently being developed to support Teacher Assessment.

Personal and Social Learning

Safe Practice in ICT

Pupils and teachers are taught how to use ICT safely. Reminders are also displayed in the computer suite and all classrooms. Pupils are taught the skills and knowledge associated with acceptable use of ICT as part of the Computing curriculum.   All staff will uphold the guidance given in both the 'Acceptable Use of ICT Agreement' and the 'E-Safety Policy'.

Attitudes

Positive staff attitudes are fostered through the use of training opportunities. Staff are allocated regular INSET to become familiar with the software required to teach the Computing curriculum. Children are encouraged to investigate in their use of ICT. Sensitive grouping is used, where necessary, to develop children's confidence. Teaching Assistants are involved in training to enable them to work confidently with groups of children on tasks involving the use of ICT.

Learning and Teaching

Learning and Teaching Strategies

A variety of strategies are used to facilitate learning. Activities may be led by a teacher, teaching assistant or parent or they may be pupil-led. The start of the lesson may include teacher demonstration, modelling and discussion. The central part of the lesson may include structured activities, class and group teacher-led activity. Problem solving and investigative approaches are also used to facilitate learning. Children are given the opportunity to work on their own during Computing and ICT skills work and co-operatively when applying ICT to other subjects. ICT is also used to motivate pupils and to provide access to additional activities to enhance learning. Interactive whiteboards are used to facilitate whole class teaching when appropriate and to support group activity during lessons.

Subject Knowledge of Computing Curriculum

The ICT Lead carries out a regular audit of staff skills and ensures that appropriate staff development is planned and delivered in-house or through an external provider. School-led professional development opportunities

include INSET days, staff meetings and Subject Leader support. Additional opportunities include attendance at external courses, and Consultant/Adviser support.

Inclusion

Pupils with learning difficulties can be given greater access to the whole curriculum through the use of ICT. They are able to improve the accuracy and presentation of their work and this can improve their motivation and raise self-esteem. A variety of software and tools have been sourced to support this work. Where necessary, pupils are given additional support to provide access to the curriculum through the use, for example, of word banks, talking word processors and templates. Specialist software and hardware is made available for pupils with specific difficulties, for example, roller ball mice for pupils with co-ordination problems, magnification software for pupils with sight problems and software to support pupils with developing numeracy and literacy skills. ICT is used to provide additional activities to extend and challenge gifted and talented pupils. Several pupils with specific learning difficulties have benefited from being assigned a personal iPad and associated applications.

<center>**Quality of Provision**</center>

Each aspect of the Computing curriculum is delivered through the Somerset Computing Curriculum. This planning identifies the activities and skills to be taught, as well as the resources to be used, vocabulary to be developed and the expectations for achievement. All staff teach the units that apply to their year group; this ensures continuity and progression throughout the school. In addition to the discrete teaching of the Computing curriculum, cross-curricular application of ICT skills are promoted through subjects across the curriculum.

Resources Provision

Classes have access to a variety of ICT equipment depending on the age and experience of the children. All classes have one multimedia computer with Internet access linked to a data projector and interactive whiteboard for whole class teaching. All classes have one timetabled slot in the computer suite, which is used for discrete teaching of the Computing curriculum with additional times being available for booking in the mornings. A class set of netbooks are available in mobile trolleys which allow teachers to use ICT in the classroom to support cross-curricular learning. Key Stage 1 classes have access to remote controlled toys and 'Roamers'.

All teachers have a school laptop which is used for planning, preparation and assessment. Classes also have access to a scanner when they are using the computer suite. Every class has a digital and Flip camera with the option of borrowing the whole set for project work. There is an interactive whiteboard in the computer suite. All computers are linked to the internet and to the school network in order to facilitate access to resources.

An equipment inventory has been carried out and is kept up-to-date by the School Business Manager.
Technical support for the curriculum and for administration is provided by Downend Secondary School. This involves a weekly on-site visit and remote support for curriculum and administration computers.

Use of software

A range of age-appropriate software is available to support all strands of the Computing curriculum:

- Multimedia
- Programming
- E-Safety
- Handling Data
- Technology in Our Lives

Software to support other curriculum areas is the responsibility of that Subject Lead and is purchased through their budget. Software licences are kept centrally, with the School Business Manager and are checked when

changes to hardware provision are made or when software is purchased. There is an inventory of software relating to the curriculum areas.

New software and hardware is regularly purchased and introduced in accordance with the school ICT plan. The resource allocation for ICT is planned through discussions involving staff and governors in order to ensure that the school keeps pace with the rapid changes in ICT.

Time Allocation

All children have a one hour slot in the Computer Suite to develop Computing knowledge and skills. Plus, additional timetabled slots in addition to the use of a class set of netbooks allow teachers to plan further opportunities for pupils to apply their ICT skills across all curriculum areas.

Leadership and Management

The following roles and responsibilities have been identified in relation to ICT and the Computing Curriculum.

Role	Responsibility
The Role of Senior Management	The overall responsibility for the use of ICT rests with the senior management of a school. The Head, in consultation with governors and 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 the ICT Lead.
The Role of the ICT Lead	The designated lead should: • ensure the development of an effective Computing Curriculum. • promote, support and monitor the use of ICT across the curriculum; • manage the provision and deployment of resources and give guidance on classroom organisation support • make colleagues accountable for adequate teaching and assessment of the Computing Curriculum and provide/organise appropriate training; • coordinate the evaluation and review of the school's ICT policy.
The Role of Curriculum Subject Leads	There is a clear distinction between teaching about ICT and teaching with ICT. Subject Leads should plan where ICT should be used in their subject planning. This might involve the use of clearly planned projects or the regular use of specific tools to support their subject coverage.
The Role of The 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 appropriate ICT activities and assist the ICT Lead in the monitoring and recording of pupil progress in ICT.
Role of the Technician	The technician is responsible for: • carrying out tasks identified in the support log book • making recommendations to ensure that provision maintains reliability • ensuring systems are kept up-to-date with regular updates of windows • ensuring systems are kept safe by keeping virus checkers up to date and ensuring all systems are effectively backed up

Developing and Monitoring the ICT Curriculum

The Computing curriculum is subject to frequent change due to government initiatives and advances in technology. The plan for developing and managing this curriculum change is outlined in the schools ICT plan, which is updated every year by the ICT Lead in conjunction with the Head Teacher and the School Business Manager. The implementation of this policy and the Computing curriculum will also be monitored by the ICT Lead. Teaching of the Computing curriculum to all pupils will be monitored annually through the sampling of teacher planning by the ICT Lead. Attainment will be monitored annually.

The ICT plan is monitored annually and there is also annual monitoring against national and school based targets for ICT.

Date	Notes
19th September 2009	Written by Mr P. Foss-Clark
	Reviewed by S & C Committee
29 September 2009	Ratified by FGB
17th December 2015	Reviewed and updated by Miss A. Said
16 January 2016	Reviewed by S & C Committee
4 February 2016	Ratified by FGB
December 2018	Date to be reviewed