



I.C.T. Policy

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Version 0.1

Sully Primary School

I.C.T. Policy

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 provides guidance on planning, teaching and assessment.

The policy should be read in conjunction with the scheme of work for ICT that 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

Sully Primary School prepares children to be part of a global community in which I.C.T. is an integral part. We develop learner's skills sets, equipping them with the skills they require in a rapidly changing and evolving technological world. We realise that many of the skills that our learners will require in 'tomorrow's world' have not yet been identified as the workplace continues to evolve. Our aim is to develop individuals who use technology responsibly, critically, collaboratively, innovatively and productively enabling them to transfer these skills to new and emerging technologies.

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 teachers and learners in Sully Primary School to become confident users of ICT so that they can develop the skills, knowledge and understanding that enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning. Both educators and learners utilise ICT not only in ICT curricular lessons but also across the curriculum to enhance and facilitate learning.

Aims

- To develop a range of skills through ICT curricular lessons that meet the experiences and outcomes outlined in the ['Information and communication technology - National Curriculum for Wales'](#) document
- Develop and encourage learners to use learnt skills across other curricular areas, meeting and exceeding the statements set out in the [Digital Competence Framework Document](#).

- Develop learners' collaboration skills, encouraging them to use technology and software productively with others
- Develop and encourage learners to use technology to problem solve and to innovate
- To provide a 'safe' ICT environment and to teach learners how to use technology responsibly (teaching an awareness and understanding of e-safety when gathering, sharing and exchanging information)
- Enable learners 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 Curriculum
- To use ICT as a tool to support teaching, learning and management across the curriculum
- To provide learners with equal opportunities to develop their ICT capabilities in all areas within the school and the curriculum.
- 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 to collaborate with other schools and learners and to develop and maintain links between other schools and the local community.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- Continuity of experience throughout the school both within and among year groups
- Timetabled ICT sessions for all classes in the ICT suite
- Sufficient access to the network and hardware / software within the classroom.
- Systematic progression through Foundation Phase & KS2
- Skills, outcomes and their associated strands, level descriptions and attainment targets are given appropriate coverage within school in reference to the National Curriculum for Wales and as set out in the Digital Competence Framework
- Children have access to a range of ICT resources
- ICT experiences are focussed to enhance learning
- Cross curricular links are exploited where appropriate
- Children's experiences are monitored and evaluated
- Children have a voice in how they learn when using ICT and Technology within school
- Resources are used to their full extent
- Resources and equipment are kept up to date as much as possible
- Staff skills are audited and CPD opportunities are identified to update staff skill sets.

Curriculum Development & Organisation

The Foundation Phase follow the ['Computing Unlocked'](#) scheme that teaches learners discrete skills. These skills are then practised across the curriculum with staff integrating the 'skill' into continuous provision, ensuring ICT is an integral part of the learning experience.

Staff within the Foundation Phase also use the Digital Competence Framework to plan cross-curricular activities and to ensure that the statements and outcomes identified for their Year Group in the Digital Competence Framework are met.

Key Stage 2 follow the ['Computing Unlocked'](#) scheme that teaches learners discrete skills. These skills are delivered as part of the ICT curriculum in allotted curriculum time. Children are then given opportunities to plan and practise these skills across other curriculum areas both during the school day and when working at home. They are encouraged to use the HWB platform to create digital content and collaborate on projects and utilise other software packages and learning platforms to

prepare them for Comprehensive school, the workplace and society. Staff within Key Stage 2 also use the Digital Competence Framework to plan rich tasks and cross-curricular activities ensuring that the statements and outcomes identified for their Year Group in the Digital Competence Framework are met.

Each class is allocated time in the ICT suite to deliver the ICT scheme of work. The scheme has integrated DCF, Literacy and Numeracy links (Revised Areas of Learning). Classes can book additional time in the computer suite or use the devices they have in their rooms to apply the use of ICT to other subject areas. A weekly timetable is shared with all staff members allowing them to book available slots.

Individual machines in classrooms support the development of ICT skills by allowing learners to further develop curriculum tasks, encouraging research and allowing for the creative use of ICT in other subject areas.

Touch Screen displays and mobile devices are also utilised as teaching resources both within classrooms and within the ICT suite. A mobile Touch Screen Board is also available for staff to book and throughout the school.

Teaching & Learning

Teachers' 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
- Different Tasks

The ICT coordinator will review teachers' lessons, plans and the digital content created by their classes.

Equal Opportunities

It is our policy to ensure that all pupils, regardless of race, class or gender, should have the opportunity to use ICT and develop their ICT skills.

This is achieved 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 prejudiced or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged (providing children with additional time within school when there is no access at home)

More information can be found in the School's Equalities Policy.,

Internet Safety

Internet access is planned to enrich and extend learning activities.

The school recognises the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. Children are taught to use technology responsibly and safely through the ICT curriculum, the Citizenship element of the DCF and through the SWGfL Digital Literacy resource that is delivered within the first two weeks of every academic year and within every year group.

The school has also developed an e-safety policy and acceptable use agreements that outline the expectations on learners, staff, parents and other visitors to Sully School. Learners, staff and governors hold positions on Sully School's e-safety group who meet regularly, developing and reviewing the schools e-safety strategy.

The school offers a safe online environment through filtered internet access via the Local Education Authority. We are also developing a guest network for visitors to access that sits outside our main network and networked storage devices.

Assessment

ICT is assessed both formatively and summatively using the resources within the 'Computing Unlocked Curriculum' and through the statements and skills identified in the National Curriculum. These statements are regularly reviewed and updated using INCERTS to monitor, analyse and report on learners progress.

Assessment and record keeping of I.C.T. skills are in line with the School's Assessment, Recording and Reporting Policy.

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 an 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 Coordinator

There is a designated ICT Co-ordinator 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 headteacher on the current status of the subject

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 coordinator 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

When monitoring the quality of ICT teaching and learning the ICT coordinator 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

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.

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.

We have a school website, electronic newsletter and Twitter account that 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 installed onto the school's computer network and machines must have been agreed with the ICT co-ordinator or the school's technician. All software is used in strict accordance with licencing agreements.

We do not allow personal software to be installed on school machines.

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 have access to.

To support the cross curricular nature of ICT and the teaching of the Digital Competence Framework machines and devices are located in each class. These are also used for additional tasks that require the use of ICT.

Budget

Budget is allocated following consultation between the Headteacher, ICT Coordinator and the Governing Body.

Professional Development

Staff complete an audit at the end of each academic year identifying areas of strength and areas of development. The ICT coordinator collects these responses and plans training both in house and by identifying relevant courses for individuals. Every effort is made to meet individual training needs and to develop staff skill sets.

Skills across the Curriculum

Staff in Sully School make every effort to provide many opportunities for pupils to develop their ICT skills across the Curriculum.

Developing Thinking

Pupils develop their thinking across the Curriculum through the processes of planning, developing and reflecting.

In ICT pupils plan activities and their learning path through that activity, identifying appropriate software and hardware. They consider the needs of the audience and create and develop accordingly. They use ICT to both explore and solve different problems in a range of contexts and reflect on their own and others' work.

Developing Communication

Pupils develop their communication skills across the Curriculum through the skills of oracy, reading, writing and wider communication. Greater collaboration is encouraged through the use of HWB and Google Classroom. This provides children with the opportunity to network with their peers and collaborate both within and across schools.

In ICT pupils communicate and present information in a variety of ways. They read information from a wide range of ICT and other sources, discussing their findings. Pupils use ICT to interpret and analyse information in ways suitable for their intended audience.

Developing ICT

Reference to the development of pupils ICT skills, are included in the Aims and Provision sections of this policy document.

Developing Number

Pupils develop their number skills across the Curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In ICT pupils use mathematical information and data, both numerically and graphically in data-handling software. Pupils develop number and analytical skills when collecting data for spreadsheet and data packages. They present their findings using graphs and charts.

Curriculum Cymreig

Pupils develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Pupils have opportunities to find and analyse information about the rich characteristics of Wales and communicate their findings through I.C.T.

Personal and social education

Pupils have the opportunity to promote their health and emotional well-being and moral and spiritual development. They prepare themselves for lifelong learning opportunities by becoming active citizens and promoting sustainable development through global citizenship.

Mobile Technology

The use of mobile technology in the classroom and throughout the school is encouraged and each class has a designated number of devices that they can access.

Devices are set-up on a Year Group basis and the Staff responsible for teaching their year group are responsible for identifying the apps to support and enhance their pupils' learning and arranging installation of these apps with the school's technician.

All teaching staff have an individual iPad that is to be used in their classroom with their children. These iPads are set-up with the teachers HWB details and each teacher uses a separate iCloud account to manage the applications that they feel will support and enhance learning in their class.

Connecting Mobile Devices to the internet

The school currently has both a wired and wireless network in school.

When connecting mobile units to the internet in school they must always be connected via the schools network to ensure that all content is sent through the L.E.A.'s filters and firewalls. No devices should ever be tethered to an 'internet ready' unit that connects to the internet via another network or mobile data network.

When using devices at home teachers are reminded that they are held solely responsible for the content that is put onto the device. Whilst teachers are encouraged to locate applications that will facilitate and enhance the topics taught in the classroom they must also remember that the device is the property of the school, the unit could be used throughout all age groups and content must be suitable for all of the children in our school.

Teachers can connect the unit to their own wired or wireless network at home and are encouraged to do so to browse through the numerous applications that are available to the education sector. If staff need advice on how to connect to the internet, this should be arranged before a unit is borrowed.

Parental support and Links with the Community

Use will be made of outside expertise and organisations whenever appropriate. This includes:

Visits to local events and establishments.

Inviting local expertise to the school.

Inviting members of the community and parents with special hobbies and interests to the school.

Links to the School Improvement plan

The provision of Information and communication technology will be reviewed in line with the School Improvement Plan.

Reviewing the Policy

The I.C.T. Policy, aims and vision statements are reviewed annually in line with School, L.E.A. and Government priorities.