



AUSTREY CE PRIMARY SCHOOL Policy Statement for ICT

Introduction

ICT is the collection, storage, processing, interpreting, and communication of information by electronic means. ICT is a cross-curricular tool. ICT creates the opportunities to handle: text, images (both moving and still), numbers, graphs, instructions, sound and music separately or together. ICT allows pupils to process information by: organising, reorganising, storing and retrieving, monitoring, sorting and analysing, presenting and communicating. ICT allows pupils to share and exchange ideas and to review and evaluate work at all stages. ICT gives pupils access to a variety of hardware and software. New technologies provide pupils with access to anywhere in the world, and to a vast wealth of information, which we have to teach how to use. ICT forms an ever-increasing part of our lives and this should be reflected in the curriculum.

Aims

The school seeking to

- Stimulate interest in new technologies, develop ICT skills, and provide all pupils with their NC entitlement. Our aims are that all children will enjoy using ICT and will tackle all applications with confidence and a sense of achievement, fulfilling their potential.
- Present ICT as a creative and fascinating process in which pupils are encouraged to use their own initiative, imagination, and reasoning and investigative skills.
- Enable pupils to communicate and handle information. To become familiar with the use of ICT for collection, storage, retrieval and manipulation of all forms of data.
- Use ICT to create opportunities for both collaborative and independent learning, allowing pupils a greater responsibility for their own learning.
- Develop ICT as a tool for enhancing learning and investigation in all subjects. Develop practical skills in the use of ICT and the ability to apply these skills to a wide range of problems, across a wide range of subjects.
- Develop an understanding of the capabilities and limitations of ICT and the implications and consequences of its use within both the school and the wider world.
- Develop the use of the Internet for pupils, staff, governors and parents.

Organisation of ICT within the Curriculum

At Austrey C E Primary school we have an appointed part-time teacher who co-ordinates ICT. The school has a scheme of work which details coverage, progression, and context of ICT in school. This includes looking at ICT as a subject and ICT across the whole Primary Curriculum, (including ICT in the Early Years Foundation Stage)

- The staffroom has an ICT folder with long and medium term plans, a scheme of work, equipment lists, and other notes appropriate to help with the planning of ICT.
- ICT is to be taught in practical contexts, relevant to the pupil's experiences.
- ICT can enhance learning in all subject areas. The strands of ICT will be integrated into the planning for all subjects (except PE, although computers can be used for: showing good practice, recording and analysing results).

Progression and Continuity

Pupils should be taught to extend the range of ICT tools they use, become discerning in their use and assess the value of ICT in their work. Progression does not just mean using more sophisticated tools but also by the application of techniques to more difficult tasks. Skills in all strands of ICT should be built upon. All teachers have a responsibility to enable pupils to develop ICT skills and understanding.

Progression may be ensured in the way the programmes are used -

- Carry out more complex tasks
- Move from familiar to unfamiliar problems and tasks
- Apply more advanced skills
- Become more independent and confident in using ICT across a broad range of subjects.

Differentiation

Provision and planning is necessary for pupils at different levels of ICT capability. Differentiation can be by the task set, the level of teacher input, or the software used.

Organisation of Equipment

- Siting of equipment to ensure maximum access for all pupils. Each classroom has a bank of multimedia, internet linked networked computers. The library has a network computer as does the hall (which also has a projector).
- Each classroom has an interactive whiteboard and projector running from a networked computer
- Software is available installed on all machines to enable pupils to have full access to National Curriculum requirements in ICT, to allow progression of skills. The school also has software to teach all other areas of the curriculum, kept in the stockroom, or the library. Software specific to a year group is kept in the classroom; software designed to be set to different levels according to specific needs is kept in the library and used in classroom when appropriate, as is reference software. Details of this software, how this software fits in the National Curriculum can be found in the Scheme of work for ICT.

Use of the Internet

The Internet is a fabulous resource for schools both for pupils and staff. Accessing it develops important ICT skills. All classrooms have at least 3 computers that can be linked to a secure Internet system at any time during the day. The school has an Internet Access Policy to encourage safe and secure use of this resource. However sites will always need to be checked first. Only previously checked out sites are to be accessed by pupils who must be supervised when using the Internet. All pupils have been provided with an email address (through the We-Learn project). The email system is password protected. The internet is provided through Warwickshire L.A. which also provides a secure monitoring of all internet traffic in and out of the school through Policy Central and a rigorous site blocker which stops access to all known inappropriate sites, graphics and language.

Austrey School Web Site

Austrey school has its own web site which is at present in its developmental stage

(<http://austrey.hazwebs.co.uk/joomla1.5/>) This has details: of all school policies, dates and newsletters, up to date banners informing of the latest news in school. All staff are at present developing their skills through staff meetings to create pages for their own classes.

Resources

All resources are listed in the ICT file. In the past government grants (formerly NGFL/ICTis) have been used to purchase new hardware to ensure pupils have access to a wide range of modern equipment and to enable the implementation of new developments in this subject. Purchasing of all equipment is now the responsibility of the school. Software is bought after the ICT teacher has consulted teachers about what they need both for their classroom and for their subject areas. Subject software is sometimes purchased from other curriculum budgets. The ICT teacher purchases specific software to enable all pupils to have access to the curriculum for ICT. Pupils are taught generic skills that they can apply to a range of machines and software. Staff and pupils have access to up to date equipment including microscopes, digital cameras and video recorders. All members of staff have access to their own school laptop. All network computers are covered by CAMS (Warwickshire LA) for repair.

Professional development

Training to: improve personal skills, to widen staff knowledge of hardware and software available in school and how to integrate ICT into planning is vital. This is done through external courses, staff meetings, and in-service training days. New hardware is set up and introduced by the ICT teacher. The ICT co-ordinator

attends regular subject meetings run by Warwickshire Education Authority to keep updated. The ICT co-ordinator works alongside all members of staff, working with pupils and planning ICT. There are plans in the future to share training with our partner schools in the Heartwood Academy.

Teaching Brief

All pupils have the opportunity to use a variety of hardware and software alongside other teaching methods, with every day activities providing the context for ICT. Computers are seen as classroom tools and used when best suited for the task in hand. They will be used when the main focus of the lesson is ICT skills or to support learning in another area of the curriculum.

Teaching and learning methods will change according to the skill being taught. Pupils will work individually, in pairs or small groups. Work will be introduced to groups or to a whole class. There is a need for flexibility to meet the needs of different ability groups.

Monitoring

The ICT scheme of work sets out details of programmes that can be used and skills that should be taught and developed within each year group. The ICT co-ordinator is responsible for: the management of changes in the curriculum affecting ICT and resourcing in the school both hardware and software, in consultation with the Head teacher. The ICT co-ordinator is responsible for monitoring the teaching of ICT to all pupils. The ICT co-ordinator will be involved in monitoring class teacher' curriculum planning and will provide necessary support and training where necessary. Monitoring is to be used to assess the effectiveness of teaching and learning, to ensure there is progression, continuity, and coverage and to ensure resources available are appropriate.

Equal opportunity

The opportunity to access ICT is the right of all pupils regardless of gender and of educational ability.

Special Educational needs

ICT is a powerful resource to support and enhance curriculum experience. All pupils can benefit from access to information technology. For pupils with learning difficulties ICT can enhance access to the curriculum, this will encourage motivation and the development of skills. For more able pupils ICT can extend learning. ICT gives pupils the chance to work in small groups, improve the accuracy and appearance of work, better access to information, and a chance to develop creativity.

Assessment and Record keeping

Assessment of ICT

- By discussion
- On-going (pupils reporting back what they have done)
- By observation
- As a planned task, work is constrained to match assessment criteria (product)

Findings will be used to determine future plans to ensure progression. End of term reports record pupils progress in ICT.

Health and Safety Issues

Health

Care is taken with

- Setting up and moving equipment
- Establishing appropriate working environments (time looking at the screens, appropriate height of desks, interactive boards and chairs, anti-glare screens)
- General electrical safety

Safety

- **E-Safety - Internet Access Policy** - see separate policy
- **Social Network Policy** - see separate policy

Time Allocation and Teaching Methods

ICT will be carried out through the integration of ICT into the whole curriculum. Teachers will plan time allocation according to the set task, ensuring all pupils have equal time allocation. ICT is to be used alongside other teaching methods.

Clustering

As from September 2013 the school became part of Heartwood Academy, this exciting development will mean a sharing of expertise in all areas and training.

Future Provision

- ICT is a fast changing subject although many of the skills developed are generic and can be used within any system. At the same time equipment need to be updated on a rolling process. Hardware needs to be assessed as to whether it is reliable and practical in a classroom and can be used to fulfil the ICT potential of all pupils in the class.
- Integration of new the Curriculum 2014.
- Software to be purchased each year taking into account developments in ICT and other curriculum areas.
- Ensure that all staff are kept up to date with new initiatives and equipment and undertake training when necessary.
- Develop the school website further

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Safeguarding - E-Safety

Steps taken by the school to safeguard pupils and staff

- The school has an internet access policy and an e-safety policy which details safe use and warns of potential dangers and shows steps that can be taken to deal with this.
- The school seeks permission on registration for pupils to use the internet pupils will not be allowed access without this.
- The internet access policy is available to parents.
- The school's internet provider (Warwickshire LA) has installed a very thorough filter on it which automatically blocks out any site which it deems unsuitable.
- Pop-ups are automatically blocked.
- Warwickshire LA monitors all internet traffic in and out of the school (Policy central) and will contact the school should there be any problems - the school's internet access policy details steps to follow should it have any problems with inappropriate materials being sought or found.
- The school works closely with Mark Sharrott (LA E- safety Adviser) who holds meetings for parents to discuss e-safety issues.
- Cyber-bullying is discussed with pupils and problems are dealt with immediately. Parents to be involved if it is felt necessary.
- The e-safety co-ordinator in the school is Chris Mander.
- The school network blocks social networking sites and the school has a Social Networking Policy.