



Thomas Gray Primary School

Computing Policy

September 2018

Purpose

This policy reflects our 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.

The policy should be read in conjunction with the scheme of work for ICT which 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 (Mr Davies).

Introduction

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 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 our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

Aims

- To enable children 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 ICT Skills.
- To use ICT as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their ICT capabilities in all areas.
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including Gifted and Talented and Special Educational Needs.
- To maximise the 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
- the systematic progression through Foundation Phase, KS1, KS2 and KS3
- All 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
- Resources are used to their full extent
- Resources and equipment are kept up to date as much as possible
- Staff skills and knowledge are kept up to date

Curriculum Development & Organisation

Each class is allocated iPads and have access to laptops when needed for the computing curriculum. We currently follow the Wessex Computing scheme of work. This scheme is integrated to ensure that delivery of ICT is linked to subjects where possible and takes on board the statutory requirements of other national curriculum subjects. Each class has been allocated additional time using ipads and the computer room to apply the use of ICT to other subject areas.

Individual machines in classrooms support the development of ICT capability by enabling further development of tasks from the ICT room; encourage research, and allow for the creative use of ICT in subjects.

Digital projectors and Interactive Whiteboards are located in all classrooms as well as the Hall and computer room screens. These are used as a teaching resource across the curriculum.

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

The ICT/Computing coordinator will review teachers' ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

Equal Opportunities

At Thomas Gray Primary it is important to provide a broad and balanced curriculum making sure both children and staff receiving the following:

- 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 prejudice or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for ICT and how

they can support their children. We have digital leaders now in school to help with e-safety presentations and supporting children of their own age.

Security

Staff have their own password protected USB pens, laptops and ipads. These are monitored and reviewed through our filtering team Avarto. Teacher laptops are locked away each night.

Internet Safety/E-Safety

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet access policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access. The school are currently working on Online Compass e-safety award too.

Management Information Systems (MIS)

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 SIMs which operates on the school's administrative network and is supported by Avarto and Knowsley CLC. Only teaching staff have access to a section of the server which is accessed using a password . Only trained & designated members of staff have authority and access rights to input or alter the data.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment (See school Assessment Policy)

ICT is assessed both formatively and summatively using Wessex Assessment. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the Wessex scheme of work. These are conducted informally by the class teacher and are used to inform future planning.

A self assessment is available for pupils through the ICT Coordinator when assessing children. This can also be used as a class assessment which is then used to check on coverage and passed onto the next class teacher to help with progression and expectations of ability.

School liason, transfer and transition

Email is now used frequently to liase with the LEA, governing body and other schools. Future developments regarding our school management information system will enable the transfer electronically of data to aid transfer and transition to or between or within schools.

Inclusion

We recognise ICT offers particular opportunities for our 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 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 Head Teacher on the current status of the subject

The Subject Coordinator

There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT. Subject coordinators should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their ICT study and are applying those skills within the context of another curriculum subject. Subject coordinators work in partnership with the ICT coordinator to ensure all Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

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

In monitoring of 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

This policy will be regularly reviewed by the ICT coordinator.

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.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers. Please refer to the school's Data protection policy.

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 uses for approximately 1 hour per week to develop their ICT skills. To support the cross curricular nature of ICT at least 2/3 computers are also located in each class. This is also used for additional tasks which require the use of ICT as well as presenting teaching materials for those classes with a digital projector. The school's digital projectors are located in classrooms and in the ICT suite. Other ICT equipment, ipads and laptops are secured in our school stock

cupboard and can be borrowed when needed. All equipment is 'collected in' at the end of year and checked on the equipment & software audit. We also have use of Bee Bot equipment and Digital Cameras. Each class teacher now have an ipad to help with keeping up to date with apps , teaching and learning and enhancing our ICT Curriculum Technology.

Mr C Davies
Computing Co-ordinator
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