



# ICT Policy

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## Introduction

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 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, subject coordinator, Fronter-19 and the school's website.

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 enable them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

## Subject Aims

We aim to develop pupil's abilities by teaching skills through a combination of ICT schemes of work which have specific learning objectives linked to appropriate success criteria using a variety of hardware and software packages. The learning opportunities for ICT are linked to Literacy or numeracy and other areas of the curriculum wherever possible in order to make learning more creative and enjoyable for the Pupils.

At Roman Road we strive for every pupil to be ICT literate by the end of year 6. In order to achieve this we:

- Will enable children to become autonomous, independent users of ICT, gaining confidence and enjoyment from their ICT activities      □ Are guided by the National Curriculum Programme of Study for ICT    Rising Stars Switching on Computing Scheme of work.
- Support of every pupil to develop effective ICT skills in order to navigate the network safely and internet safely.
- Offer well-structured ICT scheme of work to take into account stages of development for learners from reception until year 6.
- Seek the support of our EAL and SEN colleagues and Local Authority Advisors when appropriate;
- Offer structured feedback, both orally and through Assessment tracking sheets as well as self assessment opportunities for learning practice.
- Develop speaking and listening skills through the use of paired work, and mixed ability group activities, plenaries and collaborative learning activities;      □ Encourage pupils to use ICT in other areas of the curriculum.
- Give children an enjoyable experience of enhancing their learning and skills through applying them in other subjects.
- Offer opportunity to use different software packages in different contexts and for different purposes and audience, including themselves.
- 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

- Work in partnership with parents through the Roman Road Primary School website which provides hyperlinks to other educational websites as well as Google Classroom, My-maths and Literacy Planet to support and enhance learning for children at home;
- Incorporate FRONTER 19 within school practise and essentially to be used as a learning and teaching tool
- Ensure opportunities are made available for our pupils to share demonstrate and perform their ICT skills to a wider audience. . 3
- Ensure regular opportunity to gain skills through weekly 1 hour ICT lessons and the use of laptops across other subjects;
- Ensure that ICT is an integral part of the whole school curriculum and used across all areas. Providing opportunities to incorporate ICT throughout the school, from nursery to year 6
- Enriching learning by providing subject specific software for other subjects on the network which children and teachers are able to use.
- Providing support for phonics teaching by providing RWL resources on the network.
- To maximise the use of ICT in developing and maintaining links between other schools, the local community including parents and other agencies.

We aim for every pupil by the end of year 6 to be able to:

- To use G-suite tools as well as Microsoft applications.
- Use ICT software and hardware resources appropriately and with confidence.
- Be safe and have a greater awareness in the use of IT both within and out of the classroom
- Have an interest in ICT and be able to use it effectively for learning and enjoyment;
- Have an interest in subject specific words, their meanings; developing a growing vocabulary in spoken and written forms which they can use to speak about their ICT work.
- Use their power of imagination, inventiveness and critical awareness at every opportunity and have a suitable technical vocabulary to articulate their responses. □ Have a growing understanding of themselves as ICT users.

## Curriculum and school organisation

Although ICT skills can be used and applied across all subjects in a creative-curriculum, children are taught specific skills and concepts in hour long ICT lessons. The National Curriculum Programme of Study for ICT outlines which areas are covered in which year group. ICT is also an integral part of many topics and, as such is ongoing throughout all of children's learning. The Rising Stars Switched on Computing Schemes of work, Espresso Coding and Scratch 3.0, Purple Mash and G-suite tools for each year group are used as these cover the learning objectives thoroughly. The schemes of work are well supported through Flash Demonstration files and can be used on the Activinspire whiteboards in order to ensure children learning and teaching possible.

The 1 hour allocated for ICT throughout the school and at the end of each term an assessment task is completed which can then be used to track the learning and progression of each pupil across the school.

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In order to facilitate the teaching and learning of ICT across the school and to encourage cross-curricular use, the school has invested in 7 laptop trolleys which contain 30 laptops each and 6 iPads for each class and an additional 30 iPads used as a class set. Each classroom has an Promethean Active Panels which are 65" and 75" UHD 4K to provide the best teaching experience using the latest technology and all teachers have received INSET on the use of Activinspire to develop their presentation skills across all subject areas where appropriate and visualisers to support teaching and learning. The school also has an interactive white board in the both the performance and sports hall to support teaching and learning especially in key stages and whole school assemblies.

Schemes of work for ICT also includes Activinspire Flip charts which have Flash files embedded in them to effectively demonstrate how to use particular aspects of IT and what to do to complete the lessons. Appropriate software has been downloaded to support all aspects of new curriculum expectations.

The continued professional development in ICT is supported through inviting external experts as well as our I.T Manager to demonstrate how to use particular software on a termly basis. Most recently teachers have had INSET with external experts on the use of Fronter-19 and

Purple Mash. Teachers will also be supported by modelling of the new curriculum alongside team teaching. There are also twilight courses and drop in sessions run by our I.T Manager, which teachers are able to attend after school in order to gain further skills to develop their professional skills to facilitate learning in the classroom. A weekly ICT surgery is also in place for support and guidance of all members of staff.

## Planning of ICT

Teachers are provided with Switched on Computing Schemes of Work which can be found online as well as FRONTER 19 ensuring balance and progression across the Key Stages. The lesson plans for each scheme of work are to be adapted to meet the needs of individual learners. The steps for each lesson are clearly noted down in the plans differentiated according to the individual child's needs, as are the learning objects, success criteria, children's activities and any worksheets that may be needed to facilitate learning.

The Curriculum Overview for each year group identifies links with ICT in other subjects and can be used as a way of ensuring that ICT can be embedded across all subjects.

Medium Term planning is undertaken each half term and teachers are responsible for weekly planning during their allocated PPA time when they:

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- Provide a balance and variety within the classroom – of content and organisational learning opportunities for pupils;
- Assess and plan for the specific needs of pupils within their own class whilst adhering to the progression laid down in the scheme.
- Identify further opportunities for the use of ICT across other subjects and lessons.

## Teaching and Learning

Teachers are encouraged to employ a wide range of teaching strategies including:

- Whole class;
- One-to-one;
- Ability and friendship group;
- Setting; ▪ Paired work;

## Assessment and Monitoring

Assessment is embedded in a Challenge lesson at the end of each topic within the Schemes of work. The results of these Challenge lessons can be recorded on the Assessment sheet and these results are then transferred to the Assessment grids which are found in the teachers' resources for each scheme of work. These grids have embedded equations which can work out the level of each child at the end of the year. Therefore, simplifying monitoring of pupil progression through the subject.

Monitoring takes place once a term for each class and is done by checking

- Children's "My Document" is on the network
- Worksheet folders
- ICT lesson plans
- end of unit assessment sheets
- asking colleagues to list any other lessons where they have integrated ICT in order to facilitate learning across other subjects

Online marking on specific programs such as Scratch 3.0, Inkscape, Google Sites.

## 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 and ICT Manager

The ICT Lead and DHT oversee the planning and delivery of ICT within the school. They are 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 ICT Manager as part of his role oversees the network and delivery of ICT within the school.

The ICT Manager will be responsible for;

- Managing the network infrastructure and users Testing software and providing training to staff



Manage user accounts, emails, and online access Cover management time for ICT

- Provide ICT support in class
- Manage the school website ensuring all information is up to date

### 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 National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

### Resources

A wide range of resources is currently available in school. These include 7 laptop trolleys, Ipads, interactive LCD Active Panels, teachers, resources (on the network), schemes of work, audio equipment and access to internet, as well as the use of a variety of software (excel, windows) which are widely available at home or in the future at work. Laptops trolleys are shared between all staff.

Wireless laptops bought to support the curriculum are for the use of pupils. Staff may be allocated a school laptop for work use at home (Limited). These computers will be maintained by the school but staff should take reasonable care in their handling, School laptops used at home should not be used for any activity in contravention of the school's acceptable internet use policy, such as illegal file sharing.

The school will pay for and install anti-virus software but any Internet connections for use at home are the responsibility of the staff member. Staff should carry out any updates when requested by the school or hand the laptop into the school for updating when requested.

Staff are encouraged to take their assigned home in order to prepare resources and develop personal competence and confidence in the use of ICT.

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## Equal Opportunities, Special Needs & providing for children with English as an Additional Language

All pupils should develop positive attitudes towards ICT; they should develop an understanding of the potential of ICT and show confidence and enjoyment in its use.

Priority will be given to ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class. Those who are most proficient with the technology will be encouraged to share their expertise and confidence.

Pupils who experience difficulty with mastering the technology or just work more slowly should be allowed extra time or opportunities to work with ICT.

Specialised access software and hardware will be available for pupils with special educational needs. All reviews of provision for pupils with special needs should include consideration of a child's access to a computer.

Consideration should be given to the most appropriate input device for all pupils but especially those with special needs.

Laptops and iPads have been purchased and allocated to SEN Children who are school action plus after being loaded with software appropriate to their needs.

The needs of EAL and SEN children on school action IEP's are catered for by the teacher through differentiation and extra support for each lesson.

The Activinspire flip charts also have flash files embedded within them to demonstrate particular skills or learning objectives to be achieved within each ICT lesson. These can be replayed or paused and are very visual so as to enable the learning of all children.

Fronter 19:

The FRONTER 19 is a Managed Learning Environment and the school's FRONTER 19 is managed by its learning. All pupils at the school have a user name and password so that they can log on at school and at home to access resources for and from their lessons. The FRONTER 19 is organised in a similar way to the curriculum, so that each pupil has access to a virtual classroom for each of their subjects.

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### 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.

We have a school website which will promote the school's achievements as well as providing information and communication between the school, parents and the local community. The website is managed by our ICT Manager and it is updated on a weekly basis.

School Ping is also adapted by Roman Road Primary, facilitating parents to make online payments. We want to ensure we are using less paper as possible to help the environment.

### 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.

### Internet Safety and Fair Use

Each class teacher has undertaken a lesson on internet safety at the beginning of each term. All members of the school community, staff and children, have read and signed an acceptable use of technologies agreement on the use of ICT equipment and internet.

## The Prevent duty (Departmental advice for schools)

From 1 July 2015 all Schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. It is intended to help schools think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools will already be taking to protect children from risk.

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## ICT

The statutory guidance makes clear the need for our school to ensure that children are safe from terrorist and extremist material when accessing the internet in our school. We will ensure that suitable filtering is in place.

As a school we have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety is integral to our school’s ICT curriculum and will also be embedded in PSHE and SRE.

General advice and resources for schools on internet safety are available on the <http://www.saferinternet.org.uk/>

As with other online risks of harm; every teacher in our school needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Useful websites:

Inspection framework and handbook on: [www.GOV.UK](http://www.GOV.UK)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel Duty Guidance April 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

<https://www.gov.uk/government/publications/protecting-childrenfrom-radicalisationthe-prevent-duty>

Ratified by Governors