



## St Gilbert's RC Primary ICT Policy

### Introduction

ICT in the modern world is agreed by all as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to incorporate the use of these technologies in order to provide pupils with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the technologies children and young people are using both inside and outside of the classroom include:

#### Internet-technologies

- Websites
- Learning Platforms and Virtual Learning Environments
- Email and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting
- Music Downloading
- Gaming
- Mobile/ Smart phones with text, camera, video and/ or web functionality
- Other mobile devices with web functionality

#### Non-internet technologies

- Media playing devices such as DVD or CD players
- Laptops, Smartboards and Projectors
- Digital Cameras, Video Cameras, Digital Blue Cameras etc
- Remote controlled/programmable toys
- Visualisers
- Mobile phones



- Gaming
- Voting systems
- Personal computers and portable devices such as ipods, mp3 players, PDAs

### **Definition of ICT**

Information and communications technologies (ICT) are the computing and communications facilities and features that variously support teaching, learning and a range of activities in education. Such ICT-related activities include, for example, the use of:

- broadcast material or CD-ROM as sources of information in history;
- micro-computers with appropriate keyboards and other devices to teach literacy and writing;
- keyboards, effects and sequencers in music teaching;
- devices to facilitate communication for pupils with special needs;
- electronic toys to develop spatial awareness and psycho-motor control;
- email to support collaborative writing and sharing of resources;
- video-conferencing to support the teaching of modern foreign languages;
- internet-based research to support geographical enquiry;
- integrated learning systems (ILS) to teach basic numeracy;
- communications technology to exchange administrative and assessment data.

The focus is on the subject being taught or studied, or the organisation being administered, rather than developing pupils' skills with, and knowledge of, the technologies themselves. Information technology (IT) comprises the knowledge, skills and understanding needed to employ information and communications technologies appropriately, securely and fruitfully in learning, employment and everyday life. IT is to ICT as literacy is to books, journals or screen displays. IT capability at school age includes:

- understanding of how information is structured in a database;
- skills in carrying out a search on the World Wide Web with sensitivity to meaning, accuracy of data and reliability of sources;



- understanding of how computers can simulate real processes e.g. predator-prey relationships;
- skills in using software e.g. word processing or e-mail to communicate effectively;
- understanding that ICT can be used to control things;
- knowledge of how to use ICT securely, with consideration of the feelings of other people, their rights to privacy and ownership of material.

Not all ICT learning will involve the use of computers. For example, teachers might ask pupils to:

- sort real objects into different categories as an introduction to databases;
- read a piece of printed text in order to identify the key words that might characterise it and help to retrieve it electronically if necessary;
- develop paper-based models and simulations of situations;
- consider the use of font sizes and print effects in newspapers and magazines as part of their work with word processors;
- give each other instructions as a way of teaching about precision and control;
- compare the use of IT tools and software with other ways of undertaking a design, composition or analysis task."

## **Aims**

Technology for learning should:

- promote social interaction and collaborative working
- support inclusive and innovative approaches to learning
- allow learners access so that they can study at any time and anywhere, e.g. using a range of devices and/or wireless technology
- provide access to high quality learning materials
- provide a safe environment, preventing access to unsuitable material and preventing inappropriate use of systems
- enable work to be produced, submitted and marked electronically
- enable learners to track their own progress and set their own goals
- enable parents to engage with their child's learning.



Technology for teaching should:

- ensure that all staff are motivated and skilled in the use of technology
- enable a culture of continuous development of technical skills
- enable teachers to access a wide range of multimedia and digital resources
- enable technology to be used in a wide range of learning spaces in the school and with variety of different group sizes
- enable teachers to create, use and adapt teaching resources created by themselves and others
- support work planning and monitoring, for groups and individuals.

Technology for management should:

- be secure and integrated with curriculum and student recording systems
- allow for efficient administrative and financial systems including electronic filing and cashless financial transactions within the school
- allow for integrated personnel, timetabling, cover and associated arrangements
- provide access to achievement and target-setting data for individuals (including data about lesson attendance and behaviour)
- enable the aggregation and analysis of data to provide information about course effectiveness, staff and learner performance
- enable the use of pupil performance data to inform decisions about staff development and deployment
- support communication with parents about students' attendance, behaviour and attainment
- enable secure transfer of data with other schools, local authorities, and children's services
- be accessible to all who need to use it - including school governors.



## **Roles and Responsibilities**

The Senior Leadership Team:

- Strategic direction and development of the school
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources
- Accountability

The School Governors:

- Plan investment in ICT
- Train staff
- Ensure a safe school environment
- Monitor ICT effectiveness

The ICT Co-ordinator:

- Raising standards in ICT
- Co-ordinating the use of ICT across the curriculum
- Ensuring the school's ICT resources are maintained and used effectively
- Staff development and support
- Monitoring and review
- External liaison, where appropriate

The Class Teacher:

- developing the pupil's ICT capability in accordance with school policy
- ensuring that each pupil has equality of access to ICT resources
- monitoring and evaluating each pupil's experiences
- determining the next stage in each pupil's use of ICT, ensuring continuity
- keeping records of pupils' ICT achievements and assessing each pupil's attainment
- developing their own capability to support their teaching and pupils' learning

Classroom assistants and adults other than teachers:

- working with the class teacher to ensure pupils develop their IT capability



- developing their own capability to support teaching and learning

### **Teaching and Learning**

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on those most appropriate to cater to all learning styles and across all abilities within their class. Such strategies could be:

- using the computer to demonstrate to a group of pupils or the whole class
- leading a group or class discussion about the benefits and limitations of ICT
- individual or paired work using worksheets and help cards
- collaborative writing and design work in groups;
- co-operative activities in groups.
- individual work

Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.

Where pupils work in groups, they should be selected to ensure that all pupils are equally active and involved in the task and that all have equal access to the resources, the 'doing', and the 'thinking'.

Teachers are expected to intervene as appropriate to reinforce an idea, teach a new point, challenge and extend pupils' knowledge and understanding. Pupils should not be left unattended for long periods while using ICT resources.

### **Discrete ICT**

All classes will have timetabled sessions using the laptop trolley and/or suite.



## Cross-curricular ICT

“Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in **all** subjects.” (Becta, 2009) Pupils' entitlement to use ICT in their subject learning is a **statutory requirement** within the National Curriculum documents.

Wherever possible, teachers will use ICT across the curriculum in creative and diverse ways to enrich and excite. Evidence for this should be collected by class teachers through photographs, annotations or copies of children's work. Where regular topics include ICT, these should be included on the whole school curriculum map.

## Assessment

Assessing ICT work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT. As assessment is part of the learning process it is essential that pupils are closely involved.

Assessment can be broken down into;

- **Formative** assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- **Summative** assessment should review pupils' capability and provide a best fit level. Use of integrated projects or open ended tasks, provide opportunities for pupils to demonstrate capability in relation to a half or whole term's work ie. over one or two units of work. It should include pupil review and should identify next steps.

Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning outcomes.



Agreement trialing for tracked pupils should be run to support this process (teacher annotation) is helpful in this context).

Assessment records should be used to inform planning by current and future teaching staff.

### **Inclusion**

All pupils, regardless of race, gender, culture or disability shall have the opportunities to develop their ICT capability. The school will promote equal opportunities for laptop usage and fairness of distribution of ICT resources. Children with a computer at home are encouraged to use it for educational benefit and to share their experiences in school.

### **Early Years**

The positive and noticeable benefits of young children using ICT are similar to those of the older pupil. Thinking and problem solving skills are developed through a structured focus which is stimulating and linked to other activities. However, ICT in the Early Years should also reflect the use of technology in everyday life and be included in opportunities for role play.

The ICT Co-ordinator will work with the Early Years Foundation Stage Co-ordinator to ensure that resources are appropriate to the needs of the pupils in order to enhance life skills and support the six areas of the learning.

### **Provision for SEND**

Pupils with Special Educational Needs can benefit from using ICT as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills.

ICT resources in the school will reflect the needs of all our students and the ICT co-ordinator will work with the Inclusion Co-ordinator to develop a portfolio of ICT resources to support the needs of specific children in the school.



### **Home School Links and Out of Hours Learning**

The school has a website which can be found at <http://www.stgilbertsrc.co.uk/> This is regularly updated by the School Business Manager and includes photographs, letters and class information.

Parents of children in all Key Stages will have a list of websites suitable for supporting education appropriate to their age and stage sent home annually. This is the responsibility of the ICT Co-ordinator to collate, with teachers' support to provide relevant websites.

### **E Safety**

The school has an E-safety policy that is written, updated and kept by the School Business Manager. This will be shared regularly with pupils, staff and parents, and teachers will regularly remind children about e-safety issues when using ICT.

### **Acceptable Use**

The school has an Acceptable Use policy that is written, updated and kept by the School Business Manager. This will be shared regularly with pupils, staff and parents.

### **Health and Safety**

Class teachers are responsible for checking that there are no obvious breaches in health and safety. Laptops will be taken from trolleys by staff and placed on tables for the children to use. Children will be shown the correct way to sit when using the laptops. Portable equipment will be checked annually.

All staff, children and their parents will be updated on safe internet use (see acceptable use policy).

Computers and laptops will be locked away at night. The files and network system are backed up regularly. The anti virus software will be updated regularly. All files will be securely saved in a shared area accessible only with a username and password.



## **Recording, Assessment and Reporting**

Responsibility for assessment lies with the class teacher, who will record the evidence of attainment to pass on to pupils, parents, teachers and other interested parties.

Summative assessments will be gained from termly projects and will be collated and kept by the class teacher, and assessment information will be provided termly for the ICT Co-ordinator.

## **Resources**

A detailed list of resources in school can be found in the ICT Co-ordinator's file. A list of hardware resources is kept in the school office as part of the school inventory.

## **Management Information System including data analysis and data security**

The school recognises the value of an effective MIS. To this end the school will endeavour to continually maintain and improve:

- the way that pupil information is held on the system,
- the staff's access to pupil information on Sims.net,
- the way the MIS is used to extract management information; such as:
  - attendance information
  - tracking pupils progress
  - end of key stage attainment
  - future targets
  - Inclusion (SEN) information

## **Copyright and ownership**

We will ensure that we have a legal licence for all our software and will not undertake any illegal copying. Our software inventory is kept by the School Business Manager. We will not re-publish any scanned or digitised images without checking copyright and/or permission from the author.

The Head and Chair of Governors are registered with the data protection registrar. We will undertake to keep that registration up-to-date by



reviewing annually, and whenever new items of data are collected, to ensure that the provisions for source and disclosure of data match the schools requirements and conform to the principles of the data protection act. We will follow LEA guidelines, issued as part of the ICT initiative, with respect to the security of pupil data transferred electronically. The SBM is assigned the responsibility for monitoring the school's compliance with data protection procedures.

### **Monitoring, evaluation and review**

This should be the responsibility of the ICT Co-ordinator who should ensure that:

- The effectiveness of the policy is closely monitored and that progression within the various ICT strands is being maintained within both discrete and cross-curricular contexts
- Equal access to a range of ICT resources is gained by all children and staff
- Staff training and development is undertaken where necessary
- All ICT equipment is in good working order and software is suitably stored and catalogued (where appropriate)
- A forward plan for expenditure is prepared, which includes provision for administrative hardware and software.