COMPUTING POLICY FOR MEOLE BRACE CE PRIMARY SCHOOL

INTRODUCTION TO THE POLICY
This ICT policy has been developed for all members of the school community including parents, Governors and staff. It has been developed by the ICT Co-ordinator, in consultation with the Head, subject co-ordinators, and Governors.

THE AIMS OF USING ICT
Why do we think information communication technology is so important?

At Meole Brace CE Primary School we acknowledge that information communication technology should form a central part of the curriculum in a technological age. We believe our pupils should be given opportunities to become familiar with a range of information technologies and to develop the skills to use them. Developing children into confident, independent and discerning users of information communications technology is imperative . Therefore, we are committed to the on-going development of the information communication technology capability of pupils and staff.

As well as being a subject in its own right, information communication technology is a statutory requirement feature of most curriculum areas, emphasising the need for information communication technology to be applied in a variety of contexts.

It is our aim at Meole Brace Junior School that children will:
◆ use ICT tools with confidence;
◆ become familiar with different hardware and software;
◆ use ICT to compose and develop their ideas;
◆ become effective users of information understanding the need to question its accuracy, bias and plausibility;
◆ increase their use of ICT to support learning in other areas of work;
◆ become discerning users of ICT;
◆ can understand and apply concepts of computer science including logic, algorithms, abstraction and data representation;
◆ can analyse problems and experience writing computer programs to solve such problems
◆ are responsible, competent and creative users of information and communicstion technology

EQUAL OPPORTUNITIES
All children will have equal access to ICT regardless of race, gender, ability and disability to meet pupils' diverse learning needs.

"…the school has explored the possible benefits of, and where practicable, secured access for the child to appropriate information technology, for example, word processing facilities, overlay keyboards and software, providing training in the use of

21.3.14

that technology for the child, his or her parents and staff, and wherever appropriate at home."

<div align="right">Code of Practice 1994 (3:58iii)</div>

The Code of Practice makes explicit reference to the place of information *communication technology for children who have been identified as having Special Educational Needs. All pupils can benefit from access to information technology. Information communication technology provides a powerful resource to enhance and support access to the curriculum for children with a range of Special Educational Needs.*

We recognise the uses of a range of equipment (cameras, sound recorders, computers, i-pads etc.) and software to reinforce concepts and knowledge, to develop skills and to encourage motivation. The development of literacy for all children including those with SEN, can be supported by word processors, which include spell-checkers, word lists, speech feedback etc. These also have a significant impact on the quality of presentation. Problem solving activities such as computer instructions to program a set of traffic lights or to control a screen sprite, can provide opportunities to extend thinking skills.

Information communication technology will also be used to extend and challenge the more able children. We believe information communication technology has an important role to play in creating independent learners.

THE ROLE & RESPONSIBILITIES OF THE ICT CO-ORDINATOR

STAFF DEVELOPMENT
To support, develop and share own and staff expertise by:
- ❑ Staff meetings to discuss the implementation of policy and planning and to disseminate information.
- ❑ In service training by LA staff.
- ❑ Co-ordinator leading training on specific programs.
- ❑ Participation by co-ordinator on courses.

POLICY AND PLANNING
- ❑ To implement, monitor and evaluate the effectiveness of the information communication technology policy, scheme of work and planning. Ensuring progression and continuity for all pupils.
- ❑ To liaise with subject co-ordinators to ensure the development and application of information communication technology across the curriculum.
- ❑ To promote the use of the Internet, SLG, CD-ROM's and other appropriate software to support cross-curricular learning.
- ❑ To provide guidance to the staff in termly planning to ensure balanced information communication technology provision.

<div align="right">21.3.14</div>

RESOURCES
- ❑To allocate and up-date resources to meet the National Curriculum requirements of all classes.
- ❑To ensure that hardware and designated ICT areas are well maintained in liaison with SITSS technician.
- ❑To liaise with co-ordinators, advisors and LEA to provide appropriate hardware and software.

GOOD PRACTICE
- ❑To identify and promote good practice ICT within all curriculum areas.
- ❑To monitor the integrated use of ICT in subject books.

PROTECTING FROM ON-LINE ACCESS TO UNDESIRABLE MATERIALS'
- Ensure all adults who work within the school follow the Code of Practice
- To ensure that appropriate security is in place to protect children from undesirable materials. (see school e-safety policies)

THE ROLES AND RESPONSIBILITIES OF OTHER STAFF
- ❑To follow the ICT code of practice and adhere to e-safety policies
- ❑ To utilise the 'planning matrix' within their medium and short-term
- ❑To develop their ICT capability as part of their professional development
- ❑To liaise with ICT co-ordinator
- ❑To ensure the development of ICT within the subjects they are responsible for.

CURRICULUM ORGANISATION

PLANNING STRUCTURE

LONG TERM PLANNING

It is important that the ICT is planned to support other areas of the curriculum – the aim is to deliver a curriculum which is to use ICT to anticipate what will be needed beyond school, to support teaching and learning in other subjects, but is still skills driven, especially in areas such as programming and control. As a result ICT is planned to fit into the long term plan for all other curriculum areas. We will follow a scheme of work designed around the 'National Curriculum in England 2013'

TIME ALLOCATION

The LA suggest that time spent on ICT is flexible and can be taught weekly or blocked into units. There may be weeks where there is no specific allocation for ICT skills. It is important to remember that it is flexible – teachers may wish to spend more time at the beginning of a unit on ICT teaching, and then simply use ICT as part of a subject focus later

on. ICT can be effective when 'blocked' (especially as we have the use of a set of laptops). This should be considered at the long or medium term stage of planning.

Content Change

Aspects of each of these 4 themes should be covered every year, and e- safety should be continually at the forefront of lessons:

Programming
Creativity beyond programming
Applying ICT in society
Safety

Each unit of work which should last half a term will follow this way of working:

Setting the Scene – which often takes place away from the computer, but which puts what the children are going to learn into context of what they already know (in ICT and in other areas), makes links with 'real life' and demonstrates why they are learning about this topic. This part of the unit is very important. Beginning a topic without contextualising it has been compared to making the children do a jigsaw puzzle without showing them the picture on the box.

Short focussed tasks – the skills, techniques and knowledge part of the unit – these can be linked to a topic or can stand alone.

The integrated task – the most important part of the unit. This is where the children have the opportunity to apply the skills they have learned in a way which also supports another area of the curriculum. An integrated task needs to be open-ended and children need to have the opportunity to make choices and show what they can do, including skills they might have acquired outside the classroom. For example, an integrated task based on creating a leaflet would be more effective if the children were allowed to choose the program and tools to use, rather than being told to use Publisher, Word Art and Border Art. It is useful if the integrated task is considered at the long term planning stage, so that teachers (and pupils) have an idea what they are working towards.

Medium/short term planning

Where appropriate, and when learning new skills related to ICT, there should be three levels of differentiation .

Setting lesson objectives

Sharing a clear learning objective at the beginning of a lesson will help children to focus on what they are doing, and will provide a starting point for the plenary session, for example, 'today we are going to learn how and when to create and use line graphs, which will support our work on temperature'.

A clear LESSON STRUCTURE is helpful;

- A starting activity, such as 3 questions related to the previous lesson
- The main teaching point
- Consolidating activity
- Plenary (see assessment document for more information)

Obviously, this will change as appropriate, but all elements should be considered as important, and included as often as possible.

'ICT OTHERWISE'

This means the ICT that is not directly linked to the ICT lessons you are teaching, but which supports other areas of the curriculum separately, for example Starspell; A CD ROM on the Human Body; a maths program on time or a website used as part of a geography lesson . Teachers will always be planning how ICT can help children learn this week?' – this question should be as standard as asking about any resources such as worksheets, posters etc.

MONITORING OF THE CURRICULUM

ICT will be monitored by the co-ordinator in line with the 'monitoring cycle' defined within the school development plan. This will take the form of:

❑monitoring of planning;

❑scrutiny of children's work, and;

❑observation of lessons;

❑discussions with other subject co-ordinators to ensure ICT requirements within their subject areas are covered.

HOW IS THE ICT CURRICULUM DELIVERED?

To make effective use of the computers, each class should pair up with another so that children can have more time on ICT equipment.

Initially the children may be taught skills in one session, and be given time to put the skills into practice by independently using them in another session.

e.g. session 1 being used to teach formulas in spreadsheets and session 2 being used by the children to apply their skills to support their work in number.

HOW IS DIFFERENTIATION PLANNED & SUPPORTED?

As software increasingly provides easier access to applications, the identification of differentiation in the teaching of ICT skills is difficult. Therefore, within ICT the focus for differentiation needs to be:

❑Increasing independence in the use of software, and;

❑Increasing sophistication in the use of ICT by the children to support their learning.

21.3.14

This is defined in five levels:

1 Children needing to be taught skills.

2 Having being taught skills children still requiring support in the use of software.

3 Children being able to use software independently.

4 Children being able to apply the use of ICT within a number of different contexts to support their learning.

5 Children being discerning users of ICT to support their learning, and independently choosing to use ICT in their work.

As a staff we agree the above as the progression and the development of information communication technology capability throughout the school in all strands of the National Curriculum.

As an essential foundation for planning activities, we have identified skills, knowledge and understanding in a sequential progression. Teacher judgements will inform day-to-day planning of information communication technology opportunities to ensure pupils:

❑ use a broad range of resources;

❑are provide with challenging and wide-ranging activities;

❑build upon previous experiences;

❑develop greater independence.

ICT SCHEME OF WORK

Currently the school has adopted the QCA scheme of work, but is developing a scheme of work related to 'The National Curriculum for England 2013'. This will provide the 'backbone' to the pupils development of ICT capability. Subject co-ordinators are responsible for the development of ICT within their subject schemes of work,

However, with our focus on:

❑the development of cross-curricular ICT;

❑growing independence;

❑the use of ICT to support children's learning;

we are aware that we are not to be constrained by the scheme of work and it will need reviewing on a regular basis.

HOW WILL THE ICT CURRICULUM BE REVIEWED & MONITORED?

The following mechanism will be used to monitor the curriculum:

❑The ICT co-ordinator will review the planning matrix in line with scheme of work annually.

❑The ICT co-ordinator will meet regularly with other subject co-ordinators to review and plan and ensure that the needs of ICT within subjects is being met.

This information will be used to inform an annual review of the ICT schemes of work and make appropriate adjustments to the following year's programme.

21.3.14

HOW WILL THE TEACHING OF ICT BE REVIEWED AND MONITORED?

The following mechanism will be used to monitor the quality of teaching:

❑ICT development will be a part of the school's performance management review cycle when necessary, and staff will be asked to identify any specific training they require. This will then inform the school development plan and the INSET programme for the following year.

❑The ICT co-ordinator will review the planning matrix in line with scheme of work.

❑The teachers will maintain examples of pupils' work that will be reviewed to ensure progression takes place throughout the school.

❑The ICT co-ordinator and the head teacher will monitor teaching.

This information will be used to inform training needs and support for staff within the school e.g. ICT co-ordinator acting as a lead teacher to model good practice.

RESOURCES

STAFF

It is the schools intention that as a baseline all members of staff will have a basic level of ICT. In the case of teachers and TAs needing training, this will be the responsibility of the Head Teacher and the ICT coordinator

At Meole Brace Primary School and Nursery, all members of teaching staff have a laptop that is available for their own individual use during the school day and also for use at home. There are a number of other laptops available for use by office staff or teaching assistants.

TECHNICAL SUPPORT

Class teachers will report any major technical difficulties to either Karen Cooke or Ruth Jones (ICT coordinators) who will try to provide the relevant support or contact the technician . Any other problems are to be recorded in the 'ICT problems!' book placed in the school office. The school uses SITSS to provide technical support and a technician visits the school once a fortnight to maintain equipment and sort out any problems.

RESOURCING ICT

The school will ensure that within the available budget sufficient funds are allocated to purchase and maintain the necessary resources, including staff training, needed to deliver the 'computing', 'creativity' and 'applying' components of the curriculum. This will involve an annual 'needs' analysis of staff ICT development and an audit of resources.

To ensure maximum use, shared resources will be catalogued and centrally available in the Server room and there will be timetabled use of major resources if necessary when curricular constraints demand usage by more than one class at a time.

HARDWARE RESOURCES

We aim to provide well-maintained hardware to ensure information communications technology opportunities for all pupils. All classes in KS1 and 2 are equipped with laptops and an i-pad for use by the children. Currently, cameras and sound recording equipment is available in all classes. All laptops are equipped with wireless capability to connect to the internet from anywhere around the school. The school's main KS 2 hall is equipped with a PC Projector that is available for use every morning and by prior negotiation in the afternoon, depending on P.E. usage. Currently all classrooms are also equipped with interactive whiteboards, and the foundation stage have SMART boards installed.

We are acutely aware that technology does not stand still and that 'future-proofing' needs to be considered. The 'vision' of where we want the school to be is outlined in the ICT Development Plan. We will ensure that the ICT equipment audit is regularly updated (at least annually) and this will help inform the ICT Development plan.

ICT equipment is to be considered effective if:
- ❑ it is of use to teachers within their daily teaching;
- ❑ there is a discernable increase in the use of equipment;
- ❑ it meets the needs of what the teacher wants to teach;
- ❑ it meets the needs of what the children want to learn.
- ❑ the needs of all areas of the curriculum are met.

All ICT equipment is etched or marked with security pens/ smart water.

SOFTWARE RESOURCES

.

The software is to be purchased and updated according to:
- ❑ external requirements e.g. The National Curriculum in England 2013
- ❑ the needs of individual or groups of children e.g. special needs
- ❑ useful recommendations

Where possible, software is to be evaluated before purchasing or the advice of the advisory service will be sought.

Software is to be considered effective if:
- ❑ it is of use to teachers within their daily teaching;
- ❑ there is a discernable increase in the use of equipment;
- ❑ it meets the needs of what the teacher wants to teach;
- ❑ it meets the needs of what the children want to learn.
- ❑ the needs of the curriculum are met.

All core software will be purchased from the ICT budget and all subject specific software

is to be purchased from the subject budget.

ACCESS TO RESOURCES

The computers are placed to provide maximum access to the children so as to support their work. The majority of resources are mobile and to remain such, requires further resourcing within the school as equipment breaks.

Children have access to the internet under supervision by adults, who operate by the E-Safety Code of Practice defines access to resources including the loan of equipment to staff and children.

HEALTH & SAFETY
Meole Brace Primary School and Nursery's ICT policy follows guidance from the school's Health and safety policy, which is reviewed as part of the Governing Body's annual Health and safety check.

Health and safety issues are defined under the following sections:
- Physical risks - e.g. trailing wires; loose sockets; blind; temperature control
- Electrical
  - Electrical safety as part of the electrical testing procedure
  - Non mains dangers - e.g. storage of batteries
  - Static electricity
- Disposal - appropriate disposal of PC and related equipment
- Ergonomic - the school has reviewed the height and angle of monitors and relationships between pupil, bench height and seating.
- Health
  - Repetitive strain injury - pupils are restricted from excessive keyboard/mouse use and the facilities are ergonomically designed.
  - Lighting - appropriate attention is taking to back lighting and screen/lighting flicker.
  - Radiation - all monitors are now MPRII.

Internet safety
All computers at the school are networked and Internet access is filtered by the LEA's approved Internet Service Provider. This works by means of a disallowed list, so that inappropriate sites are filtered before they get to schools. For more information please see our Acceptable use of the Internet policy and E- Safety Policy.

ASSESSING, RECORDING & REPORTING
ICT assessment will be consistent with the whole school policy and will have an agreed format throughout the school.

Provision will be made for diagnostic, formative and summative assessment and thus will
- provide pupils with feedback about how well they are doing and how they can improve
- provide teachers with information to help them plan appropriate learning activities
- provide information and evidence about progression throughout the school

Diagnostic assessment will happen regularly, as part of the normal school routine, and will consist of observing pupils working on a task with an explicit learning objective, considering how well each individual meets the target. This assessment should then inform subsequent teaching and planning.

Formative assessment is ongoing and will consist of talking to pupils, discussing what is expected of them, what they are doing well and what they need to do next. The children will sometimes be asked to evaluate their own work, formally or informally, as part of this process.

Questions could include
- What was I asked to do?
- How did I do it?
- What did I learn?
- Did I get help from anyone?
- Could I do better?
- What will I change next time?
- What will I do the same next time?

Level indicators- Jenny do we want to go down this route?