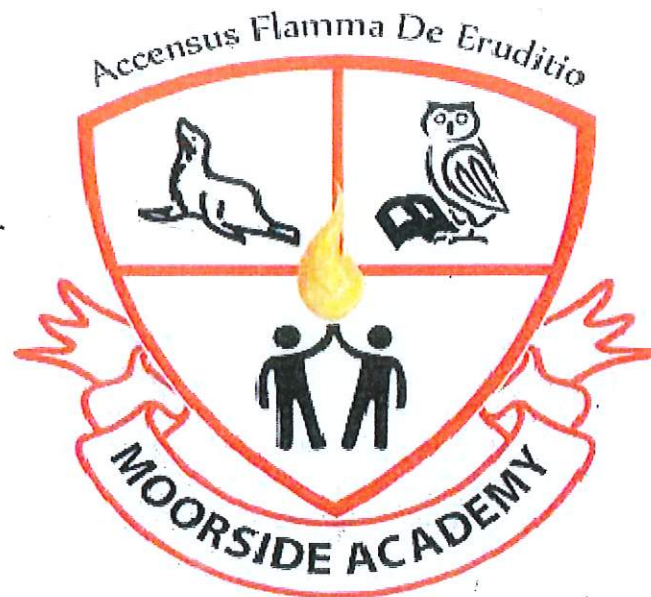# Moorside Community Primary Academy School.

Back Lane, Skelmersdale. WN8-9EA.

ICT POLICY

Information Communication Technology Policy

Curriculum Intention

Our curriculum is vital in ensuring we fulfill our school motto – 'Lighting the flame of learning'. The planning of the curriculum must be seen by all as the key to pupils' development as successful learners who are ambitious for their futures. This is only possible when the content of our curriculum engages children in learning. At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, happy and ready to learn. The ethos of our school is that the foundations are built firmly on peace and respect, regardless of an individual's role in the academy. Our children and their families are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of learning. Our nurturing approach ensures that our curriculum is fully inclusive for all learners and we work hard to challenge all of our children and develop in them the resilience that will accompany them on their future learning journey.

Purpose

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 of ICT.

Our school believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

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 growing competence as they mature through Moorside Community Primary Academy. Children 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 and capable users of ICT so that they can develop the skills, knowledge and understanding, which in turn enables them to recognise the benefits of using appropriate ICT resources effectively as powerful tools for teaching & learning.

Aims

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Curriculum Development & Organisation

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Teachers will also look to use ICT in numeracy (in particularly Times Tables Rock stars and Purple Mash) wherever possible ensuring that children understand the benefits of using ICT for a variety of purposes including the use of data collection software and word processing programs.

Teachers should aim to make use of the ICT at least once per week. This is in addition to using ICT within the classroom environment and other areas of the school ground. An ICT timetable is available to all staff.

Please see internet safety for further detail on the online safety aspect of our curriculum.

Curriculum Outcomes

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage 1 Outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 Outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Teaching & Learning

Teacher's 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 year expectations and those working above average expectations for children of their age. Children who are less ICT capable with be paired with higher ability children using a buddy system to develop both ability and confidence.

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.

Equal Opportunities

All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability. It is our policy to ensure this by:

- 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

We aim to investigate ways in which parents can be supported in developing their knowledge of curriculum requirements for ICT and how they can support their children both in school and at home, wherever possible.

Internet Safety and Safeguarding

The Keeping Children Safe in Education (2018) guidance states, 'As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.'

Although the school offers a safe online environment through filtered internet access (Dans Guardian), we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology and children will not be able to use the internet independently without them signing a copy of the rules and regulations. Please see the use of internet policy for further detail on how children use the internet in school and how we filter and encourage safety. Internet safety in KS2 will be supported by the Google Internet Legends scheme and our Purple Mash curriculum. Displays and information about the scheme is available in the ICT suite and is regularly the topic of KS2 assemblies.

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.

There is an online safety curriculum that is taught by teachers alongside Google Internet Legends where appropriate e.g. Computing, PSHE etc (See appendix 1). This has the aim to deliver key online safety messages alongside our enrichment weeks in school and school assemblies. Our curriculum will ensure children have an awareness and developing the ability to deal with sexting, cyber bullying, inappropriate images, social media use and prevent duty (that we provide a safe environment for them to be able to talk to trusted adults etc).

All Staff also take part annually in Safeguarding training which includes online safety.

Online safety has a high profile at our school for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.

Assessment

ICT is assessed in both a formative and summative manner using the national curriculum guidelines.

Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.

Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool.

School liaison, transfer and transition

The school is connected to the Lancashire intranet which enables the transfer of information electronically. We use E-mail as a means of sending curriculum leaders long, medium and short term planning to save time, valuable resources and money.

Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs, disabilities, from all social and cultural backgrounds, different ethic groups including travellers, refugees, asylum seekers and those from diverse linguistic backgrounds. ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can:
- increase access to the curriculum delivery
- 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 individuals or groups of children. The SENCO and ICT Co-ordinator will do everything in their power to get the correct software into the school as quickly as possible so that it can be of best use to the child(ren) who need it.

Able, Gifted and Talented

We aim to develop our able, gifted and talented programme for ICT with the aim of improving attainment, expectations and aspirations and allowing able pupils with higher levels of ability to achieve their full potential.

Roles & responsibilities

1. 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 Subject Leader.

2. ICT Subject Leader
There is a designated ICT Subject Leader to oversee the planning and delivery of ICT within the school.
The ICT Subject Leader 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 Leaders
- providing or organising training to keep staff skills and knowledge up to date and organising continual development of the staff is kept up to date and support agencies are utilised to their full potential.
- 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

3. The Subject Leader
There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT. Subject Leaders 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 Leaders work in partnership with the ICT Subject Leader to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

4. 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 Subject Leader in the monitoring and recording of pupil progress in ICT.

Monitoring

Monitoring ICT will enable the ICT Subject Leader 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 Subject Leader will:
- Scrutinise MTPs 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

There is an annual review of this policy by the ICT Subject Leader (February 2021). A major review involving all staff will take place every three years (February 2020).

Learning Out of School Hours

We aim to provide greater access to a computer in the After School Club. Children will then be encouraged to use ICT after school as well as already utilising the facility during lunch hours.

We believe this access to ICT out of school hours:

- Increases the time our children spend learning
- Increases access to ICT especially for those children without a computer at home
- Enables some children to develop and extend personal hobbies and interests
- Develops ICT capability; potentially raising self esteem, motivation and standards of achievement.

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. Rules are on display within the ICT suites for the use of Internet and E-mail. The school also has a 'Responsible Use of Internet Policy' document. The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements. Each computer system has individual security against access to the management system. The files and network system are backed up regularly and the virus checker is updated regularly.

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 licence agreements. We do **not** allow personal software to be loaded onto school computers.

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 the ICT suite which all classes in key stages 1 & 2 use for at least 1 hour per week to develop their ICT skills.

To support the cross curricular nature of ICT at least one computer is also located in each class. This is also used for additional tasks which require the use of ICT as well as presenting teaching materials using the data projectors and interactive whiteboards.

A consistent interface is provided on all machines to enable familiarity and continuity with generic 'toolkit' software licensed and available on all curriculum computers in school. Subject specific titles and any specialist equipment e.g. sensors, are stored by the ICT Co-ordinator and can be borrowed whenever needed. A curriculum 'peer to peer' network enables internet access on all machines as well as storage and access to shared files.

Appendices:

1. Rules for responsible internet use

APPENDIX 1

Moorside Community Primary School.
Rules for Responsible Internet Use.

I will always ask for permission before using the Internet.

I will only look at and delete my own files.

I understand that I must not bring software or discs into school without permission.

I will only e-mail people I know, or that my teacher has approved.

Any messages I send will be polite and sensible.

I understand that I must never give my home address, phone number or EVER arrange to meet someone.

I will ask for permission before opening an e-mail or an attachment sent by someone that I do not know.

I will not use internet chat.

If I see anything I am unhappy with or receive messages I do not like, I will report it to a teacher immediately.

I understand that the school may check my computer files and Internet sites that I visit.

If there is bad language on a website, I will immediately inform my teacher.

I understand that if I break any of the internet rules, I will not be allowed to use the internet or the computers without one to one supervision.

Signed (child).. Name.................................... Year.........
Date....../....../.......

Signed (parent)... Name.................................... Year.........
Date....../...../..........