

TANKERSLEY C of E (A) PRIMARY SCHOOL

COMPUTING POLICY



Tankersley St. Peter's C. of E. Primary School

Computing and ICT Policy.

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology. It is linked to the school development plan, and will form the basis for the development of IT in the school over the next three years. The Policy will be reviewed annually to ensure that the aims and objectives contained within take into account the rapid changes in Information Technology.

We interpret the term 'information technology' (IT) to include the use of any equipment which allows users to communicate or manipulate information (in the broadest sense of the word) electronically e.g.

- ◆ Computers
- ◆ Laptops and tablets
- ◆ Interactive White boards
- ◆ Assistive technology e.g. overlay keyboards
- ◆ Voice operated equipment
- ◆ Programmable toys
- ◆ Calculators
- ◆ Control and monitoring equipment
- ◆ Electronic musical instruments
- ◆ Audio and video recorders
- ◆ Telephone and fax
- ◆ Digital cameras and videos
- ◆ Internet

The School's Aims

At Tankersley Primary School our aim is to enable pupils to use IT confidently, effectively, independently and safely. We strive to achieve this aim through our teaching of IT by:

- Meeting the requirements of the National Curriculum as fully as possible and enabling all children to achieve the highest possible standards.
- Recognising that in addition to being an important curriculum requirement, the ability to use IT effectively is a vital skill in modern society.
- Enabling all children to develop the skills of using IT independently and with purpose and enjoyment.
- Enabling all children to evaluate the benefits of IT and its impact on society.
- Using IT to develop partnerships beyond the school by fostering links with the local community.
- Ensuring that all staff and children are made aware of the issues around e-safety and the procedures to use technology safely.
- Using IT to support learning across the curriculum

The school's curriculum organisation

The school has adopted the Northern Grid scheme of work and the Discovery/Espresso coding for a terms work, which ensures that all pupils receive the statutory IT curriculum as described by the programmes of study

The scheme of work provides suggestions for integrated tasks at the end of each unit which will then be assessed using the schools' electronic computing assessments .

Computing is also incorporated into the planning of all other subjects in order to meet their statutory requirements for using IT as outlined in the programmes of study for each subject.

E-safety issues are taught discretely, and are also addressed through each unit of work as appropriate. In addition specific links are made with the P.S.H.E. curriculum and e-safety is embedded in the planning of other subjects. E- safety issues are also looked at annually through the Safer Internet day and through e-safety week. Opportunities for the training of pupils, staff, parents and governors are regularly sought.

Each member of staff plans from a yearly planning guide, which details those elements of the programmes of study and the units of work from the scheme of work they are to cover. Medium term planning is based around delivery of the units of the schemes of work and will identify the software programs to be used, the method of delivery and the assessment opportunities presented. Short term planning will vary according to whether ICT is the main focus of the lesson, or is being used as a resource to support teaching in another subject.

When planning work involving the use of IT, teachers should be aware of the following points:

- identifying opportunities for the development of IT skills
- identifying opportunities for the development of e-safety skills
- ensuring progression in IT capability through different strands of the scheme of work
- planning activities where IT is used as a tool to help achieve a curriculum objective for another subject
- planning activities involving whole class teaching, where IT is used by the teacher to enhance the depth and pace of pupils learning
- ensuring there are opportunities for pupils to work individually or collaboratively, in pairs or small groups
- how activities can be modified to give access to pupils with special needs or pupils who need extension activities
- ensuring the necessary time or support is available to enable the pupils to carry out the activity

Monitoring by the IT co-ordinator will ensure that the long term planning includes full coverage and progression in the programmes of study, and the delivery of the IT scheme of work and the cross-curricular requirements of other subjects. The IT co-ordinator will consult with each teacher to ensure that the medium term planning for the programme of study can be delivered, through the provision of the necessary software and training if this is required.

Teachers are responsible for ensuring that the support staff and parent helpers are briefed about the activity they are to support and receive a copy of the lesson plan for that activity.

Recording, assessment and reporting

Each teacher maintains a class record of each child's progress in IT skills.

Assessment of their IT capability is recorded at the end of each unit of work by using the end of unit assessment activity and recording the results of this on the end of unit assessment sheet.

At the end of the year a judgement will be made about a pupil's level of IT capability using the 'best fit' model against the level descriptors.

Each child keeps a portfolio of their work, which they select to show their progress in the different strands of IT capability.

Teachers will keep an annotated portfolio of work for their own class to show progression and coverage of the IT curriculum. The IT co-ordinator will be responsible for collecting a school portfolio of work, which will be moderated by staff to ensure consistency in their judgements about levels of attainment.

At the end of the key stage the pupil's level of IT capability is reported to parents.

The IT Leader will be responsible for:

- The monitoring of long and medium term planning
- Supporting the delivery of the scheme of work
- Assisting in managing the budget for IT and the provision of resources and consumables
- Ensuring that resources are maintained and repaired as needed
- Preparation and implementation of the IT development plan (with the support of the SMT)
- Identifying the training needs of staff and delivery of some training or support in school
- Managing the time of the IT technician
- Addressing the e-safety training needs of all staff and other stakeholders.

The class teacher will be responsible for:

- Ensuring that each child has access to IT facilities
- Knowing the resources available for them to use with their class and obtaining training or support in their use if needed.
- Planning, recording, delivery and assessment of IT activities
- Ensuring appropriate activities are planned and monitored for support staff and parent helpers and that time is set aside to brief them.
- Ensuring that e-safety procedures are promoted and adhered to in the classroom and that e-safety issues are reported to the Head Teacher.
- Using IT for their own personal and professional use to complete planning prepare professional materials (labels, worksheets, posters etc.) and for recording assessment data.

IT technician is responsible for:

- ◆ General maintenance of the IT equipment within school
- ◆ General assistance required by members of staff regarding the use of hardware or software in school
- ◆ General duties inline with the running of the network
- ◆ Keeping up to date information relating to our software licences
- ◆ Procuring estimates for the purchase of new software and hardware.

Teaching and learning styles

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning styles. These will include:

- Using the computer and other IT equipment to demonstrate to a group of pupils or the whole class
- Using the Interactive White boards for everyday curriculum activities.
- Leading a group or class discussion about the benefits and limitations of IT
- Planning for individual or paired work at the computer, giving support where needed.
- Encouraging pupils to support each other
- Ensuring opportunities for collaborative groups work
- Using pupils to demonstrate or teach a skill to others, where this is of benefit to all those involved
- Planning the groups to ensure that all children are equally active and involved in the task and that all have equal access to the computer keyboard

- Planning activities to allow for different levels of achievement by pupils or to incorporate possibilities for extension work.
- Supporting or intervening where appropriate to reinforce an idea or teach a new point.
- Creating displays of IT generated work

Inclusion

All children should have equal access to IT in order to develop their personal IT capability. We ensure that IT activities are fully inclusive for all children regardless of gender, disability, ethnicity, social class or educational need by;

- Careful planning of groups to ensure that hands-on experience is equitable
- Checking CD-ROMs, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping
- Providing advice to teachers on the IT support which can be offered to individual children with particular educational needs, including high ability pupils
- Using external specialist support to assess a child's specific needs and providing specialist equipment or software
- Being aware that some children do not have computers at home and ensuring that there are times when these children can have priority access to equipment
- Ensuring good role models amongst staff of IT usage
- Ensuring there is a balance in the activities provided to encourage collaborative work as well as competitive activities to suite different learning styles

IT Resources

The IT Development plan describes the long-term strategy for the provision of IT resources and the School Development plan identifies the finance to implement the plan.

Purchases are planned to ensure that the computer equipment and software remains up to date, with a gradual policy of replacement and renewal of older equipment. The IT co-ordinator reviews new equipment and software as it comes on the market in order to remain up to date with developments and to offer advice, along with the technician, on the purchase of new resources. Subject co-ordinators are included in planning the purchase of software and equipment for their subject. The list of software and hardware is regularly reviewed.

All computers will be equipped with a set of core software to meet the requirements of the scheme of work and additional software is available to meet the specific requirements of other subjects and for special educational need. Software not installed on machines is available from the IT coordinator. Up to date virus protection is installed on all machines.

The installation of any software not purchased by the school is not allowed and all software installed on machines has the correct license. The IT Leader holds an up to date list of all the software licenses and on which computers the software is installed. All staff is informed of the licensing laws for software and the risks from virus infection.

Training and Support for Staff

The ICT Leader will carry out a regular audit of staffs' skills, identifying areas for development and training needs. Time will be allocated for the support of staff, and all staff will be given the opportunity to attend

courses to update their skills as required. Training will be made available for all staff in school, including non-teaching staff.

As new staff is appointed to school the IT leader will explain the IT policy of school to them and ensure that their training needs are assessed and a suitable training plan is implemented. The training needs of the IT leader will also be met and time will be provided for attendance at suitable training events.

Health and Safety

- All workstations offer a safe environment for pupils and staff to work:
 - all electrical equipment is regularly checked
 - wires must not be allowed to trail on the floor or worktops
 - chairs and tables are at an appropriate height for the children
 - lighting is suitable and monitors are not facing bright direct lighting from a window
 - the room is adequately ventilated
- Children and staff do not eat or drink near the computers
- Children are aware of the dangers of using electrical equipment and are taught the rules for safe use of the computers, such as how to switch them on and off correctly
- Children do not work at the computer for long periods of time without a break
- Children and adults are advised against looking directly at an IWB beam.
- Children and adults are made fully aware of e-safety issues and how to report any breaches of e-safety protocols.

Internet and e-mail policies

The school has adopted the Internet and e-mail policies as prescribed by Barnsley L.A.

Virus protection

All staff are made aware of the issues surrounding the spread of virus infection and the following steps taken:

- All administration and curriculum machines in school are installed with virus protection software which is regularly updated
- Care will be taken when installing programs from the Internet to ensure they are from reputable sources
- Software brought into school will not be installed onto computers unless its origin is known and the correct license is available
- All staff and students will be made aware of the risks of virus infection from work carried on disc or memory stick. These can only be used where they can be guaranteed free from virus infection.
- All staff and students will be made aware of the risks from virus infection from attachments to email.
- If virus infection is suspected action will be taken at once to ensure protection of the system
- All staff and students will be encouraged to keep backups of important files

Monitoring and review

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

Reviewed: Sept 2016

Next Review: Sept 2017