

EARLSMEAD PRIMARY SCHOOL

Use of ICT Policy



SUCCESS *for* ALL

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MISSION STATEMENT

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life-long learning, in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged, hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

OUR VISION

Working in partnership with children, parents, staff and governors, as a community we will achieve *Success for All* through:

S*ecuring resilience*

U*nderstanding values and respecting others*

C*ommitting to our learning*

C*ommunity involvement*

E*quality for all*

S*triving to do our very best*

S*etting high expectations*

Introduction

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. At Earlsmead Primary School, we recognise that pupils are entitled to quality hardware and software, alongside a structured and progressive approach to the learning of skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Aims

Our main aims are outlined below:

- To give pupils experience in a wide range of ICT hardware and software.
- To enrich and enliven other areas of the curriculum and to support specific learning needs.
- To teach children to use relevant technology safely.
- To provide children with the necessary knowledge and skills to make informed choices about using technology beyond the classroom and after their time at school.
- To encourage pupils to understand and change the world through computational thinking.
- To enable children and teachers to have access to immediate and up-to-date sources of information.
- To raise levels of teacher competence and confidence when integrating ICT into their planning, teaching and assessment of children's work (using ICT as an integral part of the processes and management of teaching and learning).

Purposes

Through our teaching of computing, we will achieve the following:

- Encourage responsible, competent, confident and creative users of information and communication technology.
- Understand and apply the fundamental principles of computer science, including data representation, systems, algorithms and programming.
- Reflect and comment on the use of ICT.
- Understand the risks involved with using technology and react appropriately.

To help achieve this, children will have the opportunity to develop skills in:

- The use of hardware.
- Processing and interpreting data.
- Creating media.
- Control and programming activities.
- Searching, organising and presenting data.
- Databases.
- Internet research and other uses.
- Spreadsheet modelling.

- Understanding the role of ICT in society.

Earlsmead is equipped with interactive whiteboards in each classroom to use as a teaching tool. Other ICT equipment such as tablets are also available to bring ICT into subjects across the curriculum. With this in mind, children will use ICT to support and enhance the learning experience of the wider curriculum. They will develop ICT skills at an appropriate level regardless of race, gender, intellect, emotional or physical difficulties.

Planning

As a school, we are constantly developing our resources and expertise to deliver the ICT and computing curriculum. Teachers use the Teach Computing scheme of work to support the planning process. Units are sequenced to allow clear progression through key stages; this starts with our youngest children in EYFS. Objectives taught within units fully meet the requirements of the National Curriculum and children's termly success is captured in line with our internal assessment processes.

As a school, we are very aware that some children have particular teaching and learning requirements which could present barriers to learning or hinder progress. This could include learners with SEN or academically more-able children. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate and succeed.

Assessment

Assessing computing is an important part of teaching and learning and is central to good practice. It should review the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of concepts. All computing lessons begin with a POP (proof of progress) Quiz. This process recaps over the most important learning points in the unit, encouraging learners to recall this knowledge accurately each week. Over the course of units taught, work produced is recorded in individual computing folders or saved centrally on the school system in a place that all children and adults have access to. At the end of units taught, a POP task is carried out. This task both celebrates the learning that has taken place and captures success against national curriculum objectives. Teachers use this range of information available, alongside their general observations in class, to record whether a child is *working towards*, *expected* or *exceeding* in that unit. Next steps are then put in place to address gaps in learning. This process is carried out termly in key stages one and two.

Teaching and learning

EYFS

Our children's computing journey begins in EYFS. ICT is not just about computers, and early years' environments should feature ICT scenarios based on experiences in the real world, such as role play. In nursery, the children will begin drawing on touch screen technology and exploring digital books. In reception, they begin to access, understand and interact with a range of technologies. Two computers are set up in our reception classes to introduce the children to some of the tools they will use as they progress through the school. Children gain confidence and control through opportunities to 'paint' and there is a strong focus on digital literacy in EYFS. This forms the foundations needed for when they enter KS1.

Key stage one

By the end of KS1, pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private, identifying where to go for help and support when they have concerns about content or contact on the internet, or other online technologies.

Key stage two

By the end of KS2, pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work 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 world wide web and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.

Learning via the internet

- Earlsmead's internet access is designed specifically for educational use and includes filtering appropriate to the age of the pupils. This is provided by LGfL and monitored by Classroom Technology Solutions (CTS).
- Pupils will learn appropriate and safe internet use and their use of internet will be monitored carefully.
- Staff should guide pupils in online activities that will support the learning outcomes planned for the pupils' age and maturity.
- Filtering will occur, however if pupils or staff discover unsuitable material online, they will report the matter to the teacher, who in turn informs the ICT leader (Mathew Safarian).

This is then logged on our E-safety Incident Log with a description of what happened and how the incident was concluded.

- By year 6, pupils will be taught to acknowledge the source of information used and to respect copyright when using internet material in their own work.
- Pupils will learn how to communicate safely and appropriately over the internet, through online safety objectives embedded into the curriculum offering, internet safety days and PSHE lessons.
- Pupils are not allowed to use personal email or social networking accounts at school.

Website content

The point of contact on the website will be the school address, school e-mail and telephone number. Staff or pupils' home information will not be published. Website photographs that include pupils will be selected carefully, pupils' full names will not be anywhere on the website and permission from parents or carers will be obtained before any photographs are published on the school website. The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.

Mobile technologies

Appropriate use of mobile phones will be taught to pupils as part of their online safety programme. Pupils are not permitted to have mobile phones on their person at school or on trips. If in the rare event of a parent wishing for his/her child to bring a mobile phone to school to contact the parent after school if they are traveling home on their own, the following procedure must be followed:

The parent must provide written consent before a mobile phone can be brought into school. Once written consent has been obtained, the child can bring a mobile phone to school. The phone must be switched off and handed in to the class teacher first thing in the morning. The phone can then be collected at home time. The phone is left at the owner's own risk.

Emerging technologies will be examined for educational benefit and the risk assessed before use in school is allowed.

Please see our Use of Mobile Phones Policy, available on our school website, for further information on the expectations Earlsmead Primary School places on mobile technologies for staff, children, parents/carers and other visitors to the school.

Roles and responsibilities

The role of the governing body

The governors will be responsible for:

- Monitoring the implementation of this policy and its effectiveness.
- Monitoring the effectiveness of the ICT curriculum.
- Monitoring the attainment and progress of pupils in ICT.
- Holding the Headteacher and ICT leader to account for pupils' ICT attainment and progress and the delivery of the ICT curriculum.

The role of the Headteacher

The Headteacher will be responsible for:

- Overseeing the implementation and reviewing of this policy.
- Ensuring the ICT subject leader is fulfilling the responsibilities of the role.

The role of the ICT subject leader

The ICT subject leader will be responsible for:

- Producing a computing action plan and for the implementation of this Use of ICT Policy across the school.
- Playing a key role in wider school policy development in relation to ICT and teaching and learning.
- Offering help and support to all members of staff in their teaching, planning and assessment of ICT.
- Maintaining resources and advising staff on the use of materials and equipment.
- Monitoring classroom teaching or planning following the school's programme of monitoring.
- Monitoring the children's ICT work, looking at samples of different abilities.
- Leading staff training on new initiatives: this is important to develop curriculum knowledge and for keeping staff up-to-date with any new approaches to learning and assessment.
- Attending appropriate training for continuing professional development.
- Displaying enthusiasm for computing, encouraging staff to share this enthusiasm.
- Keeping parents and governors informed on the implementation of ICT in the school.
- Liaising with all members of staff on how to improve standards.
- Helping staff to use assessment to inform future planning.

The role of the ICT technician (CTS – Mark Elliot: weekly site visit)

The ICT technician will be responsible for:

- Maintaining and keeping ICT equipment in good working order.
- Dealing with any reports of broken, damaged or faulty equipment.
- Carrying out an audit on all computers once per term, or sooner if identified.
- Adjusting access rights and security privileges in the interest of the school's data, information, network and computers.
- Addressing any concerns regarding e-safety and computer use in a timely fashion, once alerted by the ICT leader.
- Assisting staff with authorised use of ICT facilities, if required.
- Assisting the Headteacher in all matters requiring configuration of security and access rights, and all matters relating to this policy.
- Accessing files and data to solve problems for a user, with their authorisation – if an investigation is required by the Headteacher, authorisation from the user is not required.

The role of the teaching staff:

Teachers will be responsible for:

- Planning and delivering lessons in line with this policy.
- Providing equality of opportunity to all pupils through their teaching approaches and methods.
- Keeping up-to-date assessment records.
- Ensuring pupils' development of knowledge and skills progresses through their learning and understanding of ICT.
- Supporting pupils to catch-up should they not reach the expected standard following a unit's completion.
- Maintaining an enthusiastic approach to ICT.
- Taking part in ICT training and other CPD opportunities, including internet safety.
- Ensuring health and safety practices are carried out.
- Implementing the E-Safety and Acceptable Use of ICT Policy.

The role of the pupils

Pupils will be responsible for:

- Using the school's ICT facilities appropriately.

- Abiding by the school's rules around use of ICT equipment as agreed to in the Acceptable Use Policy Agreement.
- Understanding how the use of ICT improves learning.

The role of the parents and carers

Parents and carers will be responsible for:

- Supporting the implementation of ICT and computing where possible by encouraging the use of ICT and computing skills at home, during homework tasks on Class Dojo and through exploring the school's website.
- Promoting online safety expectations and abiding by the school's rules around use of ICT equipment as outlined and agreed to in our Acceptable Use Policy Agreement.

Equal opportunities

All pupils will have equality of access to the use of ICT across the curriculum. The school will guard against gender stereotyping with encouragement given to both girls and boys to engage in ICT related activities. Children of all ages, ability levels and backgrounds will have equal access to ICT resources.

Health and safety

All wires and sockets, where possible, are kept out of the way of pupils. Any other problems are reported to the ICT leader for swift action. Expectations around safe internet use are shared with our pupils (and families) through our Acceptable Use Policy Agreement which is signed to acknowledge agreement of. Class teachers reinforce these expectations regularly in class. Pupils will also be given a five-minute break if they are using the computer for more than one hour at a time and every effort will also be made to ensure that children are sitting in the correct position when using the computer. In all areas, consideration is given to health and safety in the location and positioning of equipment.

Implementation of this policy

- The provision of the ICT curriculum will be monitored and assessed by the ICT leader and Headteacher.
- The suitability of all ICT equipment and programs will be assessed (at least termly) and updated, if necessary, by the ICT technician to ensure they are sufficient for effective learning.
- Staff will be provided with high-quality training regarding both curriculum delivery and online safety.
- Any breach of this policy will be reported to the Headteacher.
- Use of the school's internet connection and network will be monitored by the ICT technician.
- The ICT technician has the ability to remotely view or interact with any computers on the school network. This is to help implement this policy and identify and solve any problems.

Monitoring and review

This policy will be reviewed annually by the ICT leader.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the teaching of ICT are required to familiarise themselves with this policy.