Information & Communications Technology Policy

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the scheme of work for Computing which sets out in detail what pupils in different classes and year groups will be taught and how Computing can facilitate or enhance work in other curriculum areas.

This document is intended for:

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

Copies are of this policy are kept centrally and are available from the Head teacher and the subject coordinator.

Introduction

Computing 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.

This is particularly pertinent to Deaf pupils and hearing pupils with communication difficulties who need to learn to use technological equipment and resources such as tablet technology, Skype, Short Message Service (SMS) on mobile phones and through the Internet, video conferencing, faxes, email, the Internet and subtitles in order to communicate over distances and access information. In order to do this effectively it is essential that pupils develop keyboard skills and knowledge of English so they can access written text. Computing will therefore be a crucial tool in order to access the wider community.

The use of Computing within the classrooms will include cross curricular activities intended to develop subject knowledge and activities designed to develop specific computing skills.

Our vision is for all staff and learners in our school to become confident users of technology so that they can develop skills, knowledge and understanding to enable them to use computing resources appropriately and effectively as powerful tools for teaching & learning.

Aims

The focus of Computing and E-learning within the school is not only as a tool which enhances and extends children's learning in relation to the National Curriculum but one which helps them to overcome the specific barriers and challenges they face as a result of educationally significant hearing loss or a speech and language disorder.

Strategic Planning will ensure that resources, progress and standards are sustained and enhanced so that e-learning becomes embedded within our educational practice.

All staff will have the knowledge and skills required to utilise the potential of Technology and e-learning so that pupils

- develop the skills and knowledge they need to facilitate learning across the curriculum
- make full use technology to improve their access to communication and information
- develop the key skills essential for participation in today's society and economy

Objectives

The use of Technology at RCPS will:

- Create a fun and unthreatening environment which enables the children to develop both their cognitive skills and the language required to manipulate such ideas and concepts and facilitate the pupils' access to information and the skills and knowledge laid out in the orders of the National Curriculum
- Prepare our pupils for life in the modern digital world whilst teaching them awareness, understanding & strategies to stay safe online.
- Enhance the quality of teaching and learning for pupils both through the development of specific Computing skills and knowledge and as a teaching tool with the whole class, small groups and individual pupils as appropriate to pupils' learning needs
- Provide opportunities for collaborative working and the development of social and personal skills
- Facilitate pupils' ability to maintain concentration for an extended period of time
- Enable pupils to explore, change and talk about language whilst maintaining a good level of presentation
- Facilitate pupils' access to communication and information
- Give the pupils the repetition needed to reinforce new vocabulary and skills in a range of contexts
- Help pupils develop the skills needed for independent working and full participation in today's society
- Facilitate the development of decision making skills and increase the pupil's experience and awareness of cause and effect and the ability to accept the consequences of their actions
- Provide the opportunity to develop the ability to reason and draw conclusions
- Be cross curricular and support all aspects of learning both at school and within pupil's homes, through Espresso Home Access and the school web site.

Curriculum Development & Organisation

The organisation of teaching groups within the school means that pupils often remain in the same class for more than one year, and each class generally includes pupils from more than one year group. All our pupils experience delay in language and communication and many have additional learning, emotional and behavioural or physical difficulties in addition to their hearing loss or speech and language difficulty.

The scheme of work embraces a Creative Curriculum ethos and staff meetings take place on a regular basis to develop each topics breadth of coverage. The focus each term is on a particular Topic which will incorporate both cross curricular use of Computing and specific Computing skills teaching designed to develop individual Computing competence and understanding. Achievement Certificates are awarded each term which recognise specific skill attainment but also cross curricular computing capability. These are recorded on a data base by the subject leader and used to track progress across different modules as well as individual achievement.

The focus of development in the Early Years is on the acquisition of basic Computing skills alongside using technology for a purpose. This is explored through Topics and the Lancashire Early Years Foundation Stage & KS1 Progression Document. This is developed by using both the Smart board and a mouse/keyboard. Other equipment is used such as Beebot to make computing as 'hands on' and fun as possible. iPads are introduced in the Early Years and families are supported to purchase iPads for home through the Birkdale Trust for Hearing Impaired Children funding.

At KS1 and at KS2 modules are allocated to class groups with their Creative Curriculum Topic, with teachers having the flexibility to respond accordingly to the specific learning needs of individual

pupils. Teachers should ensure that aspects are identified within each module and covered during the year. This may be by focusing on a module for a block of time or by planning a sequence of delivery. Discrete teaching is likely to be delivered with individual pupils rather than to the whole class and the context will be drawn from practical, meaningful activities within general class work. Teachers should aim for KS1 pupils to have weekly Computing input of 45 minutes per week either within a class group or individually.

Teachers should aim for KS2 pupils to have 50 minutes to 1 hour a week for discrete technology teaching to supplement pupil's individual use of Computing across the curriculum.

Teaching & Learning

The Scheme of Work reflects the need to focus on skill development and teaching styles and activities, which are creative and visual throughout Reception, KS1 and for some pupils during KS2. Interactive Whiteboards, peripherals (such as the digital camera, iPads) and generic and subject specific software are used to support teaching and learning across the curriculum. Technology is used as a vehicle to promote language and social development and to provide visual reinforcement of classroom communication and curriculum related concepts and skills.

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 average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may work individually, in pairs or in small groups - groupings may be based on ability (either same ability or mixed ability) or on communication needs (same or contrasting)
- Different pace of working
- Different levels of input and support
- Different outcomes expected

The Computing subject leader will review teachers' plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of computing capability and to monitor breadth of coverage across a range of digital devices.

Equal Opportunities

"All pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability."

It is our policy to ensure this by:

- ensuring all children follow the scheme of work for Computing
- keeping a record of children's Computing achievement to ensure equal access and achievement of potential
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- monitoring the level of access to technology in the home environment to ensure no pupils are unduly disadvantaged
- Investigating ways in which parents can be supported in developing their knowledge of technology and that of their children within the home is an ongoing theme.

Management Information Systems (MIS)

Digital technology enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school complies with LEA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the LEA Schools' ICT Services.

Only trained & designated members of staff have authority and access rights to input or amend the data.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment

Computing is assessed both formative and summative. Assessment Tasks are completed and attainment is rewarded through developmental Skill Certificates and through Computing Capability Certificates that recognise cross curricular computing attainment. Certificates are presented in assembly and filed in Pupils Record of Achievement. A data base record is kept throughout the year by the subject co-ordinator of all certificate attainment and this is used to track individual progress and to identify gaps in module achievement within the school.

B Squared Computing records are kept of all individual attainment and are entered onto the system at 3 key points in the year. This data is used by the subject leader to track strengths, weaknesses and patterns of attainment.

Inter-School moderation meetings are attended by the subject leader and a portfolio of levelled, moderated samples are now being put together by this group.

Formative assessment occurs on a lesson by lesson basis using objectives identified by class teachers. These are conducted informally by class teams and used to inform future teaching and learning.

Electronic photographic records of individual pupil achievement are produced to share with parents, children and other professionals at annual Education, Health and Care Plan review meetings. Alongside this are the individual samples of work maintained on class computers by teachers in each class and passed along with the children as they change class groups.

School liaison, transfer, transition & new developments

The school is connected to the Lancashire intranet which enables the transfer of information electronically.

Email is used frequently to liase with the LEA, governing body and other schools using Office 365 services. Electronic communication is established with most parents by using Class Dojo (instant messaging), texting service and class email accounts.

Information is transferred electronically to aid transition to, between or within schools.

As part of the Education ICT Transformation programme, schools in Cumbria and Lancashire benefit from a range of new and modernised ICT services that will enable learners and educators to collaborate and access learning resources within a safe, secure, and managed environment. This will include a new Virtual Learning Environment called My Big Campus, Web content filtering, Mobile Device Management (MDM) and Office 365 services.
School uses the BTLS Light speed filtering service to protect pupils & staff when using search engines on the internet.

Inclusion

We recognise Computing offers particular opportunities for our pupils who have a range of special educational needs. Technology can cater for the variety of learning styles, which a class of children may possess. Technology is used to:

- support pupils to develop strategies to stay safe online
- support pupils to become responsible digital citizens

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs
- reinforce curriculum work as visually as possible

We aim to maximise the use and benefits of technology 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 individual or groups of children.

Roles & responsibilities

The SMT will ensure that

- a Computing Strategic Plan is in place to update and expand hardware, software and peripherals to ensure that pupils continue to access appropriate experiences and can take advantage of developments in technology and software
- appropriate technical support is available
- take into account the need to support staff in developing the requisite knowledge and skills to utilise existing resources and to keep abreast of new software and technologies to fulfil their roles
- facilitate where possible, 'in house' training of staff and the sharing of skills within school

The Subject Leader is responsible for the co-ordination of the subject throughout the school. The subject leader will

- Keep staff/pupils/families up to date with information on Online safety
- Provide advice and support to staff
- Take a leading role in encouraging staff training and development
- Keep up to date with regard to technology related developments and disseminate information to staff
- Work with the SMT to produce a long term strategic plan for Computing
- Take a leading role in the monitoring, evaluation and review of Computing within the school including regular audits of staff skills
- Maintain an overview of pupil attainment within Computing throughout the school
- Facilitate the use of technology across the curriculum in collaboration with all subject leaders.

Subject Leaders: Subject coordinators should identify where digital technology could 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 computing study and are applying those skills within the context of another curriculum subject.

Subject coordinators work in partnership to ensure all National Curriculum statutory requirements are being met with regard to the use of Computing within curriculum subjects.

Class teachers are responsible for ensuring that their pupils fully access the Computing curriculum and should seek support from the subject leader or other members of staff where necessary. Areas for development should be identified and targeted within the Performance Management Process.

Teachers will need to

- teach strategies to stay safe online
- plan for the development of pupils' individual computing skills

- identify where the use of digital technology is an effective learning tool and incorporate this into subject planning across the curriculum
- identify computing opportunities within their planning
- provide opportunities for different computing applications to be modelled by staff through the use of interactive whiteboards and other resources and devices.

Learning Support Assistants will support teachers in the delivery of the Computing curriculum and the use of digital technology to support learning across the curriculum.

The School Business Manager will work with the SMT and the Computing subject leader to

- Coordinate the maintenance and organisation of computing resources
- Contribute to the development of the Strategic Plan for Computing
- Provide advice and support to staff
- Co-ordinate the Computing curriculum budget

The School Business Manager is responsible for the day to day management of information required to track pupil's progress and provide performance data for the school's information system.

Monitoring

Royal Cross School has been awarded the 360 Degree Committed to Safety Online Certificate.

Royal Cross School has been awarded the 360 Degree Progression to Safety Online Certificate.

Royal Cross School has been awarded the BECTA Committed to ICT (Next Generation learning) kite mark.

Monitoring Computing will enable the subject leader to gain an overview of Computing 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.

Monitoring the quality of Computing teaching and learning for the subject leader will include:

- Sampling plans to ensure full coverage of the Computing curriculum requirements
- Moderating levelled samples of children's work
- Taking part in peer to peer observations of computing teaching and learning in the classroom
- Sampling electronic samples of work on class laptops
- Holding discussions with teachers
- Certificate tracking
- Analysing assessment data

Health & Safety

We will operate all computing 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.

Specific rules for the use of Internet and E-mail are displayed by all computers.

The virus checker is updated regularly.

There is a separate Internet Policy alongside this document.

There is a separate Online Safety Policy.

Royal Cross School was awarded the Lancashire E safety School Charter in March 2011.

Home school links

Children are encouraged to complete homework tasks, when appropriate, using digital devices out of school. Teachers are sensitive to the fact that children may not have access to digital technology or may not wish to use it to complete tasks out of school. Any work brought into school on digital devices must be scanned for viruses.

The school email and website address has been given to parents. More parents are now using this to contact staff, arrange meetings etc. The school website includes news and events as well as providing information and communication between the school, parents and the local community.

Each class now has an individual email that families are encouraged to use for sharing news and achievements.

The school has a Web site that is regularly updated and used for sharing gallery pictures; curriculum & school newsletters; OFSTED reports; School Council news; holiday dates and general information.
http://www.royalcross.lancs.sch.uk/

The school provides access to ESPRESSO Home LEARNING and CODING to support both parents and children in home learning across the breadth of the curriculum.
https://content.espresso.co.uk/espresso/central/landing/home_landing_pri_teacher.html

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 the licence agreement. We don't allow personal software to be loaded onto school computers.

Effective and efficient deployment of ICT resources

Digital resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment. This includes an Interactive Whiteboard and Projector in each teaching area plus additional laptops; iPads; visualisers and digital cameras. All classes have mirroring programs/ Apple TV to enable teaching from the iPads on the large interactive white board.

The school has a WiFi system that serves the whole building, working with iPads and enabling air print from iPads to the school air printer housed in the staff resource room.

The library computer uses the Library Management System to log details of books within the school library.

A password protected internet point with laptop is available in the Staff Resource Room and all teachers are allocated a laptop and an encrypted flash drive.

Core software is loaded onto each computer in school. Subject specific titles and any specialist equipment e.g. sensors, are kept in the Computing cupboard and can be borrowed when needed.

All classrooms have an internet point.

The school has a designated Conference Room with a smart board, laptop and internet access. This is used for 'in house' training and for training courses run by staff from Royal Cross School. It is available for colleagues and other agencies for meetings and training. It is also used by pupils who show case a photographic slide show of their achievements at their EHCP review meetings.

Appendices:

- Internet Guidelines
- Pupils' Use of the Internet
- Internet Safety references