St John's CE First School
ICT Policy

As a Church of England School we are guided by our Christian values in supporting the learning of all our children

In our rapidly changing society and with the exciting development of technology, it is essential that all our children gain confidence in the use of ICT and an awareness of its possibilities. Every child at St John's learns how to use a range of technology to support and extend their learning in all areas of the curriculum. We strive to help children understand the importance of information and how to select and prepare it so that they may use it competently in all areas of school and personal life. Enabling them to find, explore, analyse, exchange and present information we are also enabling them to become confident, creative and independent learners.

Our expectations for all children at St Johns are to:
- develop ICT capability in finding, selecting and using information with purpose and enjoyment
- use ICT for effective and appropriate communication
- monitor and control events, both real and imaginary
- apply their ICT skills and knowledge to their learning in other areas
- explore their attitudes towards ICT and its value to them and society in general (for example: to learn about issues of safety, accuracy and ownership)

Teaching and Learning
The staff at St John's has agreed the best practice of teaching and learning as detailed in the Teaching for Learning Policy. We aim to develop the whole child within a rich and stimulating curriculum and aspire for all children to enjoy learning.

Right Respecting School
As a Rights Respecting School, every opportunity is taken to exploit links with the United Nations Convention for the Rights of every Child.

Article 13
Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 17
Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

ICT Curriculum Planning
Our planning includes long, medium and short term planning:
- our long term planning is designed to ensure continuity and progression of children's skills, knowledge and understanding throughout the school. It maps out curriculum coverage across each year group and is based on the Somerset Skills model. At St John's we are committed to embedding ICT into subject planning and therefore long term plans show not only when specific skills will be taught but also where ICT will be used to enhance cross curricular activities.
- our medium term planning shows where a range of integrated tasks are undertaken to enable all children to learn and practise skills as part of other curriculum areas. These plans identify learning intentions and ensure an appropriate balance of experiences within the curriculum area
- our short term plans are completed by each class teacher for each session taught. They highlight links with other curriculum areas and differentiation where appropriate. Where necessary class teachers will access units and tasks from different year groups to enable the higher ability child to be extended and those who need more practice to show progress in their learning.
- ICT is currently part of the enrichment activities undertaken by Year 1, Year 2, Year 3 and Year 4 children on one afternoon a week. The skills covered during this time are planned by class teachers in conjunction with the ICT assistant who delivers the programme.

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Years Foundation Stage Curriculum, which underpin the curriculum planning for children aged three to five.

ICT and Inclusion

We enable all children to have access to the full range of activities involved in learning ICT.This accords with the school's curriculum policy of providing a broad and balanced education for all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment for Learning

At St John's we believe that formative assessment focuses on how children learn and promotes their learning. We encourage the active involvement of children in their own learning and teachers assess children's learning in different ways. Teachers make assessments as part of each session to help them adjust their lesson plans. They match these closely to the learning intentions. Written or verbal feedback is given to help guide children's progress. Children are also encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each child in relation to the National Curriculum level of attainment, and records the children's achievements. This is a basis for assessing the progress of the child and the class. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the curriculum leader and the next teacher at the end of the year.

Resources

St John's has a very high computer - to - child ratio, which includes a set of 30 net books, flip cams, digital cameras, digital microscopes, roamers, beebots, probots, easispeak microphones, talking tins, iPod touches, docking stations, data loggers etc. Most software is installed on the network server. The network allows children and staff to log on anywhere in the school and have access to most programs from any workstation. A technician is employed to keep equipment in good working order and to install new hardware and software. The school subscribes to an organisation, which provides network assistance as well as advice on hardware and software and will provide appropriate training if required. The majority of teachers have staff laptops if they require them. The school has broadband access to the internet and adheres to the LA Internet Acceptable Use Policy. The schools Acceptable Use Internet Policy is located in pupil Home/School link books where parents sign a permission form. The school's network, laptop and net book computers are all virus protected. The server is 'backed up' to a tape drive once a week and has an uninterrupted power supply in case of power cuts. ICT equipment at St John's is security marked and all serial numbers are noted in the school inventory. The school website is maintained by staff and the ICT technician and its content reviewed and changed regularly. As well as information about the school and its community it has examples of the children's work and descriptions of activities happening throughout school. We publish photographs of the children for whom we have parental permission on our website and photographs never appear with names.

Health and Safety

ICT involves the use of electrical equipment and therefore has inherent dangers. All leads and plugs are tidied away as unobtrusively as possible. Drinks are not allowed next to computers in case of spillage. All staff and children are made aware of the dangers of strong projector lights and shown how to avoid exposure. The moving of heavy equipment is discouraged unless there is adequate manpower available. Our ICT Charter – 'Think then Click' guidelines, our E-safety and Acceptable Use Policy and our Social Networking policy outline our approach to online safety. Staff and children have received recent E-Safety input from Dorset's Safe Schools and Communities Team which is regularly reinforced as part of our ICT Curriculum.

Monitoring and Review

Monitoring of the standards of children's learning and of the quality of teaching in ICT is the responsibility of the ICT curriculum leader and the senior leadership team. The work of the curriculum leader also involves supporting colleagues in teaching, being informed about current developments in the subject and facilitating cross-curricular links. The curriculum leader liaises with other agencies and provides a strategic lead and direction for the curriculum area in the school. The curriculum leader consults with colleagues regularly to

ensure that other curriculum areas have adequate software and expertise to enable ICT to be embedded across the curriculum.

This policy was written by the teaching staff and will be kept in a policies folder and also in the subject leadership file. It is accessible to all staff, governors and parents. It will be reviewed every two years.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Reviewed: June 2017
New Review date: June 2019