

Lord Deramore's School
ICT (Computing) Policy
October 2017

Personnel:

Computing Leading teacher

ICT TA

ICT teaching support / Fulford Cluster technician

Rationale

Lord Deramore's School has a history of commitment to ICT, both at strategic level and within the curriculum. Its continued emphasis at Senior Leadership level, as well as significant financial investment, indicates a commitment at LDs that reflects our school maxim 'Striving to be the best that we can – Nurturing learners for life'.

The ability to use ICT effectively is a vital life skill in modern society. As the role of ICT in our lives continues to develop and change, it is essential that children can take advantage of its opportunities and understand its impact. Therefore it is essential that the pupils in our school gain the appropriate skills, knowledge and understanding to have the confidence, creativity and capability to use ICT throughout their lives.

ICT is an essential part of our teaching and learning environment. It provides

- Access to information
- Presentation of material
- Sharing teaching resources
- Using hardware and software to assist learning

This policy document sets out our school's aims, principles and strategies for the delivery of ICT. It has been developed by the ICT co-ordinator in partnership with the Senior Leadership team, the staff and governors.

Aims

- ◆ To help all children to use ICT with purpose and enjoyment and to develop skills which extend and enhance their learning throughout the curriculum.
- ◆ To ensure all children have regular and equal access to ICT equipment and skills.
- ◆ To provide a broad and balanced computing experience for all pupils across the curriculum.
- ◆ To enable all children to become autonomous users of ICT, both as an aid to learning and as a discipline in its own right.

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- ◆ To ensure that children know how to use ICT safely and to understand the importance of not sharing personal details with unknown parties.
- ◆ To develop pupils who are critical users of ICT, capable of evaluating the potential of computers and also their limitations.
- ◆ To help all children to meet the requirements of the National Curriculum and reach the highest possible standards of achievement.
- ◆ To celebrate success in the use of ICT.

Roles and responsibilities

The Computing Leading teacher is responsible for:

- > Updating the policy in consultation with staff and governors, and ensuring consistent implementation.
- > Ensuring resources are up to date and relevant to the curriculum, especially in light of the implementation of a new National Curriculum from September 2014
- > Overseeing the purchasing and organisation of new ICT resources.
- > Taking an overview of whole school planning to ensure progression and continuity take place.
- > Overseeing and supporting assessment of pupils.
- > Ensuring all staff have sufficient subject knowledge and confidence to deliver the curriculum, and providing support where necessary.
- > Keeping staff up to date with new developments.
- > Running a regular ICT staff meeting.
- > Overseeing and monitoring the use of the laptops, Chrome books, Learnpads and classroom PCs
- > Attending appropriate courses to update knowledge of current developments.
- > Overseeing the school website and ensuring it reflects school policy and ethos.
- > Communicating effectively with the ICT technician and ICT TA so issues are prioritised.
- > Liaising with staff to ensure displays are relevant and well kept.
- > Making sure all staff understand and use the system for logging faults.

The ICT TA is responsible for:

- Organising the content and layout of the website so it is relevant, up to date and informative.
- Organising policies on the 'cloud'.

The ICT Teaching Support and Fulford Cluster Technician (½ day per week) is responsible for:

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- Supporting staff in teaching specific aspects of ICT
- Working with classes to develop and extend their ICT knowledge
- Providing advice about hardware and software.
- Liaising with Vital for the maintenance of equipment
- Some purchasing/organising of everyday IT resources

The school office is responsible for:

- Keeping records of licences
- Re stocking printer ink

The teaching staff are responsible for:

- Planning and teaching a lively Computing curriculum using the Scheme of Work (New National Curriculum from Sept 2014)
- Using ICT to teach other areas of the curriculum as set out in the National Curriculum
- Ensuring children are taught how to keep safe on the internet
- Assessing ICT capability at least once a year
- Keeping own skills up to date
- Reporting any hardware or software faults quickly

Learning and Teaching

A new Scheme of Work (developed by the York Primary ICT advisor and teachers) was introduced in 2009 to enhance creativity and encompass new developments in ICT, building upon the previous progression of skills. This Scheme ensures development throughout the school and provides clear teaching objectives. It encompasses a wide range of skills, including digital photography and film making. The scheme provides cross-curricular examples, so skills can be used within a context.

EY were included in this scheme from September 2010.

The Scheme of Work was updated in line with the new Computing Curriculum of Sept 2014.

The Scheme of Work ensures that teachers can differentiate the ICT taught, either in the amount of skills taught at one time or by referring to the previous or following year group.

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Throughout each year, all classes will cover seven elements of ICT. These are:

<p>Multimedia – presenting information using word processing programs, Publisher type programs, Powerpoint type programs, spreadsheets etc.</p>	<p>Digital Literacy – using the internet to search and find appropriate information.</p>	<p>Music and Sound – recording, composing, uploading sound.</p>	<p>E Safety – how to stay safe on the internet</p>
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<p>Handling Data – sorting activities, using graphs, pictograms, databases, branching databases etc.</p>	<p>Visual Media – using a digital camera, video camera, animation, photo software</p>	<p>Computer Science (computing) This used to be referred to as 'programming' and incorporates elements of the 'Control' strand from the previous curriculum. BeeBots, Roamer, Logo, Junior Control Insight, Espresso Coding</p>
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These elements can be taught in any order, so as most effectively to support cross-curricular links. The 'coding' element should take up about one third of the curriculum.

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

- ◆ Demonstrating to the whole class/group using the IWB
- ◆ Discussion with the whole class/group
- ◆ Individual or paired working
- ◆ Collaborative group work
- ◆ Encouraging pupils to demonstrate new skills to others
- ◆ Leading a group or class discussion about the benefits and limitations of ICT.

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- ◆ Using Assessment for Learning guidelines to promote pupils' progress.

Access and Equal Opportunities

We are committed to providing a teaching environment conducive to learning.

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Wherever possible teachers seek to ensure that the software and equipment they are using, and the skills they are teaching, are appropriate to the ability of the child, and where appropriate support children with special educational needs and those with English as an additional language. Appropriate extension work will be provided for the more able.

See school Equal Opportunities policy.

The Internet

There is much information on the internet which is undesirable or unsuitable for children. The school has a firewall which is part of the City of York broadband provision. E-safety is now a part of the school curriculum.

Please see school internet policies.

Resources and Support

Currently, the school has a managed system which consists of 30 laptops and 30 Chrome books. There is also legacy equipment consisting of 30 Learnpads, 7 visualisers and 14 PCs.

Staff Development

The Computing leading teacher attends courses as required, to keep up to date with new technologies and developments.

Staff attend appropriate INSET courses to develop their understanding of new software/hardware.

There are regular ICT staff meetings.

Monitoring

Monitoring is carried out by the headteacher (or member of senior management) and the Computing leading teacher, in the following ways:

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- Informal discussion with staff and pupils
- Observation of ICT displays
- Observation of work in children's folders on the system
- Classroom observation / Learning Walks

Review

There is an annual review of this policy by the ICT coordinators. A review involving all staff will take place every three years (due in Autumn 2017).

Suzie McKenna
Updated October 2017



Approved by Finance Committee

Meeting Date 12 November 2014

Updated October 2017