Llanbedr Church in Wales Primary School

Ysgol Yr Eglwys yng Nghymru Llanbedr

ICT
Policy

2018

Headteacher: Mrs L.J.Green   Chair of Governors: Cllr E. Lusted
Co-ordinator: Mr Gavin John

Llanbedr Church in Wales Primary School – ICT Policy

Introduction

Purpose:
"Information and communication technology is becoming an ever-more important part of our daily lives, whether at home or at play. It has the potential to transform education, by bringing exciting new resources from around the world right into the classroom and enhancing the experience of teaching and learning for both pupils and teachers alike. There is already a growing body of evidence that access to information and communication technology can provide a real educational advantage".
Source: Rosemary Butler, NA Secretary for Education and Children.

Information Technology (IT) is a common requirement for all subjects. IT is also a key skill along with communication skills and mathematical skills.

Information Technology (IT) – comprises the knowledge, skills and understanding needed to employ information and communication technologies appropriately.

Information and communication technologies (ICT) – are the computing and communications facilities and features that support teaching and learning. The focus is on the subject being taught or studies and skills being applied within a variety of contexts, rather than developing pupils' specific skills. The Digital Competency Framework clearly highlights these skills.

Contained in this document is our policy regarding the delivery of IT skills and the subsequent implementation of an ICT entitlement to every pupil. This entitlement has been shaped by the Foundation Phase and national curriculum programmes of study for IT and by every other national curriculum subjects.

More explicitly, the IT orders require that –

"In Foundation Phase, pupils should be taught to become familiar with Information and Communication Technology (ICT) hardware and software. They learn to use ICT confidently and purposefully to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work".

"At Key Stage 2, pupils should be given opportunities to build on the knowledge, understanding and skills acquired in Foundation Phase. They should be taught to use a greater range of Information and Communication Technology (ICT) tools and information, sources and media appropriate to their work. They amend their work and present it with some thought to its audience. They assess the value of ICT in their working practices".

Aim(s):
- To develop pupil's ICT skills, knowledge, understanding and capability through focused IT skills lessons whilst providing opportunities for pupils to apply and consolidate their ICT capability across all curriculum areas.
- To keep pace with educational developments in ICT and have a commitment to teachers having the necessary tools and training to do their jobs effectively.
- To use ICT to allow innovative and creative opportunities across the age range that motivates and energise curriculum projects.
- To maintain efficient performance of IT equipment through robust and clear technical support that will ensure minimal disruption to teaching.
- To allow children to appreciate the relevance of ICT in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment.
- To use ICT to improve quality of work, raise self-esteem, confidence and motivation for learning. The improvement of the physical environment, resources and teaching and learning will be matched by the raised attainment of the children.

Wider school aims/ethos:

At Llanbedr Church in Wales Primary School we believe that ICT is changing the lives of everyone. Our vision aims to equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners. We actively promote and utilise safe ICT opportunities that challenge and extend all educational needs across the primary age range. ICT opportunities are offered equally and are fully inclusive to all children.

New school curriculum

A new curriculum is being developed for settings and schools in Wales. The curriculum will be available by April 2019 for feedback. A final version will be available in January 2020, and will be used throughout Wales by 2022.
The new curriculum will have more emphasis on equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.
The first element of the new curriculum to be developed was the Digital Competence Framework.
The framework introduces and develops the skills needed to live and work in an increasingly online and digital world, ranging from communicating and collaborating to problem solving and handling online bullying

Procedures and practice

Digital Competence Framework

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios. The Framework, which has been developed by practitioners from Pioneer Schools, supported by external experts, has 4 strands of equal importance, each with a number of elements.

- Citizenship – which includes:
    - Identity, image and reputation
    - Health and well-being
    - Digital rights, licensing and ownership
    - Online behaviour and cyberbullying.
- Interacting and collaborating – which includes:
    - Communication
    - Collaboration
    - Storing and sharing.
- Producing – which includes:
    - Planning, sourcing and searching
    - Creating
    - Evaluating and improving.
- Data and computational thinking – which includes:
    - Problem solving and modelling
    - Data and information literacy.

Schools should familiarise themselves with the framework, agreeing their strategic vision for cross-curricular digital competence and consider how to translate this into practice.

The Foundation Phase

The Framework for Children's Learning for 3 to 7- year-olds in Wales states that: "ICT should be holistic and integral across the curriculum. Children's ICT skills, knowledge and understanding should be developed through a range of experiences that involve them in:-
 (i) finding and developing information and ideas,
(ii) creating and presenting information and ideas.

Children's progression in ICT capability should be observed with an understanding of child development and the stages children move through. Children should be given opportunities to develop their skills using a wide range of equipment and software."

Key Stage 2
The programme of study for ICT, as set out in the National Curriculum 2008, is set out into two study units which are as follows:
1. Create and Communicate Information
Pupils should be given opportunities to:

- create and communicate information in the form of text, images and sound, using a range of ICT hardware and software
- create a range of presentations combining a variety of information and media, *e.g. a poster combining text and graphics, a multimedia presentation*
- share and exchange information safely through electronic means, *e.g. use of e-mail, virtual learning environments*
- Find and analyse information

Pupils should be given opportunities to:

- discuss the purpose of their tasks, the intended audiences and the resources needed
- find information from a variety of sources for a defined purpose
- select suitable information and make simple judgements about sources of information
- produce and use databases to ask and answer questions, *e.g. search, sort and graph*
- produce and use models and/or simulations to ask and answerquestions, *e.g. use a spreadsheet to calculate and graph sales in a shop*
- investigate the effect of changing variables in models and/or simulations to ask and
- answer 'what if…?' type questions.

Roles and responsibilities
Governors:
All governors are interested in the development of ICT to promote high quality teaching and learning in the school. A governor is nominated to be responsible for monitoring and evaluating the impact and value of ICT on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually. There is a school co-ordinator and link governor for the Digital Competency Framework.

Headteacher:
The role of the Head teacher is to support the overall aims and visions of the ICT provision within the school. This is achieved through identified training, support and financing. They encourage initiative and embrace the potential that ICT has to provide an exciting and fulfilling environment for all learners.

Co-ordinator:
The subject leader is responsible for providing professional leadership and management of ICT within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This may include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

Teachers:
It is the responsibility of each class teacher to ensure that their class are taught all elements of the ICT curriculum as set out in the Scheme of Work for ICT for their year group.

Pupils:
It is the responsibility of each pupil to ensure that they follow the acceptable use policy and treat all ICT equipment appropriately.

Aspects
Equal opportunities:
At Llanbedr Church in Wales Primary School we teach ICT to all children, whatever their ability, age, gender or race. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in ICT, we take into account the targets in the children's Individual Education Plans (IEPs). Gifted and Talented children are taken into account the class teacher undertakes ICT planning.

Health and safety:
The school follows the advice and guidelines set out by the LA and ERW relating to the safe use of the internet, computers, projectors and interactive whiteboards.
The school has a policy on E-Safety contained within this ICT policy. Rules of use are on display anywhere from where children can access the internet. The children understand these rules and they know that they are expected to follow them. Should a child break these rules they will be denied internet access for a period of time after which the situation will be reviewed.

It is the responsibility of individual teachers to look after all equipment in their classroom. Pupils should be shown how to operate them appropriately. All computers should be safely stored, cared for and correctly switched off at the end of each day. It is important that any problem be reported immediately to the subject leader. If there is any fear of an electrical fault, the equipment must be switched off immediately and all plugs removed safely from the class by an adult.

Sockets and plugs must be checked during the annual LA Inspection. All equipment must be available for this and display the appropriate sticker. Computers must be kept away from sources of water; such as water trays, wet play areas or sinks.

Planning:
Curriculum planning maps the skills and requirements of The Framework for Children's Learning for 3 to 7- year-olds and of the National Curriculum through end of Phase/Key Stage level descriptors supported by the Scheme of Work and skills ladder guidelines. The DCF will be planned and implemented from September 2016 in line with guidelines.

The topics studied in ICT are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each area, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

We recognise that progression in ICT involves four main aspects:-
- the progressive development of pupils' skills, knowledge and understanding
- breadth of ICT applications
- increased complexity of contexts in which ICT is applied
- the growing independence of the pupil in their learning.
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While planning colleagues should consider whether pupils are:-
- Developing skills, knowledge and understanding (i.e. discreet ICT skills lessons)
- Using ICT to enrich and extend learning in another area of the curriculum (e.g using a specific web search to research a topic in another subject)
- Developing or using existing ICT skills whilst working in a different curriculum context (e.g. reinforcing word processing skills or spreadsheet skills when working on a project)

Differentiation
Differentiation is achieved both through differentiated activities and through differentiation of intended outcomes. Pupils who are progressing rapidly are encouraged to extend their ICT experiences either through use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the task which has been set.

Teaching:
Within school there is a range of teaching styles that vary according to age, phase, and needs of learners. Teaching aims to equip children with the skills necessary to become independent and skilful users of technology.

ICT skills are taught when appropriate to enable pupils to apply them for a real purpose in other subjects. For example, children might research a history topic or investigate a particular issue on the Internet. Children who are learning about aspects of science might use sensor equipment or a digital microscope to collect data or make detailed observations. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about, etc.
The school has Interactive Whiteboards to encourage the use of ICT throughout the curriculum, embedding its use in all aspects of daily teaching and learning.

We recognise that all classes have children with widely differing ICT abilities. At Llanbedr Church in Wales Primary School we use a variety of approaches to deliver learning opportunities through ICT. These include:

• Whole class situations
• Group work with the teacher or teaching assistants around the computer
• Individual work after whole class lesson, under supervision from teacher
•Peer support

Pupils are given the opportunity to work individually, in pairs and in groups. The teacher will organise groupings to ensure that all children achieve their full potential.

Resources:
At Llanbedr Church in Wales Primary School we have MacBooks for all pupils in Years 5 and 6 and iPads for all pupils in Years 3 and 4. In Foundation Phase all Pupils have iPads and also have access to shared computers (2 per class). All computers around the school are networked and have Internet access. Software resources are loaded onto computers by technicians in compliance with our Local Authority Agreement. There are interactive Whiteboards in classrooms which are used daily.

Assessment:
Formative assessment is carried out informally by teachers in the course of their teaching. Records will be kept for the work undertaken, particularly the ICT activities identified for this purpose. ICT levels are recorded annually on INCERTS and targets are set for the following year. Class-assessment sheets are used to highlight skills and applications that have been applied independently. Skills will be recorded using the Digital Competency Framework.

Monitoring and evaluation:
The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject leader. The ICT subject leader is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT subject leader gives the head teacher an annual evaluation report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

APPENDICES
LLANBEDR CHURCH IN WALES PRIMARY SCHOOL ICT ACCEPTABLE USE POLICY

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.
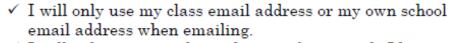
At Llanbedr church in Wales Primary School, we understand the responsibility to educate our pupils on E-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Everybody in the school has a shared responsibility to secure any sensitive information used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them.

Both this policy and the Acceptable Use Agreement (for all staff, governors, visitors and pupils) are inclusive of both fixed and mobile internet; technologies provided by the school (such as PCs, laptops, personal digital assistants (PDAs), tablets, webcams, whiteboards, voting systems, digital video equipment, etc); and technologies owned by pupils and staff, but brought onto school premises (such as laptops, mobile phones, camera phones, PDAs and portable media players, etc).
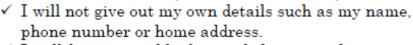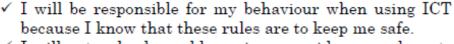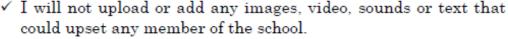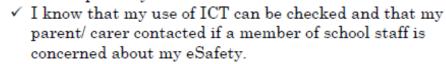
Acceptable Use

e-Safety Rules Key Stage 2

- ✓ I will only use my class email address or my own school email address when emailing.
- ✓ I will only open email attachments from people I know, or who my teacher has approved.
- ✓ I will only open/delete my own files.
- ✓ I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- ✓ I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
- ✓ I will not give out my own details such as my name, phone number or home address.
- ✓ I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- ✓ I will not upload or add any images, video, sounds or text that could upset any member of the school.
- ✓ I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my eSafety.

I have read and understand the e safety rules and agree to follow them.

Signed_____ Class _____ Date_____

e-Safety Rules
Foundation Phase

✓ **Never give out your name, age, address or phone number.**

✓ **Never send photographs of yourself.**

✓ **Never agree to meet a stranger.**

✓ **Only open and delete your own files.**

✓ **Only send and open emails with a teacher's help.**

✓ **Tell an adult if you see something you don't like.**

I have read and understand the e safety rules and agree to follow them.

Signed_____ Class _____ Date_____

Resources

Along with the computers the school has the following resources:

- Colour printer / photocopier
- Digital cameras
- Video recorder
- Calculators
- Interactive Whiteboards
- Laptop computers
- MacBooks
- Microphones
- Recording Devices
- Beebots
- iPads
- Software Packages
- CD-ROMs;
- Internet;
- Interactive Whiteboard software.
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Llanbedr Church in Wales Primary School Website
The Llanbedr Church in Wales Primary School website has been remodelled on Hwb / Powys.

The website is very important to the school in order to give up-to-date information about the general running of the school, children's learning and achievements and providing educational support to pupils and parents.

Acceptable Use Agreement: Staff, Governors, FOS and Visitors

Staff, Governor, PFA and Visitor

Acceptable Use Agreement / Code of Conduct

ICT (including data) and the related technologies such as email, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with the Headteacher.

- I will only use the school's email / Internet / Intranet / Learning Platform and any related technologies for professional purposes or for uses deemed acceptable by the Head or Governing Body. This also includes any media form that contains the School Name and / or logo.
- I will comply with the ICT system security and not disclose any passwords provided to me by the school or other related authorities
- I will ensure that all electronic communications with pupils and staff are compatible with my professional role
- I will not give out my own personal details, such as mobile phone number, personal email address, personal Twitter account, or any other social media link, to pupils
- I will only use the approved, secure email system(s) for any school business
- I will ensure that personal data (such as data held on MIS software) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely. Personal data can only be taken out of school or accessed remotely when authorised by the Head or Governing Body. Personal or sensitive data taken off site must be encrypted, e.g. on a password secured laptop or memory stick
- I will not install any hardware or software without permission of Powys SRS/LA/Headteacher.
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory
- Images of pupils and/ or staff will only be taken, stored and used for professional purposes in line with school policy and with written consent of the parent, carer or staff member
- Images will not be distributed outside the school network without the permission of the parent/ carer, member of staff or Headteacher
- I will support the school approach to online safety and not upload or add any images, video, sounds or text linked to or associated with the school or its community
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available, on request, to my Line Manager or Headteacher
- I will respect copyright and intellectual property rights
- I will ensure that my online activity, both in school and outside school, will not bring the school, my professional reputation, or that of others, into disrepute
- I will support and promote the school's e-Safety policy and help pupils to be safe and responsible in their use of ICT and related technologies
- I will not use personal electronic devices (including smart watches) in public areas of the school between the hours of 8.30am and 3.30pm, except in the staff room and where there are areas to indicate this.
- I understand this forms part of the terms and conditions set out in my contract of employment.

User Signature

I agree to follow this code of conduct and to support the safe and secure use of ICT throughout the school

Signature ……….………………….………… Date ……………………

Full Name ………………………………….................................... (printed)

Job title …………………………………………………………………….