Wood End Park Academy
ICT Policy - October 2014
Vision Statement

At Wood End Park Academy (WEPA) we use Information & Communication Technology (ICT) as a tool to enrich and extend children's learning. ICT can enhance the learning process across the curriculum and enables pupils to undertake activities which would be difficult to pursue in any other way. ICT supports collaborative learning, discussion and group work.

The new National Curriculum requires ICT to be used in all subjects where appropriate. ICT is a cross-curricular competence and at WEPA we believe it is essential for children to develop a variety of ICT skills which allow them to harness the power of technology and use it both purposefully and appropriately.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum's 2014 programme of study for Computing:

Key Stage 1

Pupils should be taught to:

o *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions*

o *create and debug simple programs*

o *use logical reasoning to predict the behaviour of simple programs*

o *use technology purposefully to create, organise, store, manipulate and retrieve digital content*

o *recognise common uses of information technology beyond school*

o *use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*

Key Stage 2

Pupils should be taught to:

o *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*

o *use sequence, selection, and repetition in programs; work with variables and various forms of input and output*

o *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*

o *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*

o *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*

o *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*

o *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*

Contained in this document is our policy regarding the delivery of skills and the subsequent implementation of entitlement to every pupil. This ICT entitlement has been shaped by the Early Years foundation stage and national curriculum programmes.

Aims

o 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.

o 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.

o To use ICT to allow innovative and creative opportunities across the age range that motivates and energise curriculum projects.

o To maintain efficient performance of IT equipment through robust and clear technical support that will ensure minimal disruption to teaching.

o 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.

o 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.

o To ensure equal access to ICT regardless of race, gender or educational needs, working together and sharing ideas. Pupils with special educational needs have the same ICT entitlement as all other pupils and are offered the same curriculum.

Procedures and Practice

At WEPA we follow the ICT Curriculum as set out in the Early Years Framework and the National Curriculum (2014).

We have ICT skills ladders so objectives at age-related expectations are taught in each Year Group (see appendix).

Team Leaders also create a curriculum map for each term which shows ICT objectives (new learning) plus revision of ICT key skills in other curriculum subjects.

Revision of ICT skills may include use of the wide range of ICT tools we have in school (see appendix).

Roles and Responsibilities

Governors:

All governors are interested in the development of ICT to promote high quality teaching and learning in the school.

Principal:

The role of the Principal 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.

Network Manager:

The network manager is responsible for monitoring and evaluating the impact and value of ICT hardware and software. They liaise with the subject leader and report back to the governing body.

ICT Co-ordinator:

The ICT Co-ordinator is responsible for providing professional leadership and management of the ICT curriculum. 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.

Technician:

To be responsible for the maintenance and development of ICT equipment – hardware and software – and the provision of technical advice and support for ICT curriculum related activities together.

Teachers:

It is the responsibility of each class teacher to ensure that ICT is incorporated in all subject areas / lessons where ICT will likely enrich and extend their pupil's learning. All staff must also agree to and sign an Acceptable Use agreement prior to using ICT in school – this document contains guidance on the use of ICT related to work (see appendix).

Health and Safety / eSafety

The school has a policy on eSafety. eSafety charters are created by very class at WEPA and eSafety is an continuous focus in ICT lessons throughout the year. 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. All computers / ICT equipment for students 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 ICT Technician. 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.

Computers must be kept away from sources of water; such as water trays, wet play areas or sinks.

Planning & Teaching

Lesson plans are created using the format of all lesson plans as detailed in our Teaching and Learning Policy (see appendix).

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 digital microscopes to collect data or make detailed observations. We encourage the children to explore ways in which the use of ICT can improve their results.

The school has Interactive Whiteboards in all classes 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. This is especially true when some children have access to ICT equipment at home, while others do not.

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.

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