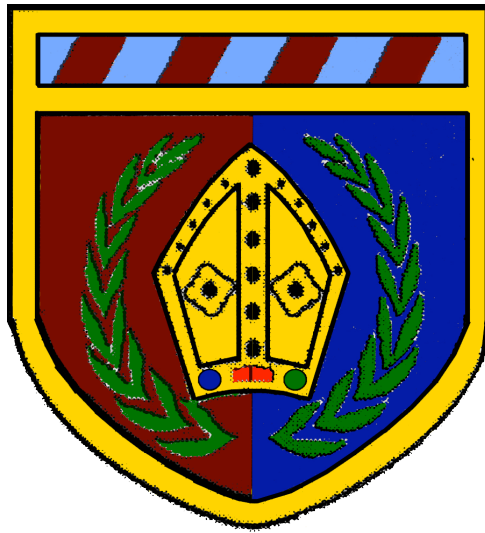


St John Fisher Catholic Primary School



ICT Policy

"To live, love and learn and learn in our caring community"

St John Fisher Catholic Primary School
ICT Policy

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Introduction

What is Information and Communication Technology?

Information and Communications Technology is concerned with the handling of electronic information (which can consist of text, numbers, images, videos and sounds) and involves creating, collecting, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes.

ICT is about information that can be manipulated with computers and other electronic equipment such as digital cameras, scanners, audio recorders, video recorders and mobile phones. ICT covers not just use within the classroom but also includes web-based and mobile learning.

ICT capability refers to a child's ability to draw on their knowledge and understanding of ICT to apply it in a variety of contexts.

This policy covers all staff, governors, visitors and pupils, and is 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).

The policy should also be considered in conjunction with the e-safety policy.

Why is ICT different to other subjects?

ICT is a discrete subject in its own right but is different to other subjects - it is hands on, practical and often takes place in a different setting where children are away from their normal desks.

Why is ICT important?

ICT is almost as important as basic literacy as a skill because it pervades most other subject areas in an increasing manner as children grow older. It is also a skill in which, increasingly, children will need to be proficient, in order to function well in our society and access life-long learning and employment.

ICT should be planned, delivered and assessed as a subject in it's own right, but in addition ICT in the 21st century is an essential resource to support and enhance learning and teaching in other subjects.

It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Some of the internet technologies children and young people are using both inside and outside of the classroom are:

- Websites
- Learning Platforms and Virtual Learning Environments
- E-mail and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting
- Music Downloading
- Gaming
- Mobile/ Smart phones with text, video and/ or web functionality
- Other mobile devices with web functionality

Aims for the use of ICT at St. John Fisher

St. John Fisher Primary School recognises that ICT in the 21st Century has the power to make a significant contribution to teaching and learning across all subjects and ages. We seek to encourage pupils to become autonomous and independent in its use. We aim to develop a whole school approach to ICT that ensures continuity. We are influenced by the following core beliefs:

- The rapid development of Information Technology in the home, the workplace and the wider community has had and will continue to have an immense impact on the lives of individuals. Children need to develop a variety of ICT skills, which allow them to harness the power of technology and use it both purposefully and appropriately.

- ICT is an important medium for learning and study at all educational levels and through the effective use of ICT pupils may enhance and extend learning opportunities.
- ICT provides a powerful and motivating means to improve attainment in all curriculum areas. Current research findings indicate that pupils whose ICT skills are strong are able to gain improved results in other curriculum areas. This is especially true for boys, and disaffected pupils.
- The effective use of ICT allows pupils to communicate their ideas in a creative manner that reaches out beyond the classroom and which carries with it ethical implications and consequences.

Our specific aims for ICT are:

- to educate our pupils on eSafety 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
- To become an "e-confident" school where ICT is integrated effectively in the planning, teaching, learning and assessment of all areas of the Curriculum.
- To provide pupils with opportunities to develop and use their IT capabilities in all areas of the curriculum.
- To develop pupils' awareness of the use of ICT not only in the classroom, but also in everyday life.
- To enable all children to enjoy using ICT purposefully
- To allow pupils to evaluate the potential of computers and also their limitations.
- To develop logical thinking and problem solving.
- To provide opportunities for pupils to gain knowledge about a wide variety of ICT tools. These include but are not exclusive to CD-ROMs, word processors, databases, control devices, cameras, graphics and software for processing sound and images.
- To enable children to take greater responsibility for their own learning and provide opportunities for them to decide when it is appropriate to use ICT in their work.
- To encourage the flexibility needed for children to adjust to and take advantage of future developments in ICT.
- To use ICT as a vehicle for stretching the gifted and talented pupils.
- To use ICT as a vehicle for motivating the learning of pupils in a cross-curricular manner.
- To build on and develop existing knowledge through skills taught in each year group to maintain continuity and progression

Roles and Responsibilities - Key Personnel

Senior Leadership Team (SLT)

The overall responsibility for the use of ICT rests with the SLT. The Head, in consultation with relevant staff:

- ensures that the ICT Co-ordinator is able to use ICT in a way to achieve the aims and objectives of the school
- determines the ways ICT should support, enrich and extend the curriculum
- decides the provision and allocation of resources
- decides ways in which developments can be assessed
- ensures that there is an ICT policy, and identifies an ICT co-ordinator
- highlights areas for the development of ICT within the School Development Plan
- ensure that the admin network is secure and properly managed / utilised

The ICT Co-ordinator

The designated teacher should:

- ensure the development of a scheme of work for the ICT curriculum. This will develop the pre-requisites for the use of ICT across the curriculum
- actively teach required ICT skills to Key Stage 2 children
- actively teach required ICT skills to Year 1 and 2 children
- ensure that e-Safety is taught as part of the ICT curriculum and that all staff and pupils are aware of e-Safety
- encourage extra curricular use of ICT by pupils
- make good use of the ICT facilities, and ensure pupils are aware of the protocols of use
- promote a positive image of ICT and ensure pupil's work is purposeful and appropriate and conducted with confidence and enjoyment
- monitor the work in ICT including assessment and recording. This will involve overseeing the development of a portfolio of exemplar work and assessments
- monitor progress in ICT and advise the head teacher on action needed
- manage the curriculum school network and the provision and deployment of resources
- add and remove programmes to computers as necessary
- establish and maintain an up to date inventory of ICT resources and ensure that all staff are aware of how to use the resources that are available

- assist in ensuring that ICT hardware and software is in good working order for use of children and staff
- evaluate the nature of any technical failures and take appropriate action
- provide limited technical expertise, drawing on outside expertise where appropriate
- act as a contact point between the school and support agencies
- to advise on and co-ordinate the purchase and maintenance of equipment and software
- to install and build new computer systems utilising technical expertise from outside agencies as required
- to routinely check desktop set-ups to ensure that PC performance is maximised
- to establish an anti-virus policy to ensure that all equipment is protected from known virus attack
- to establish a back up policy
- promote the integration of ICT within appropriate teaching and learning activities
- support colleagues in their efforts to include ICT in their development of detailed work plans, in their implementation of those schemes of work and in assessment and record keeping activities
- encourage and lead systematic development of knowledge and skills of teachers and support staff to enable them to fully support, access and use ICT
- to support teaching staff in the setting up and organisation of ICT equipment
- induct new staff to the ICT systems used for teaching and learning
- encourage colleagues
- write and co-ordinate the review of the school's ICT policy
- assist in developing the use of ICT for planning, record keeping and tracking pupil progress
- work with the administration staff to develop the use of ICT for school administration
- develop and manage the School Web Site
- ensure that the VLE remains up to date and is developed as an additional learning environment and link between school and home
- maximise the use of Home-School links and develop extended use of ICT facilities by parents and the wider community
- keep abreast of current thinking by reading, training, practice and attendance at courses

The ICT Learning Assistant(s)

The designated learning assistant(s) should:

- assist teachers with delivery of the ICT curriculum
- assist teachers with hardware / software issues where requested

Other Subject Leaders

There is a clear distinction between teaching about ICT and teaching with ICT. Subject leaders should plan where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives. They should ensure that the use of the VLE supports their subject area.

The Class Teacher

All teaching staff will support the delivery of the ICT curriculum. Whole school co-ordination and support is essential to the development of ICT capability. The class teacher will:

- embrace and use the VLE as guided by the headteacher and ICT Co-Ordinator
- Plan and deliver the ICT curriculum in Reception.
- Support the delivery of the ICT curriculum in Key Stage 1 & 2.
- Ensure the safe use of equipment and manage computer access for pupils during non ICT lesson time
- Inform the ICT Co-ordinator, of any issues or faults arising with respect to ICT equipment using the recommended reporting mechanism (currently ICT Assistance forms in the suite or on the H drive)
- Ensure that pupils do not use disks or USB sticks from home in school computers that pose a virus risk
- Be aware of specific issues where notified, e.g. shutdown procedures, e-mail usage, file management, use of the digital camera, on-line rules.
- Support the ICT Co-ordinator, and Subject Co-ordinators in the development of ICT within the curriculum

Monitoring

The SLT are authorised to monitor, intercept, access, inspect, record and disclose e-mails, instant messaging, internet/intranet use and any other electronic communications (data, voice or image) involving St. John Fisher employees or contractors, without consent, to the extent permitted by law. This may be to confirm or obtain School business related information, to confirm or investigate compliance with School policies, standards and procedures, to ensure the effective operation of School ICT, for quality control or training purposes, to comply with a Subject Access Request under the Data Protection Act 1998 or The Freedom of Information Act, or to prevent or detect crime.

In the same way all teaching staff are authorised to monitor etc. pupils.

Breaches

A breach or suspected breach of may result in the temporary or permanent withdrawal of School ICT hardware, software or services from the offending individual. Any policy breach is grounds for

disciplinary action in accordance with the School Disciplinary Procedure. Policy breaches may also lead to criminal or civil proceedings.

Incident Reporting

Any security breaches or attempts, loss of equipment or data, unauthorised use or suspected misuse of ICT, policy non compliance, or virus notifications must be immediately reported to the school's ICT Co-Ordinator.

e-Mail

The use of e-mail within school is an essential means of communication. In the context of school, e-mail should not be considered private. Educationally, e-mail can offer significant benefits including direct written contact within and between schools on different projects.

e-Mail - Staff

- The school will give all staff who need one, their own e-mail account to use for all school business as a work based tool. This is to minimise the risk of receiving unsolicited or malicious e-mails and avoids the risk of personal profile information being revealed.
- Staff are responsible for reading their e-mails on a regular basis.
- It is the responsibility of each account holder to keep the password secure. For the safety and security of users and recipients, all mail is filtered and logged; if necessary e-mail histories can be traced.
- The school email account should be the account that is used for all school business
- Under no circumstances should staff contact pupils, parents or conduct any school business using personal e-mail addresses
- All e-mails should be written and checked carefully before sending, in the same way as a letter written on school headed paper
- Staff sending e-mails to external organisations, parents or pupils are advised to cc. the Headteacher, line manager if relevant.
- E-mails created or received as part of your School job will be subject to disclosure in response to a request for information under the Freedom of Information Act 2000. You must therefore actively manage your e-mail account as follows:
 - Delete all e-mails of short-term value
 - Organise e-mail into folders and carry out frequent house-keeping on all folders and archives
- However staff access their school e-mail (whether directly, through webmail when away from the office or on non-school hardware) all the school e-mail policies apply
- The use of Hotmail, BT Internet, AOL or any other Internet based webmail service or any personal e-mail address for sending, reading or receiving business related e-mail is not permitted, and neither are these allowed to be used on school equipment.

- The forwarding of chain letters is not permitted in school or using school systems / email addresses.
- Staff email usage is also covered by the e-safety policy and Staff AUP which must be adhered to.

e-Mail - Pupils

- All pupil use of the Internet is subject to our code of conduct.
- Pupils may only use school approved accounts on the school system and only under direct teacher supervision for educational purposes.
- The forwarding of chain letters is not permitted in school.
- All pupil e-mail users are expected to adhere to the generally accepted rules of netiquette particularly in relation to the use of appropriate language and not revealing any personal details about themselves or others in e-mail communication, or arrange to meet anyone without specific permission, virus checking attachments
- Pupils must immediately tell a teacher/ trusted adult if they receive an offensive e-mail
- Pupils are introduced to e-mail as part of the ICT Scheme of Work
- Pupil use of the network, email and the Internet is governed by the Pupil Rules for Online Safety (which follow) and the pupil AUP.

Pupil Rules for Online Safety

- I will not give out personal information such as my address, telephone number, parents' work address/telephone number, or the name and location of my school without my parents', teachers' permission
- I will tell my parents or teachers right away if I come across any information that makes me feel uncomfortable.
- I will never send a person anything on the computer without first checking with my parents or teachers.
- I will not answer any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents or teachers right away.
- If I have a computer at home I will talk with my parents so that we can set up rules for going online. We will decide the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission
- I will not give out my computer password(s) to anyone (even my best friends) other than my parents or teachers
- I will be a good online citizen and not do anything that hurts other people.
- As a school user of the computers and the Internet, I will follow these school rules. I will use the network in a responsible way and observe all the restrictions explained to me by the school.

Computer networks, including those that may be accessed via the Internet, are an important aspect of information technology education. However, they present possible risks to the spiritual, moral and social development of pupils, particularly in terms of the nature of some of the material, which may be obtained via the Internet. It is essential therefore that

- pupils are taught to become independent and responsible computer users
- all pupils follow the pupil AUP
- parents / carers sign the parents AUP

Equal Opportunities and the use of ICT

Computers are becoming an everyday fact of life for the children in our schools. It is important, therefore, that all children, girls and boys, those with low attainments and those with high attainments, irrespective of ethnic and social background, feel comfortable with them.

At school and at home, computers are often seen as a 'masculine' interest and 'not for girls'. However, computers can play an important role in language development, project work, problem solving and investigations. Therefore, it is important that we move away from the image of computers as complicated pieces of technology, towards using them as a resource, which is familiar to each and every child in the class.

Familiarity gives confidence, and confidence breeds enjoyment and motivation'. This has been demonstrated to be particularly evident for children with special educational needs.

Careful planning is necessary to ensure that all children have sufficient time to develop and implement their computer skills. To ensure each child is catered for, the following points should be taken into consideration

- Careful monitoring of computer groups is necessary to ensure that no one child dominates and that individual skill development is recorded.
- All teachers are role models for children. Teachers should be aware of their influence on children and develop their own confidence and competence in the use of the computer.
- Children without computers at home should not be penalised and should be given opportunities during school to access the same resources.

Child Protection - Internet Access and use of e-mail

Please see the separate e-safety policy for full details

Health and Safety

The following issues have been considered and included in the school policy, as appropriate.

Annual Electrical Safety Check

Maintenance of Hardware

Electrical Supply Systems to include cabling, Networks, Modifying equipment and the use of Fire Extinguishers

The IT Workstation to include its design and environment, the seating position and its location.

Trolleys to include electrical systems, construction, mobility and location

The Data Protection Act to include registering the Governing Body and the Head Teacher and who may access the data, - any Parent & Person with Parental Responsibility or Child

Internet and E-mail - shielded systems and parent information

Software copyright with regard to Networks, Single copies and Licences

Pupil Supervision

10 - Anti-virus policy

The school's networked machines use anti-virus protection, which is updated on a regular, scheduled basis. Data can be irretrievably lost through the actions of some viruses and staff will be updated periodically of any virus that is known to be a particular hazard.

In order to reduce the risk of a virus infiltrating a school computer the following protocols should be observed by all staff.

- Staff transferring files into school systems via floppy disks or USB sticks from home computers should always run the anti-virus software prior to opening files onto school systems. If in doubt either the ICT Co-Ordinator should be consulted prior to opening files
- Children should not introduce removable media from home into school systems without specific permission from a staff member who has adopted responsibility for running anti-virus checks on such files prior to their use.
- E-mail attachments present a particular danger of virus infection and should not be opened when the identity of the sender is unknown. Any e-mail that is received without the identity of the sender being known should be deleted immediately.

11 - Staff Laptop Computers

The use of laptop computers is to allow staff to extend their usage of ICT to the home, allowing staff to be more flexible in their use. A Microsoft office package is installed, which allows word processing and desktop publishing to be carried out. The computers are covered by the school's insurance policy but care must be taken to ensure that they are stored safely at all times. The computers are the responsibility of the individual who uses them. The software is licensed to the school, not to the individual user.

Copying of any software from the system is **ILLEGAL** and could lead to prosecution.

NO software should be installed or used on the computer that has not been installed by the ICT Co-Ordinator, or without the ICT Co-Ordinator's permission.

The above guidelines are in place to protect the hardware and the user. If followed then the system will work without problem. If however you come across a problem within an application then please make a note of the problem and refer to the ICT Co-Ordinator.

All school laptops are for educational use only. They should not be used for personal reasons or by other family members. A personal photo may be used as a background or screensaver, but it must not cause offence and must be in line with the Acceptable Use Policy.

Planning and Delivery of Content

Pupil's entitlement to ICT will consist of two separate, though clearly interrelated and overlapping components.

(a) - As A Discrete Subject

The teaching of a specific skill based programme of study for ICT based upon the Programme of Study as outlined in the National Curriculum. (ICT schemes: unit planning - Appendix 1)

The school follows the QCA scheme of work for ICT. All children between years 1-6 spend 55 minutes per week fulfilling the relevant task for that week. In order to ensure delivery of this entitlement, each KS1 and KS2 class has timetabled access to the computers. This will be further facilitated with the use of the ICT suite, and the extra computers in classrooms, or available on trolleys.

(b) - Supporting the broader curriculum

The use of ICT skills and resources is a statutory requirement of all N.C. subjects with the exception of PE and a National Curriculum skill. ICT therefore should be a key factor in all areas of the

curriculum, from research using the internet to the use of word processing to produce quality original text. Staff should carefully consider opportunities in which ICT facilities may complement learning objectives in other subjects and plan for their use accordingly.

In order to ensure delivery of this entitlement each classroom in upper Key Stage 2 has networked computer facilities and there are 2 clusters of networked computers that may be reserved by a class teacher. The opportunities for cross curricula work will improve with the new ICT suite.

Assessment, Recording and Reporting

In key stage 2 assessments of ICT capability will be recorded throughout the year via regular tests. Teacher assessments will also be made on an on-going basis. Teacher assessments will involve identifying each child's progress, determining what each child has learned and what therefore should be the next stage in his/her learning. Test results, alongside informal teacher assessments will be used to re-group children on a regular basis into small similar ability groups.

In key stage 1 the emphasis will be on teacher assessments. The assessments will be used to guide the progress of individual pupils in their use of ICT. Sufficiently detailed records should be accumulated to form and support a judgement on each pupil's level of attainment and progress in ICT.

Examples of pupils' work will be kept in ICT folders, which will build up to show the progression during each key stage. Electronic copies of work will also be kept.

Progression in ICT

The emphasis of ICT is its use as a tool to provide experiences that enrich children's learning within the context of the whole curriculum. 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 autonomy of the pupil in their learning

Adherence to the QCA Scheme of Work and its emphasis upon the acquisition of specific ICT skills will establish an appropriately planned progression of skills and activities across both key stages. The QCA scheme of work will be interpreted with flexibility and adapted as appropriate. Discrete skill areas will be repeated and built on in subsequent years. Assessments of ICT skills will be used in part to ensure that core skills have been adequately assimilated. The ICT Co-ordinator will work with subject teachers to ensure that children and staff have the necessary skills to help improve the quality of work done in other curricular areas.

Progression will be afforded by working in different contexts, providing more challenging tasks, increasing the complexity of the situation in which the skills are applied and in some cases by utilising more varied software facilities.

Organisation and Inclusion

The ICT curriculum will be delivered by a specialist teacher, with the support of the classroom teacher. In both stages children will be grouped in ICT ability groups, which will be altered as required on a regular basis to ensure that children in groups work well together.

Differentiation will be achieved both through differentiated activities, differentiation of intended outcomes and by level of support. For example, pupils who are progressing rapidly should be 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 set task. Children will have different aptitudes and abilities in ICT and will progress at differing rates, however, it is important that staff systematically give every pupil the opportunity to develop their skills in this curricular area.

All children will have access to the same tools, but those of lesser ability will not explore them to such great depths as those with more ability. Additional teacher support will be provided for the less able children to enable them to build their core skills. Less able children will also have access to some of the extra curricular activities. The most able will be given opportunities to use additional hardware and software, and additional learning opportunities to extend their ICT capability.

QCA ICT schemes: unit planning

Key	AUTUMN	SPRING	SUMMER
	Autumn	Spring	Summer
Year 1	Unit 1A An introduction to modelling	Unit 1B Using a word bank	Unit 1C The information around us Unit 1D Labelling and classifying Unit 1E Representing information graphically: pictograms Unit 1F Understanding instructions and making things happen
Year 2	Unit 2B Creating pictures	Unit 2A Writing stories: communicating information using text	Unit 2C Finding information Unit 2E Questions and answers Unit 2D Routes: controlling a floor turtle
Year 3	Unit 3A Combining text and graphics	Unit 3E E-mail	Unit 3B Manipulating sound Unit 3C Introduction to databases Unit 3C Introduction to databases Unit 3D Exploring simulations
Year 4	Unit 4A Writing for different audiences	Unit 4D Collecting and presenting information: questionnaires and pie charts	Unit 4B Developing images using repeating patterns Unit 4C Branching databases Unit 4E Modelling effects on screen

Year 5	Unit 5D Introduction to spreadsheets	Units 5b/5c precursor. Using the internet introduction	Unit 5A Graphical modelling	Unit 5B Analysing data and asking questions: using complex searches Unit 5C Evaluating information, checking accuracy and questioning plausibility	Unit 5E Controlling devices	Unit 5F Monitoring environmental conditions and changes
Year 6	Unit 6B Spreadsheet modelling	Unit 6D Using the internet to search large databases and to interpret information	Unit 6A Multimedia presentation	Unit 6C Control and monitoring - What happens when...?		

Notes:

- This plan gives a **guideline** to the intended delivery of the ICT curriculum units. In addition to this, where they cannot be fitted into the delivery of these units, individual lessons may also be required on skills such as printing, saving, the school network etc..
- In order to match the ICT curriculum with other topics across the curriculum, it may be desirable to alter the order of delivery. This is OK so long as ICT skills are taught in a gradually increasing progression.
- Supplementary units from previous years may also be included where skill areas are recognised to be weak, or where insufficient time was spent developing the skills during previous years for any reason.