ICT Policy
St. Joseph's Catholic Primary School

Policy Reviewed: September 2009

This policy document should be considered in the light of our School Mission Statement which outlines all that underpins our work at St. Joseph's:

'At St. Joseph's
we live, love and learn
by the example of Jesus.'

It is also important to appreciate the importance of ICT in enabling our learners to achieve the '5 outcomes' as outlined in *Every Child Matters*.
Through appropriate learning experiences in ICT, we aim to ensure that our learners:

- Are safe
- Are healthy
- Achieve economic well-being
- Enjoy and achieve
- Make a positive contribution

Rationale

At St. Joseph's we believe that ICT is an integral feature of a child's education in the primary phase, and that each individual should be enabled to fully explore the numerous possibilities of ICT, and subsequently realise their full potential in this increasingly important area of the curriculum, and indeed life in the 21st century.

Whilst ICT is an independent subject in its own right, it has enormous potential for facilitating and developing work in all other curriculum areas, and is therefore recognised by staff, pupils, parents and governors alike as an essential aspect of a good primary education. With this in mind, we feel that it is vital to incorporate ICT into the daily routine in the classroom as well as ensuring its discrete teaching through the appropriate use of an ICT suite/ICT provision.

Through providing the highest possible standard of education in ICT (the school achieved the ICT Mark in June 2009) it is envisaged that every pupil who passes through St. Joseph's will feel confident in their ability to make full and proper use of ICT in their Secondary careers and subsequently, as adult members of the wider community in which the computer is becoming an increasingly important and powerful tool, both in the workplace and at home.

Classroom Resources

All classrooms, from Nursery to Year 6 are equipped with an Interactive Whiteboard and a visualiser. Three junior classes (Year 3 – Year 6) now have an integrated a Techno-Base which houses two additional widescreen RM computers. Each class is equipped with a camera and in addition to the cameras, Year 5 and 6 have a camcorder. Key Stage 1 and Foundation stage have also been given access to Flip Mino cameras. Each whiteboard (Nursery – Year 6) comes with RM *Easiteach* software for Literacy, Numeracy, Science and Geography, and additional software for a variety of other areas of the curriculum to supplement the *Easiteach* software. Along with this, we have also subscribed to *Knowledge Box*, an Internet based resource for various curriculum areas, especially Literacy and Numeracy. In addition to this, we have also purchased interactive activities from Heinemann to supplement *Literacy World*. We have also recently purchased Maths Whizz which includes interactive activities for whole class teaching and individual learning throughout the school. All Foundation Stage and Key Stage 1 classes also have access to various aspects of Education City to support work in Literacy and Numeracy.

As well as the IWBs in classes, there are also additional boards in four communal areas, the School Hall, the Library and a newly installed board in a small group room (The Rainbow Room) off the Junior corridor, and a final board in Butterfly Room (Infant corridor).

One of the most exciting recent purchases, in terms of the teaching of discrete ICT skills, is that of ICT Alive, an RM package designed to deliver the NAA scheme of work for ICT.

The potential of the use of IWB's to deliver the curriculum in an exciting and innovative way is recognised by all members of the school community and we look forward to seeing the continued/increasing benefit of the use of this wonderful technology in all areas of the curriculum in the future.

The ICT Suite/Cyber-Cafe

In October 2005, our ICT suite was opened and currently constitutes an interactive whiteboard, 32 *RM One* machines and a variety of peripherals including printers, scanners, a digital microscope and digital cameras and digital blue movie creators.

The ICT suite also houses a laptop trolley with 16 laptops for use in class. The laptops are timetabled for use throughout Key Stage 2 and Year 2, with additional 'slots' available on a booking system.

In addition to this, we also have a recently completed *Cyber-Café* (December 2007) situated in the Infant corridor. This contains 6 RM Ones and a large screen TV for interactivity. This additional ICT area is timetabled in the same way as the laptops, with additional slots available as required. We feel that this is another way of integrating ICT into the whole ethos of the school, allowing/enabling access to ICT in a more informal setting.

Along with this we have access to a wide range of RM software, including ICT Alive and a variety of WindowBox programs available to deliver the skills outlined in the ICT curriculum.

Additional Control and Monitoring equipment has recently been purchased through Tesco's *Computers for Schools* scheme including Bee-Bots (Key Stage 1), a LogBoxes (Key Stages 1 and 2) and Log-It Explorer kits (Key Stage 2).

The majority of the above resources are now housed in an ICT resources cupboard situated in the Junior corridor facing the ICT suite. The CC3 server has also been relocated to this room to reduce the noise in the ICT suite and ensure that it is safe and secure.

Learning Platform

The vision for our Learning Platform at St. Joseph's is a world where ICT is fully integrated into the way our school works, where every user has access to appropriate information when and where they need it, and tools to enable them to be as effective as possible. At present, all staff and the children in Years 5 and 6 have a Learning Platform and this will be extended to those children in Years 3 and 4 in the coming academic year (2009-2010). Parent and Governor accounts will also be created at the same time.

Planning

In order to meet the requirements of the National Curriculum, the school uses the QCA scheme of work as a starting point for long/medium term planning. Teachers complete weekly plans based on the units outlined for their year group using *ICT Alive* Software Package which is directly linked to the QCA scheme of work.

All planning is now saved centrally in a shared documents folder enabling the subject leader to monitor planning in terms of coverage, continuity and progression.
Through this approach it is envisaged that each individual pupil should meet the objectives listed below.

Expected Outcomes

Listed below is a brief overview of those skills that children in Years 1-6 are expected to acquire as they progress through Key Stages 1 and 2. A more detailed breakdown of these skills is provided for teachers to enable them to assess progress and achievement.

Year 1

By the end of Year 1 children should be able to:

- Recognise the parts of the computer that they are in contact with. (Mouse, screen, keyboard)
- Use the mouse to match parts of a sentence and to match words and pictures. Enter single words from a keyboard.
- Use a word bank to assemble sentences that communicate meaning.
- Recognise that computer programs use sounds, text and pictures to convey information.
- Use key words to label and classify objects.
- Use a graphing program to create a pictogram.
- Read and sequence a simple set of instructions.

Year 2

By the end of Year 2 children should be able to:

- Use a word processor to produce sentences that communicate meaning.
- Use a computer graphics package to create a picture.
- Search a CD-ROM purposefully; following straightforward lines of enquiry
- Control a floor turtle by producing an accurate set of instructions and amend them by adding instructions together.

Year 3

By the end of Year 3 children should be able to:

- Combine and re-size graphics with text.
- Use music software to develop and refine a musical composition.
- Enter information into a database and use it to answer straightforward questions and produce bar charts.
- Recognise patterns within simulations and make and test predictions.
- Send, receive and reply to e-mails; develop and refine text messages.

Year 4

By the end of Year 4 pupils should be able to:

- Use the more advanced features of a word processor to help them match their work to their audience.
- Use a computer graphics package to develop an image using a variety of tools. Develop and search a branching database.
- Collect data in a way that aids entry into a data-handling package and use it to create bar charts, pie charts and line graphs.
- Control a floor turtle and produce simple sequences.

Year 5

By the end of Year 5 pupils should be able to:

- Create a flower by using one shape and rotating it; use repeat instruction to duplicate the shape; change the angle of turn.
- Use 'and', 'or', '+' in their searches.
- Recognise the importance of checking data and that poor quality information leads to unreliable results.
- Use a spreadsheet to carry out calculations.
- Design and create a simple advertising display which produces a combination of events; write simple procedures and be able to link output devices together; amend their procedures to get a desired outcome.
- Choose the appropriate sensors to monitor environmental conditions and changes and carry out experiments safely and independently.

Year 6

By the end of Year 6 pupils should be able to:

- Use a multimedia-authoring program to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text.
- Explore the effects of changing data in a spreadsheet.
- Produce simple procedures to turn on lights and sound alarms with help and support.
- Search the Internet taking care when framing questions; understand when the information is useful and present it for a chosen audience.

Code of Conduct for Responsible Internet Use

As well as the parents receiving a letter concerning their children's use of the Internet, the children are also made aware of their own responsibilities with regard to this area of ICT through the following 'Code of Conduct'.

St Joseph's RC Primary School has installed a computer suite complete with Internet access in order to help our learning. This code will keep everyone safe and help us be fair to others.
If we all follow these simple rules then we can work together in an atmosphere of confidence and trust.

Student Agreement

At the beginning of the year, all Key Stage 2 pupils are asked to sign an Internet Agreement (see below) to ensure appropriate usage in school.

I agree to use the Internet and email at St. Joseph's Catholic Primary School in a responsible manner for purposes stated by my teacher. I can expect that adequate supervision will be available when I am using the Internet.

- ✓ If I find myself in unsuitable locations I will immediately click on the home or back button and inform my teacher.
- ✓ If I receive email that makes me feel uncomfortable I will immediately inform my teacher.
- ✓ I will not give out personal information such as my surname, address and phone number or that of my parents.

- ✓ I will not publish a picture or send a picture of myself without first checking with my teacher.
- ✓ I will only e-mail people I know or whom my teacher has approved.
- ✓ When composing email messages I will only use language I understand is acceptable in my school.
- ✓ I understand that the school will check my files and will monitor the Internet sites I visit.
- ✓ I will ask permission from a teacher before using the Internet.

I understand that breaches of the rules will see me lose my Internet/email access rights for a period of time determined by my teacher/Head teacher.

The ICT Suite Timetable

Each class (Nursery-Y6) has at least two weekly timetabled session in the ICT suite, one for ICT and one for cross-curricular work. There is also the option to use the facilities available at other times for cross-curricular work or additional group/whole class ICT activities.
The timetable is displayed on the noticeboard in the staffroom enabling staff to check the availability of the suite for any additional sessions as required.

Assessment-Target Setting

At St. Joseph's, assessment is considered to be an integral feature of a broad, balanced and progressive ICT curriculum, since it enables teachers to plan activities appropriate to the childrens' previous experiences and the skills that they have already acquired.

At the beginning of the academic year all teachers set end of year targets for their classes in ICT and these are reviewed mid-year (February). These targets are then reviewed at the end of the year and the subsequent teacher receives this information to enable them to set further targets.

Assessment can take various forms:

- ✓ ongoing teacher assessment (non-specific)
- ✓ direct individual / group observation
- ✓ formal assessment tasks related to the QCA units (integrated assessment activities through ICT Alive)
- ✓ pupil self- assessment ("I can do" checklist for Year 2-6)
- ✓ integrated tasks related to various activities.

Through undertaking a variety of the assessment possibilities listed above, teachers will feel confident about placing pupils at certain levels (1-5) and will therefore be able to set realistic yet challenging targets for future progress/development.

It is important to note that teacher assessment in various areas of the curriculum, including ICT, is now being recorded using Assessment Manager 7 through SIMS which allows teachers to record their ongoing assessments, including target setting, on a regular basis. Recent analysis of data indicates very high achievement and attainment in ICT throughout the school.

Monitoring

The ICT subject leader is ultimately responsible for monitoring the quality of teaching and learning in ICT and this is done in the following ways:

- ✓ periodical review of class teachers short-term planning
- ✓ analysis of teacher response sheets regarding their use of ICT and confidence in delivering the curriculum.
- ✓ regular work sampling / scrutiny
- ✓ lesson observations
- ✓ shared planning consultations
- ✓ collaborative "levelling" of work
- ✓ attendance at various INSET related to the Subject Leader's role
- ✓ providing support as requested / required
- ✓ pupil/teacher questionnaires
- ✓ display portfolios
- ✓ LA support

The subject leader's monitoring role should not be viewed as 'threatening' or 'obtrusive' by other members of staff, but as an opportunity to share good practice and promote mutual professional development in this most demanding of curriculum areas.

Reporting

Parents receive a full written report about their child's progress and achievements in ICT in the Spring term. This report gives details of the skills that the child has acquired through the various units of work covered, and provides the opportunity to acknowledge the efforts of individuals as appropriate.

Any matters arising from this written report can then be discussed with the class teacher at the subsequent Open Evening in the Summer term.
Parental consultations in the first two terms also provide the teacher with a forum for discussing any matters relating to pupils understanding and enjoyment of ICT in all its forms.

Parents are also informed of the various ICT activities that are to be undertaken each term through Curriculum Overviews which are issued at the start of every term.
Parents are welcome to come into school at any time, through prior appointment, to discuss any concerns or issues arising from the work being undertaken in ICT. The Co-ordinator is always available to support staff and to talk to parents, in such cases, if the need arises.

Review

This policy should be viewed as a working document for the benefit of all concerned in the education of the children at St. Joseph's Catholic Primary School.

An annual review of this policy should ensure that the high standard of ICT education throughout the school is maintained and that the document remains both relevant and accessible to all concerned.

Review date: September 2010
ICT Team
September 2009