



Information Technology (ICT) Policy

Information for Parents: This policy is available on request.

1 Aims and objectives

1.1 ICT is changing the lives of everyone. Through teaching ICT we 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.

1.2 The aims of IT are to enable children:

- To develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning in other areas;
- to use their ICT skills to develop their language and communication skills;
- to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality, safe use and accuracy.

2 Teaching and learning style

2.1 As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. We have multiple methods in our school. Lessons in the computer suite with an ICT teacher enables the child to learn how to use various computer programs. The National Curriculum program of study for computing is

adapted for use within the school. Use of large interactive screens in the classroom and iPads, support all areas of the curriculum.

2.2 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. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- using classroom assistants to support the work of individual children or groups of children.

3 ICT curriculum planning

3.1 The school uses the national guidelines for computing as the basis for its curriculum planning. We have added/increased these guidelines to the local circumstances of the school.

3.2 We carry out the curriculum planning in ICT in two phases (long-term and medium-term). The long-term plan maps the ICT topics that the children study. The ICT teacher teaches a set lesson to each class each week. Our long-term ICT plan shows how teaching units are distributed across the year groups, to ensure progression within the curriculum plan.

3.3 The ICT teacher is responsible for writing the medium-term plans with the ICT component of each lesson. Daily plans list specific learning objectives of each lesson.

3.4 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 unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 EYFS

4.1 We teach ICT in Pre-Reception, Reception and Kindergarten as an integral part of the topic work covered during the year. As the reception classes are part of the EYFS, we relate the ICT aspects of

the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. The children have the opportunity to use devices in line with the EYFS Early Learning Goals. Then during the year they gain confidence and start using the computer in the classroom on a daily basis to compliment their learning in all areas of the curriculum.

5 The contribution of ICT to teaching in other curriculum areas

- 5.1 IT contributes to teaching and learning in all curriculum areas. For example, work-using spreadsheets supports work in mathematics, while networked programs and the Internet prove very useful for research in a variety of subjects. ICT enables children to present their information and conclusions in the most appropriate way.
- 5.2 English
ICT contributes to the teaching of English. Through the development of keyboard skills and the use of iPad's and computers, children learn how to edit and revise text. They learn how to improve the presentation of their work by using appropriate software.
- 5.3 Mathematics
Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically.
- 5.4 Personal, Social, Health and Economic Education (PSHEE) and Citizenship
ICT makes a contribution to the teaching of PSHEE and Citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world.

6 Teaching IT to children with SEND

- 6.1 At the Ursuline Preparatory School we teach ICT to all children, whatever their ability. 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 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.

7 Assessment and recording

- 7.1 The ICT teacher assesses children's work by making informal judgements as he observes them during lessons. On completion of a piece of work, the teacher comments as necessary. The ICT teacher works closely with the classroom teacher informing them of pupil's progress.
- 7.2 The ICT teacher keeps samples of the children's work in the cloud which can be accessed via Microsoft Teams. This demonstrates the level of achievement in ICT for each child.
- 7.3 The ICT teacher assesses on a termly basis skills achieved.

8 Resources

- 8.1 Our school has an interactive screen available in every classroom in addition to a computer room with a network of computers for groups of children. The school has Internet access for computers in the computer room and in other areas of the school. We keep resources for ICT, including software, in a central store in the computer room. Class teachers have their own software to support their own individual curriculum in their classroom. The school also provides the following iPad provisions:
- Pre-Reception and Reception – Share 8 iPads.
 - Kindergarten, Intermediate and Transition – Each class has a class set of iPads.
 - Junior Classes (Lower One, Upper One, Lower Two and Upper Two) – Each child has their own iPad which they own and is paid for by parents via a purchase scheme.
- 8.2 Along with the computers, the school has the following:

Hardware

- Colour printers;
- Digital cameras;
- Calculators;
- Robots;
- Lego
- iPads

Software

- Microsoft Office;
- Painting/drawing software;
- Educational programs;
- Multimedia programs;

- Simulations;

Subscriptions to online resources include:

- Showbie
- Active Learn
- Collins Hub
- Twinkl
- IXL
- Fonetti

8.3 Personal Resources of pupils

Personal electronic devices, such as iPads, smart phones, cameras, games consoles or any other type or recording device, are not permitted in school without the permission of the headteacher. (Refer to IT Acceptable Use Policy.)

9. Monitoring and review

9.1 The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT Co-ordinator. The ICT Co-ordinator is responsible for supporting colleagues in the teaching of ICT, for keeping informed about the current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject is reviewed as part of the monitoring progress built into the staff-training programme of the school. In addition, the ICT teacher monitors the child's progress and curriculum content as part of the monitoring process set up in the school. The ICT Co-ordinator is responsible for carrying out maintenance of the computer equipment and assisting classroom teachers with technical issues. The ICT Co-ordinator regularly updates the head teacher with problems regarding the ICT system.

10 Health and Safety

10.1 At the Ursuline Preparatory School children and staff are encouraged to use computer equipment, visual display units and software correctly.

- They should maintain correct posture when using ICT equipment;
- The height of chairs should be adjustable and all necessary equipment should be within easy reach;
- Screens should be free of glare and the brightness and contrast controls adjusted to suit lighting conditions in the room;
- Screens should be focused and sharp;

- Users should take frequent breaks from computer work;
- Children should be encouraged to type with more than one or two fingers to reduce the possibilities of developing repetitive strain injury.

10.2 Taking storing and using images of children.

- On admission to the school parents are asked to complete a permission form, 'Use of Images of Pupils by the School'. Any consent objections are passed to the ICT Co-ordinator, Admin staff and Publicity staff who makes every effort to make sure that the child is excluded from all photographs and videos taken within the school.
- The school has class and whole school cameras as well as iPads and a video camera.
- Images are downloaded to the cloud.
- Images are deleted from school hardware and cloud services on an annual basis.
- Please refer to the Taking, Storing and Using Images of Children Policy for further details.

10.3 Management Information Systems (MIS)

- ICT enables efficient and effective access to and storage of data for the school's, teachers, pupils and administrative staff.
- We currently use Engage which operates in the cloud.
- All staff have varying access to Engage using a password. Only trained and designated members of staff have authority and access rights to input or alter the data.
- The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

10.4 Internet access will be planned to enrich and extend learning activities.

- Pupils will be given clear objectives and rules for internet use;
- The SMART code of internet use is clearly displayed in the computer room.
- Children should access the internet only when a member of staff is present.
- Any inappropriate images or text accidentally accessed by pupils or staff should be reported to the ICT Co-ordinator. Children should raise their hands and turn away from the screen.
- Staff and pupils will not be allowed to access public chat rooms, Relevant staff will have access to social networking sites to help promote the school;

- Staff and pupils will not access inappropriate sites that could put themselves or others at risk;
- Appropriate web blocking software should be in force to minimise unsuitable / offensive web content. This should be monitored by the ICT Co-ordinator.
- Refer to E-Safety Policy

However, as always, part of the responsibility for health and safety lies with the individual, but instruction and training where possible will minimise risks.

10.5 Website Policy

The School operates the following policy regarding the use of photographs and information to ensure the privacy and safety of pupils at the school.

- Where a pupil is named, no photograph of that pupil is displayed.
- Where a photograph is used which shows a pupil, no name is displayed.

The School follows a policy of seeking parents' permission to display, photographs or videos of their child on the school website on entry to the school via a Parental Consent Form.

School weekly newsletters which contain detailed information regarding events at the school are sent through ParentMail, an application that is downloaded by parents or accessible via a web-browser.