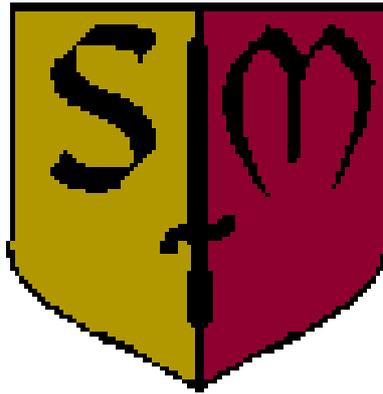


St Mary's Catholic Primary School



ICT Policy

Date of Review: May 2019
Reviewed by: KO'Toole

**Learning and Loving
Caring and Sharing
through
The message of Christ**



**St Mary's Catholic Primary School is a happy
community where we are loved and valued as
individuals.**

**As Disciples of Jesus, we learn
together, pray together and
celebrate together as one in God's love.**

**Together with parents/carers, the parish and the
wider community, we prepare our children to live
and build God's kingdom on earth.**

**Information Technology, Information & Communication
Technology**

Information and Communication Technologies (ICT) are the computing and Communications facilities and features that variously support teaching, learning and a range of activities in education.

Information Technology (IT) is the knowledge, skills and understandings needed to employ information and Communication technology technologies appropriately, securely and fruitfully in learning, employment and everyday life. (QCA ICT Scheme of Work)

ICT (principally but not exclusively computers) is used in many ways for the presentation, analysis and storage of information, but also to model, measure and control external events, to solve problems and to support learning in a variety of contexts, not least through the use of the Internet, across the whole curriculum. The term ICT is understood to incorporate IT.

Aims

Our aims in using Information Technology and through implementing the Digital Competency Framework are that all pupils will enjoy using ICT, choose and use appropriate applications with confidence and a sense of achievement, develop practical skills in the use of ICT, be able to apply these skills to the solving of relevant and worthwhile problems, understand the capabilities and limitations of ICT and the implications and consequences of its use. However it is worth noting that digital competence should not be confused with Information and Communication Technology (ICT). Digital competence is one of three 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 that are transferrable to the world of work.

The DCF sets out the digital skills to be attained by learners aged between 3 and 16-plus years across four strands.

Citizenship.

Interacting and collaborating.

Producing.

Data and computational thinking.

And incorporated into the areas of learning: Language, Literacy and Communication, Science and technology, Expressive Arts, Health

and Well being, Science and Technology, Mathematics and Numeracy.

Principles for the use of Information and Communication Technology

ICT is important because its use is widespread in the modern technological world and is likely to continue to grow as was highlighted and recognised in the Donaldson Report.

ICT skills are recognised as cross-curricular within the National Curriculum and their use is called for or assumed in all subjects to support and enrich pupils' learning. However, it is not intended that digital competence should be artificially imposed into all subject areas. The DCF therefore includes examples of classroom task ideas that can be used to develop skills in naturally occurring, meaningful ways. Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems.

But ICT is also a knowledge and skill area in its own right. As in other areas of the curriculum we incorporate the requirements and recommendations of the National Curriculum into our planning and assessment at class, year and school level.

Every pupil will have appropriate experience in all the areas identified in relevant DCFS documents and guidance. All pupils will have experience in the following areas: Developing ideas and making things happen, Exchanging and sharing information, Reviewing, modifying and evaluating work as it progresses.

Strategies for the use of Information and Communication Technology

In order to ensure that valuable areas of experience are covered, ICT use is integrated into the curriculum followed throughout the school, including Early Years. Pupils will have experiences of a variety of software that allows teachers to provide for progression of skills, concepts and applications. The software to be used throughout the school is shown in the ICT scheme of work (Appendix 1) and the schemes of work for other curriculum areas.

Pupils will have the opportunity to work individually, in pairs and in small groups, and will experience the frequent use of ICT in their own classrooms. Pupils will become increasingly independent in

their use of ICT and the choice of software required for any given curriculum activity. This aim should be kept in mind from the earliest contacts pupils have with computers, by informing them clearly why they are using a computer for a particular activity.

Equality of Opportunity

All pupils should develop positive attitudes towards ICT, they should develop an understanding of the potential of ICT and show confidence and enjoyment in its use.

Priority will be given to ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class. Those who are most proficient with the technology will be encouraged to share their expertise and confidence.

Specialised access software and hardware will be available for pupils with special educational needs. All reviews of provision for pupils with special needs should include consideration of a child's access to a computer.

Consideration should be given to the most appropriate input device for all pupils but especially those with special needs.

Strategies for Ensuring Progress and Continuity

Planning for the use of ICT is a process in which all teachers are involved, wherein ICT activities which take into account the Breadth of Study and Knowledge, Skills and Understanding pupils should acquire and the software they should become familiar with are integrated into the whole curriculum and in line with the strands identified in the DCF. Subject coordinators, supported by the ICT Coordinator where appropriate, are responsible for identifying needs and opportunities for the use of ICT / DCF within their subject area and classroom teachers have a responsibility for identifying DCF skills in their planning.

The Role of the Information and Communication Technology Coordinator

The ICT coordinator is responsible for reviewing and updating the School's policies relating to ICT, monitoring standards of achievement and progression. The ICT Coordinator will also offer advice on and demonstrate new peripherals as well as appropriate software when requested or appropriate, liaise with other curriculum coordinators to ensure effective use of ICT in their areas and keep abreast of new software, particularly that which could be appropriate for our research project work or pupils with Special Needs.

The Role of Others in the School

The classroom teacher is responsible for the delivery of the policy and the Scheme of Work and the care and security of the software and hardware in their classroom. The school is corporately responsible for ensuring that copyright regulations are not infringed.

Resources

The ICT coordinator will arrange for the care and security of central ICT resources including kits of hardware and associated software for control and measurement activities.

Responsibility for other ICT equipment such as video and sound recorders, microphones, piano keyboards, televisions and video recorders (with the exception of any permanently attached to the Interactive Whiteboard), electronic toys etc. lie with the purchasing coordinator. The ICT Coordinator will offer advice and INSET on new equipment and technologies and support their introduction into classrooms use.

Laptops

Wireless laptops bought to support the curriculum are for the use of pupils. Staff may be allocated a school laptop for work use at home. These computers will be maintained by the school but staff should take reasonable care in their handling. School laptops used at home should not be used for any activity in contravention of the school's acceptable internet use policy, such as illegal file sharing. The school will pay for and install anti-virus software but any Internet connections for use at home are the responsibility of the staff member. Staff should carry out any updates when requested by the school or hand the laptop into the school for updating when requested.

Staff are encouraged to take their assigned portable computers home in order to prepare resources and develop personal competence and confidence in the use of ICT. **The school's insurance policy will not cover any equipment while it is at the teacher's home or in the teacher's car, even if in use on school business.**

Access and Privacy

(see also Acceptable Internet Use Policy)

The school's computers should not be used at any time for downloading, copying or storing illicit or offensive material, nor should video, music or other files which take up a large amount of space be stored on our servers. Users wishing to download and copy large files to a CD should discuss it with the ICT Coordinator. No user should attempt at any time to install any software of any kind onto the school's network or onto any workstation connected to it, including screensavers. If a member of staff wishes to have software installed the agreement of the ICT Coordinator or headteacher should first be sought, the licence checked and the relevant media handed to the ICT Coordinator to arrange for installation.

All users of the network must be aware that their user areas and individual files may on occasion be accessed by the network administrators and files which contravene any part of this policy may be removed.

All use of the school's ICT resources should be in line with this policy and the rules laid out in the school's Acceptable Internet Use Policy.

Health and Safety

ICT equipment should be treated with the same care as any other electrical equipment..

Pupils should be encouraged from the earliest age to consider and adjust their posture when using the keyboard in order to avoid strain to the arms and back.

Staff should consult the ANCO with regard to any implications of the use of ICT for known medical conditions e.g epilepsy, visual impairment.

Staff using digital projectors should be made aware of the safety guidelines and follow the safety guidelines in them.

Updated KO'Toole. Thursday 2nd May 2019.