Saint Elizabeth's Catholic Primary School
Computing policy

What is Computing?

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

ICT is about information that can be manipulated with computers, video recorders and photocopiers, sounds through tape recorders and other signals generated and received by satellite technology.

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

The Non-Statutory Guidance document for Information Technology stresses that ICT should be planned delivered and assessed on a cross- curricular basis in appropriate contexts and as a tool to enhance and enrich the learning process.

The aims of Information and Communications Technology in the curriculum.

At each key stage, children are entitled to the opportunity to develop ICT capability through activities that arise in all curriculum areas, undertaken individually or in groups, as well as being appropriate for both boys and girls. Children should use ICT to:

- communicate and handle information
- design, develop, explore and evaluate models of real or imaginary situations
- measure and control physical variables and movement
- make informed judgements about ICT applications and their effect on the quality of life for Society and the individual.

Additionally, by encouraging ICT development through the strands the teachers can:

- enable children to become familiar with ICT in may contexts
- develop children's confidence with satisfaction in the use of ICT
- broaden children's understanding of the effects of the use of ICT
- enable children to take a greater responsibility for their own learning and provide opportunities for them to decide when it is appropriate to use ICT in their work
- encourage the flexibility needed for children to adjust to and take advantage of future developments in ICT.

The objectives for Information and Communications Technology in the curriculum.

In the context of the development of the two ICT strands, it is envisaged that ICT will enhance the process of the teaching and learning in all areas of the curriculum. In particular, children should achieve the following skills and abilities:

- confidence in handling hardware, software and other ICT equipment
- the ability to use ICT equipment to manipulate and present written word, images and sounds so as to convey a message effectively
- the ability to use ICT equipment to store information and retrieve and present in ways which enhance interpretation and analysis
- an awareness of the role of ICT encountered in daily life in the control of equipment
- to be able to talk about their use of ICT and its place within real live contexts
- to programme and use control apparatus effectively

Key Personnel

The role of Senior Management

The overall responsibility for the use of ICT rests with the senior management of a school. The Head in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum
- decide the provision and allocation of resources
- decides ways in which developments can be assessed, and records maintained
- ensures that ICT is used in a way to achieve the aims and objectives of the school
- ensures that there is an ICT policy, and identifies an ICT co-ordinator(s)

The role of the ICT Co-ordinators

The designated teachers 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
- assess and review pupil learning
- manage the provision and deployment of resources and give guidance on classroom organisation support
- encourage colleagues to extend and build on their own learning as well as children's learning
- act as a contact point between the school and support agencies
- liaise with Belper school regarding provision of technical expertise and support
- co-ordinate the evaluation of the school's ICT policy

The role of Subject Co-ordinators

- There is a clear distinction between teaching about ICT and teaching with ICT, subject co-ordinators should plan where ICT should be used in their subject schemes of work to enhance learning. This might involve the use of short dedicated programs that support specific learning objectives.

The role of the Teacher

- Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility Of each teacher to plan appropriate ICT activities and assist the co-ordinator in monitoring and recording pupils progress in ICT

The Organisation of ICT

Information Technology is unique within the National Curriculum, as it is the only cross curricular element with its own attainment target.

Although there are times when skills are taught discreetly as a precursor to cross curricular use, it is intended that ICT will be embedded in the wider curriculum and uses effectively.

Children's learning experiences in ICT across the curriculum must support and reinforce each other. This requires planning for coherence of learning experiences and ensuring that available time and resources are utilised effectively.

Progression within 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. In terms of the strands of ICT experience, the context of the activity is just as important as the activity itself. Therefore it is important to offer reinforcement of activities so that children gain ICT capability in a variety of contexts.

The type of hardware used and the machine specific skills are not significant in the quest for ICT capability. It is the context in which ICT is being applied that is of most importance. Progression can be afforded by working in different contexts, providing more challenging tasks, increasing the complexity of the situation in which the skills are applied and is some cases by utilising more varied software facilities.

Assessment

Because ICT can figure in lots of subjects and topics, it means that the work of pupils must be a part of a planned of activities. Assessment of ICT will be best undertaken as part of these planned curriculum activities.

Teachers need to communicate information in relation to the hardware and software tools used, the ICT experiences and skills gained, the level of ICT capability and the particular statements of attainment covered by each child.

Evaluative Assessment

The progress of classes and year groups in ICT is evaluated by the ICT co-ordinators and the head-teacher through:

- Monitoring attainment by observation of teaching and learning in the classroom/suite
- Monitoring coverage through completion of medium term planning QCA documents / Smart learning
- Monitoring progress through observation, classroom portfolios and the class files of children's work on the P drive

Summative assessment

The progress of individual children's attainment is monitored by the class teacher through

- Recording attainment against the key ICT skills as defined in the basic ICT skills framework provided by the ICT curriculum support team in Derbyshire
- Following the schools assessment format stating the objectives covered each term

Formative assessment

- Formative assessment to guide annual and termly planning is derived from the above data
- Assessment notes written on short term planning proforma and the teacher's knowledge of the children is used to ensure that lessons present an appropriate level of consolidation and change

Resource Management

Software policy

Educating children in and through ICT demands that one identifies the curriculum needs, selects appropriate software and then considers the hardware. In choosing the software tools, there has been strong emphasis on content free and general software which are appropriate within a cross-curricular context. Therefore it is intended all children have access to the following software

- a word processor
- a database
- a spreadsheet
- a drawing/art package
- control and monitoring software

Additionally it is intended that there should be opportunities to

- explore LOGO and control applications
- develop desk top publishing
- use design packages relating to technology, art, music
- relate packages specifically to the needs of an individual child or subject area e.g. special input devices or analogue measuring tools for science or geography

Hardware Policy

Hardware that supports the opportunity to narrow the gap between the software of the classroom and that of the world of work, as well as giving access to a much wider variety of professionally produced software titles, which will have the flexibility to allow differentiation of task, and progression within and between applications.

Opportunities to work with non-computer ICT, is essential. This includes knowledge of remote control TV's, video, DVD and tape recorders, cameras, remote control cars and the like.

Replacement, new equipment, security and maintenance.

Over a period of time there will be a point when equipment will be written off. Balancing the cost of repairs against the price of new equipment will be considered when appropriate.
The vision is to replace the hardware in the suite with brand new computers and monitors and to have additional networked computers in every classroom as well as to purchase laptops for teachers on a rolling programme.

Serial numbers are recorded in the school inventory and equipment is security marked. Insurance cover is taken and the school complies with the regulations so that a claim can be made in the event of hardware being stolen.

Great importance is attached to the security of programs and data back up. Hardware can ultimately be replaced if stolen or vandalised; however each school's data is unique to thee individual school. Original disks for schools programmes are kept in a secure room. Procedures for making backups and virus protection are in place.

Internet and the National Grid for Learning (NGFL)

The advent of the World Wide Web and National Grid for Learning is having huge impact upon the teaching and use of ICT in schools. It facilitates the access of information via libraries and other establishments across the globe, with up to date on line 24 hours a day. It enables transfer of data by electronic means, affording pupils the opportunity of sending and receiving as the norm. It is revolutionising administration in terms of working practice.

Saint Elizabeth's Catholic Primary School intends to be part of this revolution. The foundations are in place and we are committed to building upon these and keeping pace with new initiatives that are appropriate for our school.

- The school subscribes to the E.M.B.C. Gateway to learning which ensures shielded access for children using the internet.
- Children are using the internet and are encouraged to visit sites of significant educational importance
- All staff use the internet both as a resource for teaching and as a research tool
- There is an agreement between students/parents and the school, acknowledging clearly defined guidelines relating to use of the internet.
- All parents have been given information on safe internet usage for children
- All children and staff have an e-mail address, and will be encouraged to develop 'safe' contacts with adults and children. The school subscribes to a filtered service
- The school has its own website which will be updated regularly.
- The school is an associate member of the Derbyshire Birdcam Project

Staff Development

Teachers need to be familiar with the educational uses of ICT as well as with the hardware/software which supports ICT. These will constantly change as teaching and learning methodologies evolve and technical developments allow ICT to be used in new curriculum applications.

An ICT capability for all staff must be seen as a natural precursor to ICT capability for all pupils, opportunities for all staff to take advantage of INSET arrangements and access to ICT resources for personal practice.

- An ongoing rolling programme of staff training that keeps abreast of new initiatives and new technology (within the confines of budget) is in place.
- Co-ordinators keep abreast of new initiatives and new hardware and software
- Co-ordinators attend the Derbyshire ICT briefings

Access to the Curriculum

The strength of ICT is that it can supply equality of access to the curriculum for all children which allows them to function at their optimum level, either as an aid to communication or as a means of controlling their

environment, as well as an integrated aid to learning. The provision of resources should also take into account the needs, abilities and interests of individual children, especially

- Younger children
- Children who have a special skill or talent (Gifted and Talented)
- Children who speak a language other than English
- Children who experience difficulties with learning
- Children from ethnic backgrounds
- Children with physical and sensory difficulties
- Offering equality of opportunity for both boys and girls

Equal opportunities and the use of ICT

Computers are 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.

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

- Careful planning is necessary to ensure that all children have time to develop and implement their computer skills

Welfare, Health and Safety Issues

The following issues have been considered and included in the school policy, as appropriate. Best advice from the LEA has been taken in all purchasing

Annual Electrical Safety Check
Maintenance of Hardware
Internet and E-mail shielded systems
Software copyright with regard to Networks, Single copies and Licences
Safe disposal of obsolete equipment under EU regulations
Pupil Supervision

Ali Brooks
ICT Co-ordinator Review Annually