ICT / COMPUTING POLICY

Aims of the National Curriculum

The national curriculum for computing aims to ensure that all pupils:

can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology

Rationale:

Once this policy has been ratified by the School's Governors it should be issued to all personnel, including Governors and pupils, involved in the working of the school.

This policy should be read in conjunction with the Online-safety Policy and Acceptable Use Policy. The Executive Head teacher and Senior Leadership Team will ensure that all persons, including Governors and pupils who join the establishment are given access to the policy.

ICT in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. As such, ICT and Computing takes its place alongside Literacy, Numeracy and Science as the cornerstones of our curriculum at Highview. We are committed to building on the use of these technologies in order to arm our young people with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies

children and young people are using both inside and outside of the classroom include:

- 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:

- To enable all children to use computers with purpose and enjoyment to the best of their ability.
- To enable all children to develop the necessary level of skills to exploit ICT at their level.
- To enable all children, where possible, to become independent and confident users of ICT.
- To enable all children, with or without support, to evaluate the benefits of ICT and its impact on society.
- To meet the requirements of the National Curriculum as fully as possible and enable all children to reach their highest possible standards of achievement.
- ICT will be used to support the teaching of all subjects.

- To create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT.

Objectives: To place ICT at the heart of all school activity.

To enable all children to use ICT with purpose and enjoyment to the best of their ability:

- By providing weekly 45 minute lessons timetabled for discrete ICT for all key stages.

- By providing mobile technologies to be used within other subject areas and wherever needed.

- By providing highly differentiated and suitable tasks which are interesting and give scope for individual responsibility, and which lead to valuable accredited outcomes for our school leavers.

- By developing and resourcing the media and Visual Arts department integrated across the curriculum. By giving pupils direct and regular access to these resources.

To place technology "in the hands of the pupils". To enable all children to develop the necessary level of skills to exploit ICT:

- By ensuring enough access by pupils to become more proficient in the basic ICT skills using either class based computers or computers in the ICT room.

- By ensuring that software and hardware provision take into account the many and varied needs of Highview's particular pupil base eg Large keyboards, tracker balls, larger screens and SEN specific software

- By planning small step activities which allow children opportunities to apply and revise their skills in a variety of different subject

contexts. Activities should be relevant and age appropriate based on the individual teacher's knowledge of their pupils.

To enable all children, with or without support, to evaluate the benefits of ICT and its impact on society:

- By leading, where possible, group discussions about the benefits and limitations of ICT and by creating opportunities to compare classroom use of ICT with that in the wider world.

- By providing a continuous programme of staff development, either on an individual INSET basis or group based INSET activities as requested by staff

- By ensuring that ICT courses are available for all teachers

- By ensuring that all support staff have some training and understanding of ICT

PRINCIPLES OF TEACHING AND LEARNING

Differentiation and SEN

All pupils at The Beacon have special educational needs and are entitled to the same access to ICT as their peers. In planning lessons teachers will identify the learning goals for the majority of children as well as extension activities for the more able. Consideration should be given to modifying the task, or providing peer or adult support, for children with greater difficulties. It is important to note that pupils with learning difficulties may achieve well in ICT and should be given every opportunity to provide support for others.

Teachers can liaise with the ICT Teacher on the use of ICT to improve their involvement in the curriculum. E.g. To improve writing and presentation, to practise skills or to focus on the interpretation of graphs.

The Beacon also provides a variety of ICT support such as large colour coded keyboards, lower case keyboards, large screens, a variety of communication devices such as recordable whiteboards, small recordable microphones, small video cameras, digital cameras, IWB's, notebooks and iPads enabling the promotion of cross-curricula ICT skills in class rooms as well as the ICT suite.

The benefits of using ICT with pupils with SEN are recognised and include:

- Increased motivation
- Opportunities for collaborative activities
- Improvements in accuracy and appearance of work
- Easier access to information
- Opportunities for increased independent learning
- Strengthening and consolidation of Fine Motor Skills
- As a tool for communication for children with Speech and Language difficulties

Breadth and balance

Teachers and support staff will ensure that they understand the skills and concepts to be taught and the role of discussion in developing a critical awareness of the use of ICT. The scheme of work for Computing and ICT will provide guidance on the skills and knowledge to be covered by each year group. Teachers will need to plan their work so that these skills are first taught and then practised and developed during work in other subjects.

Activities using computers will be planned to allow for very different levels of achievement by pupils and to include the possibility of extension work. Teachers will be expected to intervene where appropriate to reinforce an idea or teach a new point. Often there will have to be direct skill teaching and many of these skills will have to be over-learned to ensure they are fixed in the memory.

Variety

Pupils will have the opportunity to participate in a variety of activities to learn to use ICT and apply these skills in a meaningful context. With support, they will also evaluate how ICT is used in everyday life and compare this with the way they use it in school through:

- Short directed activities to practise a specific skill

- Activities with a subject context to practise and develop skills previously learned

- Open ended activities which allow pupils to choose which tools to use or to select from a variety of media, with support where necessary

- Whole class directed discussion to allow reflection on the use of ICT

Relevance

Work planned for children will be relevant to them and their lives. It should be age appropriate, but based on the teacher's knowledge of the pupils. Some pupils might not be as emotionally mature as others within the group and need tasks that therefore, appeal to their level of emotional maturity, eg some will want to do a database about cars p others about soft toy! It will build on their existing skills and provide opportunities to develop new ones. Where possible real data will be used, and the use of E-mail will be used to link with children.

Cross-curricular skills and links

The nature of ICT as a tool means that there will be many opportunities for links with other subjects. Teachers will plan some activities, which emphasise the development of ICT capability and others, which support the subject being taught. They must refer to subject schemes of work when planning work. The National Curriculum document gives examples of ICT and cross-curricular links throughout the subject chapters.

Equal opportunities

All children are entitled to equal access to all ICT equipment in order to develop their personal ICT capability. When children work in groups care will be taken to ensure that all children are active and have equal access to the computer keyboard.

Children with a computer at home are encouraged to use it for educational benefit and parents will be offered advice about what is appropriate. Children will be encouraged to practise keyboard skills at home and develop proficiency.

Additional Educational Needs and ICT

Some pupils at The Beacon have additional educational needs, as well as their cognition and learning difficulties, associated with various physical disabilities or with chromosomal disorders. These include children who may be hearing or visually impaired dyspraxia, have Down's syndrome or epilepsy etc.
In order to facilitate their full inclusion into the ICT curriculum extra support is provided by the following:

- Large colour coded keyboards
- High visibility keyboards (yellow on black)
- Lower case keyboards
- Small mice
- Tracker balls where the use of a mouse is too difficult
- Large screens with magnification
- Anti-flicker screen covers
- Touch screens
- IPads
- Communication aids
- Specialist Software: Clicker 6 for children who struggle with fine motor skills and writing, Speaking for Myself software (Down's Syndrome), iPad apps for Children with ASD, etc.

As new children come on role their educational needs are assessed and hardware or software is purchased as and when necessary under professional advice either from Specialist Teachers or from Support Agencies.

Health and Safety

Children are encouraged to close computers down and prepare them for use. They have chairs of the correct height, eyes level with the top of the monitor screen, and to be encouraged to sit comfortably and use both hands for the keyboard. An introduction to touch typing would ensure faster basic skills acquisition.

Care must be taken to ensure that those pupils with Epilepsy or epileptic tendencies are monitored and that those pupils do not use any screens that have a degree of flicker. Also, care must be taken to ensure that software or data accessed via the Internet does not have any content that might trigger a fit.

Pupils must not touch any of the cables leading to the computer tower or monitor; neither must they be allowed to plug in keyboards, mice or any other peripherals. The ICT teacher, technician or ICT LSA can only undertake these tasks.

Further guidance is available in the School's Health and Safety Policy.

Parental Involvement:

Please see Acceptable Use Policy.

Assessment, recording and reporting

Assessment of Computing and ICT capability will be achieved by planning appropriate curriculum activities in line with the school's general policy for assessment and reporting.

Management and administration

The curriculum will be planned to allow pupils a wide range of activities to cover and teach the programmes of study for Computing/ICT. Teachers will use the key stage plans and OCR exam syllabus to ensure that pupils have sufficient access to experiences and equipment to receive a balanced experience of ICT. The scheme of work for Computing/ICT and subject schemes of work will provide the basis for termly planning showing learning objectives, experiences and types of activities.

The Role of the Subject Leaders

The subject leader will work with the school management team to ensure implementation of the School's ICT/Computing Policy and ICT Development Plan.

The subject leader will be responsible for assessing class and school needs in consultation with staff and management; the ordering and purchasing of relevant hardware and software with management approval; the dissemination of information about relevant ICT innovations and best practice from various sources; and limited technical support. The leader is not a technician and is a full-time member of staff with full teaching responsibilities.

The technician will be responsible for maintaining a full technical audit and keeping an inventory of all hardware, software, serial numbers and positions of such about the school.

Review

This policy will be reviewed each year to evaluate the school's progress towards its Computing/ICT targets. Progress will be discussed with the school management team and reported to the governors. This evaluation will form the base for an action plan, which will then inform the School Development Plan.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Sept 2016	Transfer	Sept 2018	N/A