ICT policy

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ICT Policy

Introduction

The use of information and communication technology is a key skill for everyday life. Computers, tablets, interactive whiteboards, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At the Woodlands Academy, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

The school believes that ICT and computing:
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working and independent working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Aims and Objectives

The ICT curriculum has been developed as a skills list, starting with the basics within the semi-formal classes up to more complicated aspects of ICT in the formal classes in school. The following forms of ICT below will be used in order to achieve the skills required to deal with daily life challenges. Staff will provide pupils with learning opportunities to:

- Use ICT and computing as a tool to enhance their learning in all areas of the curriculum.

- Work on skills across the curriculum with increased confidence and understanding.

- Work on increasing independence through language and literacy.

- Work on joint projects with others.

- Access a wide range of ideas, information and cultures.

- Develop the understanding of how to use ICT and computing safely and responsibly.

- Develop confidence and capability to use ICT and computing throughout their later life.

Organisation planning and content

- ICT is taught as a distinct subject in the formal classes during which specific programs or operations are taught. See Long term plans

- ICT is taught as an integrated part of the curriculum in the semi-formal classes. See Long Term Plans

- Teaching will take place in small groups, and each pupil grouped according to ability. Learning objectives will reflect individual needs and will encompass pupils' learning styles.

- Planning will identify clear aims and objectives and evaluate pupil progress which will in turn inform future planning.

- Medium Term Plans that follow the recommendations of The National Curriculum inform all short term planning.

- Content is adapted and tailored according to the needs of individual pupils and class groups.

- The planning will ensure that pupil support assistants have a clear understanding of their role in each lesson, know what learning objectives they are working towards and be involved in assessing pupil progress.

- Pupils should be allowed some time to experiment and discover the relationships between hardware and human interface devices such as whiteboards, mouse and keyboard, electronic toys and light and dark room devices as a process of making things happen.

- ICT is taught through a wide range of activities including Enterprise and enrichment activities. Pupils in KS4 have an opportunity to gain accreditation via ASDAN units of work and other accreditation including Open Awards.

Resources

At Woodlands Academy we use the following resources to enable the teaching of ICT in a range of settings:
- ✓ Laptops, desktop computers and tablets.
- ✓ Interactive whiteboard or SMART screens.
- ✓ Phones, I pods and CD Players
- ✓ TV's and DVD Players
- ✓ Digital cameras, video cameras, audio recorders and scanners etc.
- ✓ Assistive technology ie communication aids.
- ✓ Voice operated equipment.
- ✓ Programmable toys and control kits ie roamer kinex etc.
- ✓ Light and dark room equipment.
- ✓ Printers and photo copiers
- ✓ A range of software available within school
- ✓ Internet including social networking

- The Academy has made a considerable investment in wireless lap-top technology to allow the curriculum to be fully embedded throughout the school. This has been enabled through a complete redesign of the schools ICT infrastructure included new server and wireless systems. All classrooms have access to an interactive whiteboard or new 55" LCD

interactive screens which can be used throughout the school which are height adjustable so are assessable to all pupils.

- The Academy has bought a number of useful software packages which included Clicker 7, which will allow all pupils to access literacy session at all levels, Grid 2 player which also enhances literacy and communication throughout the school.

- The Academy has recently made another investment in I pads allowing two I pads to most rooms. Pupils can access the most recent and up-to-date technology and increase their knowledge and understanding of interactive technology. This will allow each class to access appropriate teaching and learning material available in the form of applications suitable for the needs of each child within every class.

- In addition, I pads support a number of applications which allow pupils to communicate their ideas, explore their feelings and contribute to lessons in a non-verbal but fully interactive way.

- Classes access the Community regularly allowing for ICT skills to be developed such as scanners in shops, purchasing tickets etc

- Use of Communicate in Print and Board Maker programmes to produce symbols.

- It is acknowledged that age appropriate materials are extremely important and teachers should be aware of this when selecting appropriate equipment to meet the children's needs

Assessment and Progress

- Assessment is an ongoing process through observation, discussion and scrutiny of work.

- Progression will be shown through the use of the ICT skills check list, this will then be bench marked using Pivats to establish a robust national comparative.

- Progression throughout other aspects of the curriculum can be shown through the use of CASPA results, thus this will demonstrate how ICT has been used as a tool to increase progress throughout the school curriculum for example the use of Clicker 7 for the reading and writing.

- Parents discuss pupil progress and achievement during parent evenings, informal meetings, daily home to school books and Annual Review Meetings.

Monitoring and Evaluation

The quality of the teaching and learning of ICT will be monitored by the Subject Leader and by the Senior Leadership Team during classroom observations and 'learning walks'. This will assist the Academy in the self-evaluation process identifying areas of strength and areas of development.

In monitoring the Teaching and Learning of ICT, the Subject Leader will:

- Implement subject policies, plans and practises, which reflect the Academies commitment to high achievement and effective teaching and learning

- Monitor the progress made by pupils and progress towards achieving subject plans and targets.

- Evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement using a variety of tools including planning sampling, work sampling, teacher discussion, data analysis, pupil interviews, drop-ins, observing learning and rates of progress in lessons.

- Offer support to teachers in planning, teaching and assessment.

- Keep up to date with statutory requirements and relevant initiatives.

- Ensure that there is continuity and progression in the planning and teaching of mathematics throughout the school.

- Set targets for subject development.

- Ensure that the whole school assessment, recording and reporting is followed in relation to ICT.

- Prepare detail of subject development, including the identification of training needs, to inform the school development plan.

- Manage the annual budget allocation for ICT.

- Organise and maintain a catalogue of resources.

Health and safety/security

All ICT and electrical equipment will be PAT tested once a year, however, all staff must check the equipment they use before using and report any concerns to the site manager, ICT technician or coordinator and if in doubt should not use the equipment until deemed safe.

- Children should not use plug in or unplug electrical items without supervision.
- Trailing leads must be made safe and everyone aware of the hazards.
- No liquids must be consumed near electrical equipment.
- Magnets must be kept away from electrical equipment.
- E-Safety guidelines must be followed and when on the internet children must be supervised at all times.
- The ICT technician will be responsible for the up keep and updates of anti-virus software.
- Both staff, children and parents will be made aware of the Acceptable use policy (AUP).

- All pupils and parents will be made aware of the school ICT agreement and will sign a copy (where app) to say they have read it before being allowed on the internet.

Monitoring and Review

The ICT policy is subject to regular review in line with the Academy's curriculum monitoring. Changes and adaptations will be carried out as required. The Subject Leader will report on this to the Curriculum Committee annually. The work of the Subject Leader will also be subject to review by the Head teachers as part of the performance management arrangements.

Appendix 1: Key Documentation

This policy should be read in conjunction with the following school policies / guidelines:

Teaching and Learning Policy
Communication Guidance
Assessment Policy
Positive Behaviour Policy
Health and Safety Policy
Social Media Policy
Subject Leader Policy

The following documents have informed this guidance:

Special Educational needs and disability code of practice: 0-25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The National Curriculum – computing programmes of Study

https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study