Information and Communication Technology is now an essential part of everyday life and is increasingly central to teaching and learning

Vision Statement: We aim to give all our pupils the skills, knowledge and understanding to use ICT effectively and confidently both in school and within the wider community.
We are also aware of the advantages of using ICT as a teaching medium and as a valuable administration tool.

Our aims and objectives:
1 To provide every pupil with the opportunity to develop their skills, knowledge and understanding in ICT as part of the balanced curriculum
2 To develop positive, confident attitudes towards ICT as an integral part of education in all areas of the curriculum
3 To ensure that all pupils are able to benefit from the wealth of resources provided by the internet in a safe environment
4 Routinely use ICT as an additional tool in the classroom
5 Develop practical skills in the use of ICT and make informed judgements about when and where to use ICT
6 Be given the opportunity to describe, illustrate, interpret, predict and explain when using technological language and conventions

We aim for ICT to be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills. Children should be given an equal opportunity to develop their ICT capability as outlined in the National Curriculum, alongside the acquisition of other basic skills during their primary education.

All pupils will be extended in each areas of the ICT curriculum so that they reach their full potential. Pupils will learn to work collaboratively as well as individually. Opportunities to use ICT will be incorporated into other areas of the National Curriculum. Pupils will have a heightened awareness of ICT through regular displays in the classrooms and around the school.

With a progressive updated scheme of work it is intended that all children will leave Herrick Primary with ICT skills at least consistent with the expected outcomes of the National Curriculum. More able pupils should have had the opportunity to exceed these standards and reach their full potential. This policy also extends to expectations of the staff. All members of the teaching staff are given the opportunity to attend training sessions to develop their own skills and to seek advice and support with curriculum planning, as and when required.

It is envisaged that this will have an overall positive effect on the delivery of the ICT curriculum in the school and the use of ICT in the classroom to enhance other areas of the curriculum.

Curriculum development and Organisation

The National Curriculum Programme of Study
ICT is taught as a subject in its own right and is also used as a tool to enhance teaching and learning in other areas of the curriculum

Pupils in KS1 and KS2 follow schemes of work which comply with the National Curriculum Programme of study. These schemes are based on the 'Switched on to ICT' scheme which is modified as required to suit the particular needs of our pupils. Each year group will work on completing one or two units of work each term, based on 'Switched on to ICT'.. (This will be the objectives not necessarily the activities listed.)

Pupils in FS1 and FS2 are exposed to a variety of programmes & websites which enhance Literacy, Numeracy and also teach them basic ICT skills. There is no timing for any of these activities though there are suggestions and lesson plans.

All classes have access to laptops and tablets for two lessons per week and pupils also have the use of a PC in each of their classrooms. One lesson per week is devoted to the teaching of ICT as a subject but pupils and teachers also use ICT to support and enhance other curriculum subjects. Schemes of work are kept under review and updated as required by statutory requirements.

ICT use receives a specific mention in most subjects of the National Curriculum. Software and other resources are used appropriately. All school curriculum policy documents do specifically mention ICT use.

Teaching and Learning styles

Teachers are expected to employ a range of strategies and use their professional judgement to decide on the most appropriate. These will include:

- using the computer and /or IWB o demonstrate to a group of pupils or the class
- leading a group or class discussion about the benefits and limitations of ICT
- Individual or paired work using worksheets and help cards.
- Collaborative writing and design work in groups.

Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved. Groups will be selected to ensure that all children are equally active and involved in the task and that all have equal access to the computer keyboard. Activities using ICT are planned in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work. Teachers are expected to intervene where appropriate to reinforce an idea or teach a new point.

ICT experiences for pupils in the Foundation Stage
FS classrooms are equipped with IWB's and class PC'S. In addition to this further computers are to be networked (Summer term 2016) in the Reception area. Staff have timetable slots and the schemes of work for ICT comply with the Early Learning Goals.

Inclusion
- All pupils are given equal access to the computers in school. We aim to ensure that everyone makes progress and gains positively from ICT lessons.
- Lessons are planned and taught in a way which ensures that all pupils have the opportunity to achieve their full potential. Pupils are supported through the use of ancillary staff, targeted support for the development of language and encouraging pupils to work together in a way that supports all.

- Equal access to the ICT curriculum for children with learning difficulties and for gifted & talented children is assured through differentiated tasks and teaching materials, opportunities for open-ended experiences, stepped tasks and extension and enrichment tasks as appropriate.
- ICT provision is equal for all pupils and no differentiation is made between those who have access to computers at home and those who do not. However, those children with regular home access may be more competent and therefore fall into the category of those who require more challenging work. CD-ROMs, software and documentation are checked to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

Homework
Compulsory homework is not given as part of ICT teaching but pupils are encouraged to take advantage of the benefits of ICT to enhance their learning outside formal lesson times. This might be either through the use of home PCs where available, Herrick Community Zone, PCs in local libraries and booster clubs.

Management Information System
The Management Information System (MIS) is largely separate from the curriculum development and usage of ICT, but it is becoming more integrated. There is no separate policy for Management Information Systems at this time. The computer dedicated to administration use and record keeping is networked and has access to the SIMS administration system so that pupil data can be easily managed and updated. Support and responsibility for the SIMS administration package lies with EDISS and school admin staff. Access is currently only available to the clerical staff, the ICT leader and a limited number of staff. Monitoring of the effectiveness of the MIS lies with the Senior Management. Training for MIS is mainly externally provided by EDISS.

All school documentation has been installed onto the server to assist with curriculum planning and assessment at the same time to enhance the ICT skills of the staff. Assessment data is collected onto a database and is available to all staff. DATANET, Raiseonline and FFT information is available to class teachers. Data is transferred from this school to receiving secondary schools electronically according to LEA criteria. SAT's and optional SAT's data is also collected and submitted electronically.

ICT is used to aid the analysis of pupil data for target setting and to aid the reporting of performance to governors, parents and LEA standards inspectors. The data is also use at the point of transfer of pupils between year groups and schools. Importantly, the data is used to identify SEN pupils who may need intervention and support, or the more able who may benefit from extension activities.

All teaching staff are issued with laptop computers for their professional administration and preparation of teaching materials.

All teaching staff have access to PCs in their classrooms outside lesson times and personal laptops for their professional administration and preparation of teaching materials.

Virtual Learning Environment
A room for each Key Stage area has been created on the VLE(Virtual Learning Environment) Moodle, for children to access. These are to be maintained on the school website, by class teachers. The updated Schemes of Work incorporate use of digital creativity, the importance of e-safety and use of the VLE.
Assessment and record keeping

As the class teacher works through the scheme of work they will record progress against the short-focused tasks where appropriate and assess the children's progress in the integrated task. This assessment will be used to support teaching and learning. Assessment will be based on some, most and further in line with current scheme of work recommendations. Evidence is to be kept in subject portfolio Pupils' work is saved electronically in individual folders on the school server.

All teachers use assessment for learning in order to plan appropriate work for each individual pupil. Teachers use a wide range of strategies and techniques in order to assess.

Teachers use formative and summative assessment in order to give a clear idea of pupils' attainments and progress throughout the year.

For reporting purposes, a level of each pupil's ICT capability will be given. This will be based on the attainment target level descriptions.

Monitoring, Evaluation and Review
Monitoring of the teaching of ICT and implementation of the ICT policy in the school is the responsibility of the ICT Leader, the Senior Management team, and ICT Governor. It is facilitated by release time for the ICT leaders to visit ICT lessons throughout the school. Failure of a teacher to implement the ICT policy is a matter for the Senior Management team. Curriculum subject leaders are responsible for the implementation of ICT within their own subject, as set out in their own policy documents, but may require the support of the ICT leader.
Monitoring may be carried out in the following ways:
- Observation of ICT displays
- Sampling of class ICT folders.
- Classroom observation.
- Pupil conferencing and Class Swaps.

The curriculum map for ICT has been written by the ICT leader to include the 'Switched on to ICT' scheme of work and will be developed with the help of feedback from the staff who are delivering the curriculum. This will ensure that the schemes can be tailored to the needs of the school and the curriculum requirements within each year group. Each class has an ICT record that is updated regularly by the class teacher to record which areas of the curriculum have been taught.

Staff development needs are identified by requests from individual members of staff or from changes to the curriculum and software. Effectiveness is evaluated by confident use of software and hardware by members of staff in teaching and learning, and by consistent use.

Staff Continual Professional Development
The ICT leader, together with the head-teacher keep staff informed of all ICT training available through the LEA.

Staff attending training courses are expected to cascade information to colleagues during staff meetings and CPD feedback proformas.

Support staff are encouraged to take advantage of relevant training opportunities offered by the LEA.

<u>**Roles and responsibilities**</u>

Headteacher

The Head-teacher and Governors have a responsibility for ensuring that the ICT leader is working in accordance with the post-holder's job description. She is also responsible for ensuring that all ICT policies are being complied with and for ensuring that they are regularly reviewed and updated. She is responsible for ensuring that the subject is monitored throughout the school.

ICT Governor

The ICT Governor is responsible for finding out about current policy and practice for the teaching of ICT. He will ensure that all governors are familiar with policy concerning the teaching of ICT and the purchase of hardware. He will also support and promote the involvement of parents in the use of computers.

ICT Leader

- Monitoring the teaching of ICT throughout the school is performed to keep the senior management team, governors and staff informed.
- Purchase of hardware, consumables and generic software as defined on the ICT development plan.
- Liaising with the ICT technician to ensure the maintenance of all ICT equipment.
- Supporting staff in the planning and teaching of ICT as a subject and in the cross-curricular use of ICT.
- Keep up to date with current developments within the subject and ensure that the information is cascaded to all staff.
- Work in partnership with the Senior Management Team to ensure appropriate INSET is organised to enable staff to keep abreast of developments within the subject.

All classroom teaching staff

All staff are responsible for looking after the hardware and software and seeing that the children treat it with respect. Subject Leaders are responsible for buying software pertinent to their subject area. All staff are responsible for ensuring that the software on their classroom computer is legally installed.

Technical audits and technical support

- An inventory is kept of all serial numbers and licences
- An inventory is kept of all hardware and software and is updated on a regular basis. This is circulated to all members of staff.
- A technician is employed to give technical support.

Technical support is currently provided by EDDIS for the SIMS system and support from Maclean Data Comms Ltd to facilitate the curriculum. No technical skill training is given to staff except for basic strategies for freeing printers or unlocking PC's. Any necessary technical information is passed on to staff at the regular staff training sessions.

Faults are reported to the ICT Leader who will take appropriate action. The school technicians are responsible for all hardware and software.

Managing Resources

The ICT budget is allocated on an annual basis, each April, in line with the main school budget, which has to take into account the school development plan. Allowance is made for maintenance and consumables and the rest of the budget is used for, replacement of hardware and development of the subject throughout the school. Central government provides funding through Standards funds. These funds have restraints attached, with set

percentages for hardware and software. Additions or upgrades to hardware are carried out as necessary or as budget restraints allow. All major purchases are tendered for on a competitive basis, and hardware must be compatible with that currently in use.

Money may also be made available through the Standards Fund for external courses or release time for the ICT Leaders and other staff, according to their needs.

Parents and pupils
Pupils and parents are asked to sign an agreement that they will treat ICT equipment and software with respect. Failure to do so may result in a pupil forfeiting their right to use the school ICT equipment.

The use of ICT resources throughout the school
The majority of ICT hardware is kept in the ICT suite and all classes have access to this for an allotted period of time every week.

Most classes have one PC and a printer in their classroom for use within everyday lessons.

Laptops and tablets are kept in charging trollies and are available for use in lessons as appropriate.

ICT consumables such as printer ink is kept and distributed by the office staff or technician.

The use of ICT in supporting extra curricular activities
The school endeavours to make available a range of extra curricular activities which make use of ICT. These will usually include – Booster classes and ICT Club

The school also has a website (www.herrick.leicester.sch.uk) which has been prepared and is maintained by the technician. The site contains useful and relevant information for parents and children, who are encouraged to browse the site regularly.

Health and safety
1   All teaching and support staff are aware of health and safety requirements for the use of computers and other ICT equipment.
2   Written guidelines on the safe use of the computer suite and the computers in the classroom are issued to all staff.
3   All pupils are made aware of what is expected of them with regards to safe working in the computer suite and the classroom.
4   All ICT equipment is checked and certified safe by a person qualified to do so every year.

Legislation

Data Protection Act
The way in which school records are kept and maintained complies with the requirements of this Act.
The school subscribes to the LEA data protection licence and adheres to its contents.

Security
Although the school has an alarm system, computers and other ICT equipment is stored centrally in alarmed rooms during the holidays. Each computer has individual security provided by Winsuite against access to the management system. All equipment is security marked and an inventory is kept by school office. The files and network system are backed

up regularly. It is intended that in the Spring Term, an additional external hard-drive will be used to back up school files and systems and be taken off the premises each night. The virus checker is updated regularly.   Copywriter regulations are adhered to the best of our ability.

The use of the internet in school
Access to web sites is filtered and all pupils and parents must agree to the school 'Acceptable Use of the Internet' policy.

Inclusion
We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN and G&T) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion. Information on how we plan for accessibility for pupils with disabilities can be found in the School Improvement Plan.

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