ICT Policy

Introduction

At Spring Common School, Computing and ICT is a vital part of the curriculum. We will ensure that all our learners have access to develop their skills and make use of technology safely. We aspire to be an effective and efficient school with technologically competent staff and learners.

- To enable pupils and their families to develop the ICT skills and capabilities they need to confidently deal with a rapidly changing world.
- To raise standards through high quality teaching and by providing a curriculum that motivates and excites all learners.
- To use ICT innovatively to allow all staff to undertake administrative and management tasks effectively thereby reducing work load.
- To enhance learning beyond the classroom and extend communication with families and the wider community.

Through ICT, our pupils gain self-confidence, social skills, communication skills, gross and fine motor skills, problem solving skills and a wide range of abilities and knowledge needed to enable them to participate within society. For many of our pupils with more complex needs, technology including microcomputers and associated assistive devices provide a variety of tools to increase the probability that they will interact with their world at an autonomous level.

Aims

- To ensure all staff, pupils and ultimately families and the local community are competent, safe and independent users of ICT
- To use ICT to motivate, inspire, raise standards and reduce workload.
- To use ICT to enhance our work on global awareness, citizenship and diversity
- To develop a whole school approach to ICT including a clear understanding of roles, responsibility and accountability
- For pupils to develop skills to enable independent access to ICT and associated assistive technology relative to individual ability.
- To use ICT to develop skills across the curriculum with increased confidence, understanding and independence.
- Become fully involved in physical and practical activities using tools such as assistive technology, which enable access to the wider curriculum and provides opportunities to extend influence and control over aspects of their immediate environment.
- To help all staff and pupils reach their fullest potential.
- To ensure pupils are taught to act safely, responsibly, and respectfully online. (see e-safety policy for more details)

Principles of the Teaching and Learning of Computing

Computing should be presented in practical contexts that have real meaning to enable pupils to grasp the concepts. Every teacher has their own teaching methods and styles and this adds to the variety of ICT experience that the pupils receive. Any resources used as an aid to the teaching of ICT should be used flexibly to ensure that the pupil's standards of learning are high.
All teachers are encouraged to use ICT where appropriate and include this in their planning. The Computing co-ordinator ensures that teachers have a wide variety of software (suitable for the curricular areas and the pupils) as shown by audit. Training continues to be provided for staff wishing to improve their ICT skills. Access to computers will be class based and integrated as part of normal class based activity. It will include individual, paired, small group and class-based activities. It is the responsibility of the teacher to ensure that all pupils have access to IT using appropriate specialist equipment.

Computing Curriculum

Within Key stages 1 and 2 the computing curriculum objectives will be met through cross curricular links within other subjects. Digital literacy will taught through literacy, art and music lessons. Programming will be embedded into maths lessons. E-safety will link with PHSE. The medium term and short term plans with reflect these links and the computing objectives will be made obvious.
At Key Stages 3 and 4 pupils will access to specific Computing lessons, focusing on the programming aspects of the computing curriculum. Many aspects of the computing curriculum with continue to be taught through cross curricular links, including e-safety within PHSE.

All teachers throughout the school are support to make links within their lessons to Computing objectives, ensuring Computing and ICT is embedded into all aspects of the whole school curriculum.

Equal Opportunities and Entitlement

The work undertaken in school is designed to promote inclusion at all levels. In the spirit of the inclusion statement in NC 2000, the SEN code, the LEA inclusion statement, the Disability act 2001 and the Race relations act 2000, the school seeks to provide effective opportunities for all pupils. In order to achieve this we shall ensure that;

- When planning or setting targets for individuals or groups, teachers will provide pupils with suitable learning challenges.
- Programmes and plans will always differentiate effectively to meet diverse needs.
- Policies, schemes of work, medium term plans and associated assessment procedures are designed to be flexible in order to meet the range of needs.
- In all aspects of their work staff will identify possible barriers to inclusion and put in place strategies to overcome them.

Every pupil at Spring Common School is entitled to full access to the Computing curriculum. Great emphasis is placed on activities involving speaking and listening skills with reading and writing skills included as appropriate. Makaton signing remains a valuable aid to understanding for some pupils. Differentiation of the content ensures ability and age appropriateness.

All pupils regardless of race, sex, age, religion and disability should have the fullest possible access to all areas of the school curriculum. This includes the wider aspects of school life.

The school environment will nurture a respect of differences between individuals. Staff should take these issues into account in the presentation of all school activities. Senior management team will work with staff to review the planning and practice of these activities.

Internet

When the Internet is being used, then the School's Acceptable Use and E-safety policies will always be strictly adhered to. E-safety will be taught within PSHE lessons and this is reflected in the medium term plans.

MIS

At the present time school use the SIMS management information system, which is supported by the LEA.

Assessment Recording and Reporting

This subject is assessed, recorded and reported in line with the school ARR Policy. Further details can be found in the policy document.

We assess children's work in Computing by making informal judgements as we observe them during lessons, and recording these judgements on short term planning. Assessment opportunities are identified within our medium term planning documentation, and evaluations are made by the class teacher at the end of a unit of work in relation to the National Curriculum level of attainment, or P-level. Moderation of work takes place periodically within the school and once a term across the local area Special Schools.

Monitoring and Review

Monitoring is carried out by the ICT and SMT team, in the following ways:
- Informal discussion with staff and pupils
- Observation of ICT displays around school
- Assessment records
- Moderation of work
- Lesson observation

Health and Safety

- Each classroom has at least two workstations with appropriate computer seating.
- The ICT suite, in the Upper School has 12 workstations and is temperature controlled.
- Excessive cabling has been bundled and where appropriate run behind conduit to limit accidents.
- Pupils and staff are encouraged not to spend too long using the computers and to take breaks.

Home/School Links

Pupils and their parents are encouraged to access the school's website that allows parents to see what school life is like and the types of things that each class is doing. On the website, information is updated regularly, including photographs from school events. Parents are also encouraged to use e-mail if they wish to contact the school.

Inclusion/Access

All pupils have access to all the ICT equipment in school. Specialist equipment has been purchased to allow inclusion. Every child has access to a touch screen (where appropriate), a big keys keyboard, a switch keyboard or switch box which allows communication devices or switches to be connected.

Deployment of Resources

The School is developing a Computing curriculum which will be used to plan the deployment of resources. Each class has two to three computers with a range of software to suit all abilities within the school. Within each classroom there is a touch screen computer and the interactive whiteboard. All teachers have a laptop and Ipad for use in school. Classes also have access to a bank of laptops and Ipads. The software and apps available cover a wide range of subjects and encourage cross-curricular links.