St Cyprian's Greek Orthodox Primary Academy

ICT Policy

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Date of Policy review – November 2018

Mission Statement

The aim of St. Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment, through the National Curriculum in core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spiritually to enable them to achieve their full potential and prepare them for successful transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

1. Introduction

This document is a statement of the aims, principles, strategies and procedures for the use Information and Communication Technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for of Information and Communications Technology throughout the Academy, home and work both now and in the future. (National Curriculum Online 2005)

2. The distinctive contribution of information and communication technology to the Academy curriculum. (Source: SCAA: draft proposals for the National Curriculum, June 1999)

Information and communication technology (ICT) contributes to the Academy curriculum by preparing all young people to participate in a rapidly changing society in which work and other forms of activity are increasingly dependent on ICT. The subject develops pupils, information skills, including the ability to use information sources and ICT tools to help them find, explore, develop, analyse, exchange and present information and to support their problem solving, investigative and expressive work. An essential part of ICT capability is being discriminating about information and the ways in which it may be used, and making informed judgements about when and how to apply aspects of ICT to achieve maximum benefit. Pupils also develop understanding of the implications of ICT for working life and society. The use of ICT significantly enhances teaching and learning in other subjects by enabling rapid access to knowledge, information and experiences from a wide range of sources. The use of ICT throughout the curriculum encourages critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork and reflection.

3. Aims

Our aim is to produce learners who are confident and effective users of ICT. We are striving to achieve this by:

- allow staff and children to gain confidence in, and enjoyment from, the use of ICT through teaching.
- ensure that staff and children alike understand the capabilities and limitations of ICT and gain insight into the implications of its development for society;
- allow staff to develop professionally by enhancing their teaching skills, management skills and administrative skills.

- provide ALL staff with training to give increasing confidence in teaching and supporting ICT.
- providing good quality up to date hardware, software and technical support
- developing a curriculum that will help all children to use ICT with purpose and enjoyment, help them to develop the necessary skills to become autonomous users and to utilise ICT in all subject areas, and help them to evaluate the benefits of ICT and its impact on society
- meeting the requirements of the National Curriculum and helping all children to achieve the highest possible standards of achievement
- celebrating success in the use of ICT through display, ICT portfolio and through the development and constant updating of a Academy website
- using ICT to develop partnerships beyond the Academy and with other Academy's
- networking all the computers in the Academy

4. Principles for the teaching and learning of ICT

With ICT resources available in each classroom, it is essential that the organisation of those resources be such that there is a demonstrable equality of access. This is achieved by adopting the following organisational and pedagogical strategies as appropriate to the activity being taught:

- planning activities that allow sufficient time for all individuals to take part.
- effective teaching input (whole class, group or individual) to allow completion of task without further teacher intervention.
- setting familiar tasks which are open-ended that can have a variety of responses;
- show planned tasks of increasing difficulty to include differentiation (not all children complete all tasks);
- planning short, time limited, skills focused activities.
- identify clear learning objectives in planning and teacher input.
- working individually, in pairs, or in small groups.
- splitting larger projects into clearly defined pieces with different groups or individuals taking on responsibility for specific parts,
- allow opportunities for work to be printed for display, evidence, Academy
- ICT is used effectively in delivering the teaching of Greek by the Greek language teachers.
- ICT is used to access other Modern Foreign Languages such as Spanish / French

5. Special Educational Needs

We believe that all children have the right to access ICT. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT curriculum for some pupils. Where appropriate ICT can be used to support Special Educational Needs (SEN) children on a one to one basis where children receive additional support.

6. Equal Opportunities

We ensure quality of access and quality of experience for all pupils irrespective of race, gender, disability and age.

7. Health and Safety

Children should not be responsible for moving heavy equipment around the Academy. They may access programmes but should not be given the responsibility of plugging in and switching machines on without a member of staff present.
Food and drink should not be consumed near ICT equipment. It is the responsibility of staff to ensure that classroom ICT equipment is stored securely. Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc). An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils.

8. Acceptable Use Statement

The computer system is owned by the Academy, and may be used by children to further their education and by staff to enhance their professional activities including teaching, research, administration and management.
The Academy recognises that technologies such as the Internet and e-mail will have a profound effect on children's education and staff professional development in the coming years and the Academy's Internet Access Policy has been drawn up accordingly.

The installation of software or hardware unauthorised by the Academy, whether legitimately licensed or not is expressly forbidden.

The Academy reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

9. Use of Portable Equipment

The Academy provides portable ICT equipment such as laptop computers, projectors voice recorders, data loggers, digital camcorders and digital cameras to enhance the children's education and to allow staff to make efficient use of such equipment to enhance their own professional activities.

- equipment may be in the care of a specific individual, but it is expected that all staff may wish to benefit from the use of a tablet, visualiser or a digital camera and access should be negotiated with the individual concerned. Any difficulties should be reported to the ICT co-ordinator;
- certain equipment (e.g. projector) will remain in the ICT cupboard or in ICT Co-ordinators classroom, and may be booked out for use according to staff requirements. Once equipment has been used, it should be returned to the resource area;
- equipment such as laptop computers are encouraged to be taken offsite for use by staff in accordance with the Acceptable Use Statement and Internet Access Policy, provided that staff have signed a disclaimer accepting full responsibility for the equipment in their care, **and that the equipment is fully insured from the moment it leaves the Academy premises.**
- equipment used in conjunction with a Academy-approved excursion does not require the signing of such a disclaimer.
- any costs generated by the user at home, such as phone bills etc. are the responsibility of the user.
- where a member of staff is likely to be away from Academy through illness, professional development (such as secondment etc.) arrangements must be made for any portable equipment in their care to be returned for Academy. In the event of illness, it is up to the Academy to collect the equipment if the individual is unable to return it.

10. Resources .The Academy has 55 laptops, 30 in one and 25 in another of the mobile charging stations. Each class from nursery to year 6 has access to a digital camera. In

addition to this in years one to six have interactive whiteboards to support the delivery of other subjects and further develop ICT skills.
All consumables are stored by the ICT co-ordinator. There are Beebots. The ICT co-ordinator is responsible for making sure that the equipment is safe and well maintained. Teachers are required to inform the co-ordinator of any faults as soon as they are noticed via email. A maintenance agreement is in place to support the co-ordinator fulfill this role.

11. Data Protection Act

Any individual has the right in law to view information held about him or her on a computer system. Care should be taken about any sensitive information concerning child protection issues etc. If a report is composed and printed on the system, it should immediately be deleted and hard copies kept in the appropriate files in the care of the Child Protection Officer.

12. Care of Equipment

The individual in whose care it is trusted should maintain all ICT equipment in a clean and serviceable state.

- **all equipment should be switched off at the end of the working day.**
- any technical fault should be reported immediately to the Academy's ICT consultants 'Open Air', via e-mail.
- the use of solvent cleaners and polishes is not allowed without express permission from the ICT co-ordinator.

13. Role of the ICT Co-ordinator

Due to the design of the Academy network in St Cyprians Greek Orthodox Primary Academy which incorporates the Academys administrative systems, the role of the ICT co-ordinator is wider than normal. The term "staff" should be regarded to include administrative staff, non-teaching assistants and other adults accessing the network.

The Co-ordinator is responsible for: maintenance of an ICT policy that reflects current technology and attitudes.

- maintenance of a Scheme of Work that reflects current resources, National Curriculum, staff and child skills etc.
- monitoring of implementation of the Scheme of Work throughout the Academy including issues such as equality of access, planning and assessment etc.
- organisation and distribution of hardware and software throughout the Academy.
- maintain central resources (audited annually) such as software masters, digital cameras, control and monitoring equipment in an organised and accessible manner.
- including the addition and deletion of users, e-mail accounts, new software etc.
- ensure that Health and Safety guidelines in ICT are followed, including
  - Setting up and moving equipment;
  - Establishing appropriate working conditions;
- to liaise with other curriculum co-ordinators regarding the purchase of resources for their subject area,
- to maintain a portfolio of ICT work carried out by children throughout the Academy and in all areas of the curriculum.
- to provide support in the delivery of the Academy's Scheme of Work through monitoring, advice, provision of sample lessons and activities etc according to the needs of the individual member of staff. to monitor new developments in ICT (through the attendance of appropriate INSET) and integrate these into action plans, schemes of work and policies where appropriate.

14. Planning, Recording, Assessment and Monitoring.

These should reflect the Scheme of Work and clearly identify ICT learning objectives and pedagogical organisation. Staff should also explicitly identify where ICT is being used to support other subjects within that subject's planning.. Work may also be submitted for inclusion on the Academy's web-site.

Children shall be assessed, according to the assessment criteria set out in the scheme of work, at the end of each unit of study.

It is the aim of the Academy's portfolio to record progression throughout the Academy.

Reporting to parents is done informally at parents' evenings, by appointment etc, and an annual written report is provided which will focus upon attitudes of the child to ICT, skills, and competence in a variety of applications.

Topics taught and learnt in ICT are planned to build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the Academy.