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| **ICT Policy** |
| At Saint Illtyd’s with God’s love we play, learn and grow together |

# SCHOOL DETAILS

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………………………………………………. Date

**INFORMATION AND COMMUNICATION TECHNOLOGY POLICY**

**St Illtyd’s Primary School**

The explosion of technology during recent years has created an ever-increasing need to adopt strategies to enhance the development of digital competencies for learners and staff in preparation for a digital future and blended learning.

We live in a society that relies heavily on technology therefore the pupils’ in our school need to be exposed to, and skilled, in all aspects of Digital Competencies as an essential means of fulfilling the requirements of a new curriculum in Wales, as outlined in the Successful Futures Report (Prof. Graham Donaldson).

At St Illtyd’s we have a clear shared vision and commitment to the development, sustainability and provisioning of ICT and digital competence. A walk around our school demonstrates the impact that technology has on our teaching and learning as it is evident everywhere.

A Policy for ICT

Our school is committed to developing the use of information technology skills and digital competence in its learners and staff; so that they are prepared to meet the challenges of a rapidly changing digital world, and that school systems are run with maximum efficiency. We want our pupils to develop the confidence to be digitally creative, think critically and solve problems through the use of technology.

Definition

Information Technology is concerned with the storage, retrieval, manipulation, communication and production of data by electronic means. The data can be in the form of a variety of media that includes - but is not limited to - sounds, pictures, text or number. The study of Information Technology includes an awareness of the implications of using IT on social, economic and ethical aspects of society. Digital competence relates to the confident, creative and critical use of the full range of digital technologies for information, communication skills and problem solving skills in everyday life and learning.

Scope of the Policy

This policy applies to all learners and staff, regardless of gender, race, ability or language. Effective use of Information Technology will be encouraged in all working systems in the school, including administration. ICT is an important medium for learning and study at all professional and educational levels. It is the duty of the school to ensure that the children develop digital competencies in accordance with the Digital Competence Framework for Wales.

This includes use of:

* PC’s and laptops (Windows)
* Chromebook’s and iMacs
* iPad’s and Kindles
* Programmable toys and control kits e.g. Bee-bots, Drones and Raspberry Pi’s
* Electronic musical instruments
* Audio and video recorders,
* Digital cameras
* Voice-operated equipment
* The Internet
* Interactive whiteboards and interactive touch screen TV’s

### AIM

Pupils will be given the opportunity to become familiar with a range of information technologies and to develop the skills to use them at a level appropriate to their development. Information technology will be used in all areas of the curriculum, in support of learning across the breadth of the Curriculum – as outlined in curriculum documentation, the Literacy and Numeracy Framework and also the impending Digital Competence Framework - supporting and enriching each pupil's learning experiences and digital competencies.

Our aims in using ICT are that all children will:

* Encourage confident use of appropriate technology throughout the school.
* Encourage creativity, critical thinking and problem solving skills through the use of technology across the curriculum.
* Enhance pupil learning by integrating digital competencies into all areas of the curriculum.
* Increase learners’ motivation and self-esteem through improved presentation of work.
* Increase learners’ independence by allowing pupils to make decisions about equipment that they may use and how they will present their digital work.
* Prepare pupils for future employment by developing their basic skills of information handling, analyses and presentation.

The specific objectives are to:

* Ensure that requirements of the new curriculum for Wales, focusing on the four purposes and integral digital competence skills are met.
* Ensure that blended learning is evident and seamlessly integrated into planning.
* Create opportunities to use information technology across the curriculum, in a variety of contexts through the areas of learning and experience, where transference of skills is embedded.
* Create opportunities for digital learning at home and ensure that planning is place for future potential home learning.
* Create opportunities for pupil independence through choices about how to complete and present their work digitally and what applications they may use to do so.
* Apply information technology resources effectively in cross-curricular areas through theme based learning.
* Ensure that staff members develop competence and confidence in the use of information technology, so that they can facilitate the development of digital competencies in their classes.
* Achieve effective and efficient deployment of resources.
* Be aware of emerging technologies and innovative resources and teaching techniques linked to digital competence.

Digital Competence in the Curriculum

An objective of teaching of ICT is to equip children with the technological skill to become independent learners. While, at times, we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to apply digital competencies across the curriculum to help them to progress in whatever subject they are studying.

We recognise that all classes have children with a wide range of ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

* Setting tasks which are open-ended and can have a variety of responses, allowing the children more independence to present their work in interesting ways;
* Staff training for innovative technologies that can be used to enhance creativity, problem solving skills and overall digital competence skills in our learners.
* Setting tasks of increasing difficulty in accordance with their stage of development in our ICT Scheme of Work trackers and in the Digital Competence Framework.
* Grouping children by ability where appropriate, and setting different tasks for each ability group, but also looking for opportunities for pupils to work in mixed ability settings in order to enhance skills through peer tutoring methods;
* Using classroom assistants to support the work of individual children or groups of children;
* Offering extra-curricular clubs that children can attend to develop their skills in a particular area of ICT.
* Ensuring that digital competence skills are used when home learning and through digital learning resources or applications provided as a school.

Teaching and Learning of Digital Competences

* In the Foundation Phase and KS2 digital skills are taught as embedded elements of cross-curricular learning.
* Teachers are responsible for ensuring coverage of skills. For example, (but not limited to): creating tables, graphs, spreadsheets and databases in Maths and Science; creating multimedia presentations in language or the filming of good practice in PE etc.
* Teachers can follow the Gareth Morgan Scheme of Work to inform planning and coverage of the designated skills for their particular year group. These are assessed using the scheme of work trackers throughout the academic year.
* As pupils progress through the school, they will be given increasing control of their use of ICT, gaining growing independence in digital competencies. This should extend to their ability to independently login to their online resources through HWB to undertake, save and retrieve their work. Pupils should begin to do this by Year 2. Younger pupils in the Foundation Phase will have adult support to access their areas on the HWB Learning Platform.

Teaching and Learning of ICT as a distinct subject

* The teachers have the option to follow the Gareth Morgan Scheme of Work to inform their planning, delivery and assessment of ICT and DCF lessons.
* All teachers in all year groups completed early science and technology maps in May 2020, demonstrating transferrable skills and cross curricular links, as well as coverage of skills linked to the ICT SOW and DCF. These were monitored and feedback was given by Jessica Evans throughout the process. Classes who wished for extra support with this planning were supported.
* Every teaching classroom in the school is equipped with a 65” interactive touchscreen television with screen mirroring.
* Each class in Key Stage 2 has a variety of digital equipment such as i-Pads, Kindles and Chromebooks.
* The Foundation phase is also well resourced with equipment such as i-Pads, Chromebooks, laptops and PC’s.
* Virtual reality headsets have been purchased to enhance learning experiences within the classroom and projects will be commencing in March 2021.
* All teaching classes also have access to the following range of rooms and resources that are bookable via an online booking system:

- The Lego Suite (Y3 & 4 corridor)

-The Lego Suite (Y1 & 2 corridor)

-The Chrome Suite

-The Gryffindor Common Room

- The Green Suite

Roles and Responsibilities of the ICT Technician

Responsible for the management, maintenance and development of all ICT equipment and network infrastructure.

Provide technical advice, guidance and assistance to enhance teaching and learning.

To support and promote teachers, teaching assistants and pupils ICT use throughout the curriculum and to further develop their ICT skills.

Detect, diagnose and immediately resolve any system\application failures and malfunctions efficiently and with minimum disruption.

Communicate with external agencies regarding faulty equipment and updates on new opportunities, trends and equipment, to directly contribute to the continuous development of ICT within the school

Negotiating, procuring and installing a wide and varried range of equipment.

Ensure that the ICT policy and E-safety code of conduct is adhered to by all stakeholders at all times.

Roles and Responsibilities of the ICT Coordinator

* To develop an annual Strategic Action Plan plan for ICT, which correlates with the School Improvement Plan.
* To be responsible to the Head teacher for the planned actions and implementation of ICT/DC skills across the school.
* To gather evidence of the impact that these actions will have throughout the school.
* To actively promote the development of good practice in all aspects of digital competencies.
* To promote the concept of ‘Digital Competence across the Curriculum’.
* To lead staff meetings and workshops as the need arises.
* To manage support staff development in Digital Competencies
* To lead the development and improvement in provision and standards across the school.
* To attend appropriate INSET courses and to contribute to the school based in service programs.
* To monitor ICT and DC skill coverage and assessment across the curriculum.
* To listen to learners and engage with pupil groups in order to enhance ICT/DC skills throughout the school.

Other Responsibilities of the ICT-Coordinator and Technician

* Co-ordinate the purchase and maintenance of equipment.
* Reviewing and updating the ICT and E-Safety policies throughout the academic year.
* Audit staff training needs and provide suitable training opportunities.
* Keep colleagues up-to-date with development issues and abreast of any changes.
* Identify and plan staff development, including leading workshops and training opportunities.
* Work alongside other teachers and support staff in the classroom to inform their practice.
* Providing learning opportunities through extra-curricular clubs.
* Coordinating the digital teams and enhancing their skills in order for them to have an active role in the development of ICT throughout our school.
* Promoting creative and independent digital learning through Genius Hour sessions.

Standards for Teachers

Staff will be expected to develop the following basic competencies in information technology:

* start up and close down a computer
* load and run programs
* use peripherals, such as printers and scanners
* develop their skills in recognising and dealing with common use errors
* use programs and apps relevant to their subject area and school needs
* access information from the Internet and use E-mail responsibly
* access the school’s central network to securely save and retrieve their work
* access their Welsh Government Hwb Account and use it as an integral aspect of teaching and learning and school management

Teachers have a collective responsibility for development of Digital Competencies across the curriculum. The specific responsibilities for individual teachers are to:

* use information technology to enhance pupils’ learning, in line with the requirements of the DCF for their phase.
* organise classrooms to achieve safe, effective use of information technology.
* access and record digital capabilities in line with school policies regarding assessment of learners.
* To plan time for children to work effectively, independently, in groups and as a class, according to the needs of the tasks.
* To liaise with ICT co-ordinators about progress, planning, resources and materials.
* To bring to the attention of the ICT coordinator, head teacher or performance management leaders their development needs and to attend INSET, as appropriate.
* To ensure that all devices are ready for use during lessons.
* To report faults immediately to the ICT Technician, ICT coordinator or digital teams.
* To use ICT effectively in teaching and keep up to date with developments.

### INFORMATION AND COMMUNICATION TECHNOLOGY RESOURCE MANAGEMENT

The various hardware and software resources utilised by the school to facilitate digital competencies and administrative functions are vital to the effective operation of the School’s management systems and pedagogy.

Our school’s computer resource management strategy incorporates input from the Governing Body, ICT Technician, ICT Coordinator, Head Teacher, teaching staff and pupils. It relates to:

* The ICT co-ordinator, ICT Technician and Head teacher provide advice on the acquisition of new computer assets that correspond to the targets for ICT, identified in the School Improvement Plan.
* Requests for software purchasing are discussed in staff meetings and phase meetings and approval given by the ICT co-ordinator, ICT Technician and Head teacher.
* When equipment is utilised for home use by staff it is logged by the ICT Technician. The date of removal and an employee’s signature is recorded.
* In-house staff training is undertaken on a regular basis. The school’s ICT Coordinator, ICT Technician and digital teams of children carry this out, and sessions alternate between the teaching, support staff and pupils.
* The ICT co-ordinator and ICT Technician are responsible for updating the computer asset inventory, in conjunction with the purchase of new equipment. This is reviewed and updated throughout the year.
* Individual pupil data, including school attendance, is stored in SIMS, which is governed by the LEA. Each class teacher has their own username and password to ensure data protection. The data is monitored and managed by administrative staff and automatically transferred to the LEA, which will store it and retain a back-up.
* All staff completed GDPR training in July 2018.

### MANAGEMENT OF INFORMATION AND COMMUNICATION SYSTEMS

The school makes every effort to uphold the following practices in managing information and communication systems:

* Clear identification of roles and responsibilities, including authority for management decisions, system access rights, maintenance duties such as routine procedures
* Access rights are based on the minimum required for the user’s role.
* Administrator accounts are controlled by the ICT Technician and Head teacher to ensure that excessive privileges do not present themselves.
* Audit trails available, thus enabling transactions to be traced from purchase to receipt.
* All personnel accessing our computer systems have or are required to sign our ‘ICT Code of Conduct’ adopted from the LEA policy draft.

### ASSESSMENT

Teacher assessment and formative assessment in completed in class and evident through children’s work, learning conversations and planning. Pupil progress is recorded using the Gareth Morgan Scheme of Work assessment trackers. This assessment is completed on a regular basis by teachers from every class and year group.

### Other Policies in relation to ICT and Digital Competencies

There are references to ICT in other school policies. These include issues related to safeguarding, health and safety, the internet and e-Safety. The school’s e-Safety policy contains more detailed information. Please refer to this document for further details.

### Conclusion

The opportunity to experience ICT and to develop digital competencies is an integral part of curriculum changes and the entitlements for all pupils.

The delivery of digital processes will essentially underpin the whole curriculum, recognising however, that other approaches may be necessary to address more specific objectives.