



# Information Technology (IT) Policy

*Information for Parents: This policy is available on request.*

## **1 Aims and objectives**

1.1 IT is changing the lives of everyone. Through teaching IT we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. IT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 The aims of IT are to enable children:

- To develop IT capability in finding, selecting and using information;
- to use IT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their IT skills and knowledge to their learning in other areas;
- to use their IT skills to develop their language and communication skills;
- to explore their attitudes towards IT and its value to them and society in general. For example, to learn about issues of security, confidentiality, safe use and accuracy.

## **2 Teaching and learning style**

2.1 As the aims of IT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. We have multiple methods in our school. Lessons in the computer suite with an IT teacher enables the child to learn how to use various computer programs. The National Curriculum program of study for computing is

adapted for use within the school. Use of large interactive screens in the classroom, tablets and iPads, support all areas of the curriculum.

2.2 We recognise that all classes have children with widely differing IT abilities. This is especially true when some children have access to IT 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, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- using classroom assistants to support the work of individual children or groups of children.

### **3 IT curriculum planning**

3.1 The school uses the national guidelines for computing as the basis for its curriculum planning. We have added/increased these guidelines to the local circumstances of the school.

3.2 We carry out the curriculum planning in IT in two phases (long-term and medium-term). The long-term plan maps the IT topics that the children study. The IT teacher teaches a set lesson to each class each week. Our long-term IT plan shows how teaching units are distributed across the year groups, to ensure progression within the curriculum plan.

3.3 The IT teacher is responsible for writing the medium-term plans with the IT component of each lesson. Daily plans list specific learning objectives of each lesson.

3.4 The topics studied in IT are planned to build upon prior learning. While 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 school.

### **4 EYFS**

4.1 We teach IT in Pre-Reception, Reception and Kindergarten as an integral part of the topic work covered during the year. As the reception classes are part of the EYFS, we relate the IT aspects of

the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers in line with the EYFS Early Learning Goals. Then during the year they gain confidence and start using the computer in the classroom on a daily basis to compliment their learning in all areas of the curriculum.

## **5 The contribution of IT to teaching in other curriculum areas**

5.1 IT contributes to teaching and learning in all curriculum areas. For example, work-using databases supports work in mathematics, while networked programs and the Internet prove very useful for research in humanities subjects. IT enables children to present their information and conclusions in the most appropriate way.

5.2 English  
IT contributes to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They learn how to improve the presentation of their work by using desktop publishing software.

5.3 Mathematics  
Many IT activities build upon the mathematical skills of the children. Children use IT in mathematics to collect data, make predictions, analyse results, and present information graphically.

5.4 Personal, Social, Health and Economic Education (PSHEE) and Citizenship  
IT makes a contribution to the teaching of PSHEE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of IT, and they also gain a knowledge and understanding of the interdependence of people around the world.

## **6 Teaching IT to children with SEND**

6.1 At the Ursuline Preparatory School we teach IT to all children, whatever their ability. IT forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of IT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

## **7 Assessment and recording**

- 7.1 The IT teacher assesses children's work in IT by making informal judgements as he observes them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. The IT teacher works closely with the classroom teacher informing them of pupil's progress.
- 7.2 The IT teacher keeps samples of the children's work in a file on the desktop. This demonstrates the level of achievement in IT for each child.
- 7.3 The IT teacher assesses on a termly basis skills achieved.

## **8 Resources**

- 8.1 Our school has an interactive screen available in every classroom in addition to a computer room with a network of computers for groups of children. The school has Internet access for computers in the computer room and in other areas of the school. We keep resources for IT, including software, in a central store in the computer room. Class teachers have their own software to support their own individual curriculum in their classroom. The school also provides a class set of iPads, a set of iPads for EYFS and a class set of tablets which are timetabled for use throughout the school.
- 8.2 Along with the computers, the school has the following:

### Hardware

- Colour printers;
- Scanner;
- Digital cameras;
- Video recorder;
- Calculators;
- Robots;
- Lego

### Software

- Microsoft office;
- Painting/drawing software;
- Educational programs;
- A multimedia program;
- Spreadsheets/database programs
- Simulations;

Subscriptions to online resources include:

- My Maths
- Abacus
- Twinkl
- Purple Mash
- IXL

### 8.3 Personal Resources of pupils

Personal electronic devices, such as ipads, smart phones, cameras, videos or any other type or recording device, are not permitted in school without the permission of the headteacher. (Refer to IT Acceptable Use Policy.)

## 9. Monitoring and review

9.1 The monitoring of the standards of the children's work and of the quality of teaching in IT is the responsibility of the IT Curriculum Co-ordinator. The IT Curriculum Co-ordinator is responsible for supporting colleagues in the teaching of IT, for keeping informed about the current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject is reviewed as part of the monitoring progress built into the staff-training programme of the school. In addition the IT teacher monitors the child's progress and curriculum content as part of the monitoring process set up in the school. The IT Co-ordinator is responsible for carrying out maintenance of the computer equipment and assisting classroom teachers with technical issues. The IT Co-ordinator regularly updates the head teacher with problems regarding the computer system.

## 10 Health and Safety

10.1 At the Ursuline Preparatory School children and staff are encouraged to use computer equipment, visual display units and software correctly.

- They should maintain correct posture when using IT equipment;
- The height of chairs should be adjustable and all necessary equipment should be within easy reach;
- Screens should be free of glare and the brightness and contrast controls adjusted to suit lighting conditions in the room;
- Screens should be focused and sharp;
- Users should take frequent breaks from computer work;

- Children should be encouraged to type with more than one or two fingers to reduce the possibilities of developing repetitive strain injury.

#### 10.2 Taking storing and using images of children.

- On admission to the school parents are asked to complete a permission form, 'Use of Images of Pupils by the School'. Any consent objections are passed to the IT Co-ordinator who makes every effort to make sure that the child is excluded from all photographs and videos taken within the school.
- The school has class and whole school cameras as well as iPads and a video camera.
- Images are downloaded to the school network and are available on school hardware and server.
- Images are deleted from school hardware and server on an annual basis and stored on external hard drives and back up discs.
- Please refer to the Taking, Storing and Using Images of Children Policy for further details.

#### 10.3 Management Information Systems (MIS)

- IT enables efficient and effective access to and storage of data for the school's, teachers, pupils and administrative staff.
- We currently use Engage which operates on the school's administrative G: drive.
- Only the Headteacher, school secretaries, bursar and IT Co-ordinator have access using a password. Only trained and designated members of staff have authority and access rights to input or alter the data.
- The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

#### 10.4 Internet access will be planned to enrich and extend learning activities.

- Pupils will be given clear objectives and rules for internet use;
- The SMART code of internet use is clearly displayed in the computer room.
- Children should access the internet only when a member of staff is present.
- Any inappropriate images or text accidentally accessed by pupils or staff should be reported to the IT Teacher or IT Co-ordinator. Children should raise their hands and turn away from the screen.
- Staff and pupils will not be allowed to access public chat rooms, including social networking sites;

- Staff and pupils will not access inappropriate sites that could put themselves or others at risk;
- Appropriate web blocking software should be in force to minimise unsuitable / offensive web content. This should be monitored by the IT Co-ordinator.
- Refer to E-Safety Policy

However, as always, part of the responsibility for health and safety lies with the individual, but instruction and training where possible will minimise risks.

### 10.5 Website Policy

The School operates the following policy regarding the use of photographs and information to ensure the privacy and safety of pupils at the school.

- Where a pupil is named, no photograph of that pupil is displayed.
- Where a photograph is used which shows a pupil, no name is displayed.

The School follows a policy of seeking parents' permission to display, photographs or videos of their child on the school website on entry to the school via a Parental Consent Form.

School weekly newsletters which contain detailed information regarding events at the school are viewed via a password protected portal.