NORTH WEST LONDON JEWISH DAY SCHOOL

INFORMATION COMMUNICATIONS TECHNOLOGY & COMPUTING

POLICY

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INTRODUCTION

- This document is a statement of the aims, principles and strategies for the use of Information Communications Technology in North West London Jewish Day School.

- It was previously agreed, through a process of consultation, with teaching staff.

- It was approved by the governing body in June 2007.

- This policy will be reviewed in accordance with the school's development plan.

What is computing?

Computing is a National Curriculum subject in its own right and its inclusion in Numeracy, Literacy and Science core subjects is statutory.

ICT and computing comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but ICT also includes programmable robots, video and tape recorders, calculators, interactive whiteboards, overhead projectors, I-Pads, digital and video cameras.

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding; pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world." National Curriculum 2014

ICT and computing is an invaluable resource for the development of concepts, skills, knowledge, understanding and values in all areas of the curriculum. In this document there is a dual focus:

a) on the use of ICT to promote Limmudei Kodesh in the school.
b) and on the ways in which ICT plays a part in the delivery of the National Curriculum, both as a discrete subject and integrated into all other subjects of the curriculum.

Aims

Our aims in using ICT and computing are that all children will:
- Enjoy ICT/computing and tackle all applications with confidence and a sense of achievement.
- Use ICT to support Jewish learning and practice.

- Be provided with opportunities to acquire ICT/computing skills.
- Become informed, responsible users of ICT/computing for learning and personal development.
- Develop practical skills in the use of ICT/computing and the ability to apply these skills to the solving of relevant and worthwhile problems.
- Understand the capabilities and limitations of ICT/computing and be aware of the implications and consequences of its use within the framework of the school's Jewish ethos and principles.
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

It is the aim of the school to promote links to other schools, particularly Jewish schools, at home and abroad, through the use of ICT, the Internet and Email.

Organisation

The school uses the framework from the National Curriculum 2014:
- Computing is mapped into the core NC subjects, and the Limmudei Kodesh studies at appropriate stages and opportunities are found to use ICT in the Foundation subjects.
- The pupils experience the Breadth of Study at both Key Stages 1 & 2. (as well as in Foundation Stage)

Appendix 2 – NC 2014 Breadth of Study at KS1 and 2

Management and Maintenance

There is a designated ICT co-ordinator who is responsible for:

- Overseeing the Computing planning within the school
- Ensuring that this policy document is implemented throughout the school
- Planning for future development
- Monitoring children's progress throughout the school
- Checking each year groups planning
- Advising teachers on appropriate resources
- Informing the staff about new developments
- Negotiating appropriate training

There is a designated on-site technician who is responsible for:

- Ensuring that equipment and software is catalogued and readily available in classrooms.
- Preparing an annual audit of hardware and software.

- Ensuring the school computer network and all its systems perform efficiently and effectively, meeting the needs of the school and its users. They are also responsible for managing supplier contracts.
- Ensure the network is properly secure and manage all elements of network security.
- Manage the remote access systems in place.
- Keep up to date with the latest technologies and trends, developing the school's systems as needed and ensuring effective systems management.
- Research new technologies that can be used to provide tangible benefits for the delivery of teaching and learning.
- Manage the multiple IT related budgets of the school, which include computer hardware, software/licensing, access control, photocopiers, text messaging, support contracts, and services.
- Foster regular communication with ICT-coordinator and Head teacher in order to facilitate the smooth running of the computer network and services.

Partnership between the ICT co-ordinator and teachers of both Chol and Kodesh

- To agree and monitor the year group Computing planning for Chol and Kodesh studies,
- To identify programmes and web sites to support the topics studied,
- To assess the most suitable software for each year group's topics and advise on acquisition,
- To develop schemes of work based on the NC, to be reviewed and developed to create a full scheme through the school and LK curriculum,
- To monitor assessment of children's progress in Computing,
- To report faults and problems with computers to the co-ordinator promptly,

Teaching assistants are used in information technology, to assist with:
- The reading involved in some early years activities
- Data entry for information handling work
- Problem solving with control and monitoring technology
- Desk top publishing activities
- Reporting faults to class teachers

Mode of Working for discrete Computing lessons

- The predominant mode of working in information technology is whole class or half class teaching within the classroom using laptops or I-Pads.
- Networked computers are used by groups, pairs and individuals in the classrooms.
- I-Pads can be used to integrate ICT into all lessons including LK, through the use of APPs.

Delivery

Computing is taught as a
- Each class is timetabled for a 45-minute lessons a week ensuring each child will have one lesson of 45 minutes a week.
- The laptops and I-pad can be used as part of other lessons to also have discreet ICT.

- An integrated part of all lessons through the use of interactive whiteboards, including the use of the internet and various networked programmes. As well as through the use of digital cameras, digital video cameras, microscope, I-Pads, BeeBots and CD players as part of the Information & Communications Technology Across the Curriculum initiative.

Access to computers

- Each class is timetabled for access to the laptops and can be booked out at other times.
- All teaching areas have Interactive Whiteboards and projectors.
- Computer use is carefully managed so that all pupils are given equal access opportunities.
- Laptops are available on each floor for use in teaching areas.
- Children should be given differentiated tasks according to their ability.
- Children's access to the computers is not seen as a reward or palliative, to be withdrawn as punishment, offered as a reward for good work or behaviour, or to distract a demanding pupil but is offered as an entitlement for all pupils.
- A child who behaves in an inappropriate way in the Computing lessons or while using equipment will be denied access until the teacher deems them ready to return to the task.

Continuity and progression

- Curriculum planning should ensure continuity and progression through the long- and medium-term plans of individual teachers, which are checked and monitored by the co-ordinator termly.
- Class teachers seek for and suggest opportunities, to integrate Kodesh and Chol ICT skills and experience and ensure progression in both areas.
- Our aim is to add to the children's skills base year on year and target learning objectives within each year using the NC level descriptors, in order to increase the children's knowledge and understanding of ICT and computing.

Assessment

- Staff members are expected to use target tracker termly in order to assess the children's knowledge.

Pupils with Special Educational Needs (SEN)

Pupils with special educational needs benefit from using ICT as it enhances access to the curriculum and encourages motivation and development of skills which can assist in significantly high achievements.
The classroom teacher needs to use professional judgement in selecting ICT activities, introducing new skills or making paired partnership arrangements.

The SEN teacher will:

- Have access to a computer with familiar curriculum software as well as additional SEN software to support Maths and English work.
- Target use of ICT, including difficulties in use of equipment, to be part of the assessment and planning to support access to learning which should be identified in the individual IEPs.
- Enable SEN children to use ICT to access and produce material at a higher level than could be achieved otherwise.
- Seek to acquire specialist equipment for SEN such as laptops, adapted keyboards, speech synthesisers and pointing devices.
- Prepare differentiated tasks, word banks and simplified pages for SEN pupils.
- The school has I-pad designated for the use of SEN children with specialised APPs to help develop skills in English including spelling and SLT as well as numeracy.

There is also a need to identify Gifted and Talented children with high abilities and support them with differentiated ICT experience, consulting the NC level descriptors to frame challenges for them.

Professional Development

All teachers, both Kodesh and Chol, will be working towards the National Curriculum expectations for Computing; this will be achieved by:
- All staff (including classroom assistants) being encouraged to use computers at work, and developing basic skills, personal competence and confidence in the use of ICT.
- The Headteacher's appraisal including specific reference to ICT skills, and make recommendations for training for all teachers including Kodesh teachers.
- By identifying further objectives for deeper subject specialist knowledge for co-ordinators.
- By encouraging subject co-ordinators to use the ICT resources available through their specialist co-ordinators associations.
- By identifying further objectives for deeper subject area knowledge of Computing in the NC for class teachers.
- INSET training for all staff, including classroom assistants, and 1-2-1s.
- Using outside consultants in specific areas which highlight an overall weakness in school provision.
- Visiting centres of excellence, followed up by giving feedback and model lessons to colleagues on return.

Health and Safety

- Health and safety issues in ICT include:
  - E-Safety
  - Establishing appropriate working conditions including avoiding eyestrain and poor ergonomic provision
  - Encouragement of staff to take regular two-yearly eye examinations, funding them if necessary

- Safe use of Interactive Whiteboards and projectors, avoiding looking directly into the beam of the projector
- General electrical safety, with regular equipment checks, siting of equipment and cabling
- Adults to be putting computers away and plugging them in
- Trolleys not to be moved
- Children and staff are sat at computers correctly to avoid RSI

Security

Security issues include:
- Preventing computer viruses contaminating the school network by use of suitable anti virus software and
- Providing a safe internet environment with the use of internet filtering (LGFL).
- Permission must be sought, in writing, prior to any item being removed from the school and must be logged in a book at the office and countersigned by the co-ordinator or the Head teacher
- All ICT items will be barcoded and logged
- No equipment is to be taken out of school without approval from ICT co-ordinator and the Headteacher

Social Media

- In line with e-safety this is raised with the children.
- Key age guidance is followed.
- Domains blocked in line with LGFL on all computers within school