



DURANTS SCHOOL – POLICY DOCUMENT

ICT

*Reviewed & updated: February 2021 (Kay Khing)
Next review date: February 2024*

INTRODUCTION

We aim to provide the highest quality provision in ICT that we can. Through the purchasing, maintaining and updating of ICT resources and ensuring that we provide ongoing training to all staff we ensure that all pupils can achieve at the highest level.

The teaching and learning of ICT at Durants school is designed to enrich all areas of the curriculum and to foster the knowledge, skills, and understanding within these areas. ICT is an integral part of all pupils' education within the school.

ICT supports the development of basic skills required for effective learning, such as looking and listening skills, eye-tracking, fine motor development (supporting emergent literacy and numeracy skills), hand-eye coordination, problem-solving skills, decision making skills, and understanding cause and effect. We believe every effort will be made at Durants for all pupils to maintain entitlement to all learning opportunities through ICT, thus fostering achievement and success.

ICT is also a tool that supports pupils' individual learning styles. It is a visual teaching and learning tool that supports the needs and abilities of the pupils at our school, as well as the delivery of the National Curriculum for all pupils to access. Research has shown that many pupils learn best through the use of ICT as it provides opportunities for learning through the use of highly visual cues, multi-sensory approaches (our sensory room), digital photos, symbols (INPRINT) and real-world modeling (videos) and piloting an iPad project through Autism Research.

PRINCIPLES

At Durants we believe all pupils should have access to the highest quality and latest technology available to support their learning within ICT and across the curriculum. To ensure this all pupils will:

- have access to ICT through the appropriate device
- have access to the appropriate software to support their learning across the curriculum
- have access to staff who are trained so they know how to use ICT effectively with pupils. This will include teaching assistants as well as teachers – training is given throughout the year to keep current with all new hardware and updates
- have access to schemes of work that allows for progression in ICT – through sharing information with staff in Inset meetings or working parties
- have access to the Internet as appropriate
- have access to interactive whiteboard technology to further help achievement
- have access to a varied range of resources such as cameras, iPods, iPads and software resources

If the above criteria are met then the benefits of ICT to pupils at Durants will be that they can:

- work with increasing independence in communication, language and literacy
- work on skills across the curriculum with increased confidence and understanding develop and enhance their work in all areas of the curriculum including daily living skills
- work on joint projects with others

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- produce work that is well presented
- access a wide range of ideas, information and cultures

PROCEDURES

The purchasing, installation, maintenance and replacement of both hardware and software will be the responsibility of the ICT coordinators in liaison with the school's ICT Network Manager. This will be done in consultation with all school staff.

Hardware

Pupils will be given the opportunity to encounter and engage in the use of ICT resources to enhance their learning such as:

- Interactive whiteboards
 - Computers, laptops and ipads
 - Switches, mice, keyboards, scanners and printers
 - Digital cameras, video cameras and video recorders
 - A wide variety of adapted and non-adapted software
 - Internet, web cameras and other interactive equipment
 - A range of kitchen equipment
 - Video games and hand-held games devices
- All pupils to have access to the Internet, when appropriate, so that they can benefit from online content as it becomes available. The school is fully networked so that all classes can access the Internet. The safe use of the Internet is outlined in the E-safety Policy.
 - An annual audit of hardware will be undertaken by the coordinators to highlight future hardware needs for the coming year, (including attendance at the Betts Exhibition). This will enable requirements to be built into the ICT planning schedule
 - The job of the Network Manager will be to oversee the ordering and maintenance of the school's network, hardware and software in liaison with the ICT coordinators and Headteacher.
 - All teachers will have access to a Laptop for their professional use.

Software

- The ICT coordinators, in consultation with their colleagues and the Network Manager will identify and procure appropriate software for use with pupils
- ICT coordinator/Network Manager in conjunction with subject coordinators will advise on what software addresses which curriculum areas. This information will be disseminated to all subject coordinators and class teachers, through discussion groups / working parties.

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- Class teachers should use ICT capability when relevant and appropriate to support the learning of all the pupils in the group/class both in terms of their ICT skills and the way that they use ICT to support the curriculum.

Schemes of Work

Durants uses a range of schemes of work to support pupils' learning, including the Foundation Stage, EQUALS, ASDAN and AQA Award Scheme and Entry Level Planning for Teaching and Assessing the Curriculum for pupils with learning difficulties. The learning objectives are taken from the range of schemes of work; accreditation and certification modules and further adapted for the individual, small groups and class needs of the pupils in our school.

Monitoring and Reporting

- Pupil progress and experience in ICT will be reported in yearly reports. The report should include a description of their skill level in ICT as well as detailing how they have used ICT to support their work across the curriculum.
- Monitoring of ICT will be carried out through a variety of data collection methods. Pupils at Key Stages 3 to 5 undertaking ASDAN and AQA awards will be assessed according to the specific Schemes of Work main learning outcomes and achievements.
- The electronic monitoring tool ICAN will be the primary assessment device used to monitor pupils' progress and achievements through the P levels and National Curriculum Levels in all departments.
- Progress will also be monitored through classroom observations, digital photos, video clips and other work samples placed in pupils' individual Progress files and Certification.

GOOD PRACTICE

Hardware

- The school should have up to date computers and other ICT equipment that run software effectively and work properly. The updating and replacement of ICT capability is built into the school's financial planning
- All pupils will have access to Interactive Whiteboard technology
- All pupils will have access to the computers/laptops/iPads as appropriate
- All equipment should be properly maintained and repaired quickly when necessary
- All pupils should be able to access ICT resources with a device that is suitable to their individual needs
- All pupils should have access to Internet connection as appropriate
- Where possible the school will support parents in the use of ICT

Software

- ICT coordinator/ Network Manager and subject coordinators will advise class staff where appropriate on how to use software effectively to meet the needs of all pupils. Time will be allocated in the after school schedule to facilitate this through discussion groups.

The Curriculum

- Effective schemes of work for the school are implemented to ensure progression for all pupils in their ICT skills and build on their past experiences
- All software used should be mapped across the curriculum so that all teachers know which subject areas it supports
- Pupil progress and experience in ICT is reported on in yearly reports.

Training

- Ongoing Training in ICT is built into the school year to ensure **all** staff can use ICT effectively with pupils.
- Teaching and support staff will be encouraged to attend external ICT courses to further develop their skills in working with the pupils.