ICT Policy

Introduction

This policy reflects the school values and the wide range of learning needs.
The policy seeks to address the varying individual learning needs of the pupils, the Government curriculum guidance, and Safeguarding policies to allow for a framework within which teaching staff can operate, impacting communication and online safety. The policy should be read in conjunction with the curriculum overview.
Alongside Government guidance, we recognise that 'pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks.' We aim to equip our learners with the skills and knowledge needed to have a voice, be safe and enjoy the opportunities available in an ever-changing world of technology.

Intent Statement

At White Ash school, through strong knowledge and understanding of the ICT curriculum alongside pupil's learning styles and needs; teachers have ambition for all learners. All pupils grow in confidence and competence as they know their learning goals and feel respected and nurtured through celebrations of their successes and achievements, both in school and in the local community. All staff recognise the importance the ICT curriculum has on communication, life skills and providing learning opportunities that positively impact the learning journey pupils are on now and on their next steps in life. Through a wide range of technologies, Pupil's learning is rewarding and inspirational. Technologies are used to give learner's a voice, meet sensory needs thus their understanding of the world in which they live is enhanced and up to date with the continuing advances and changes.

Implementation

Communication and Online Safety are central to our 'Information and Communication Technology' curriculum. We continue to teach with the National curriculum Key stage goals in mind, whilst also using the 'Education for a Connected World-2020 edition' as a framework to equip our learners for a safer digital life. ICT is often most effective when taught across the curriculum, therefore from EYFS to KS2, ICT is taught holistically across all areas of learning as it is an integral part of children's everyday lives. This also builds independence in communicating needs and wants, alongside increased access to other curriculum areas. Teachers plan and deliver a balance between "computing for education" and "education about computing"

Pupils have whole class, small group and 1:1 experiences, allowing all staff to support the wide range of educational needs here at White Ash school. All staff have high expectations upon each other to use and model technologies in a safe and appropriate manner. Policies are in place clearly stating expectations in line with Government guidance and safeguarding standards. Assessment through EfL is used to inform next steps, attainment and progress with staff, pupils, and their families. Some pupils will also access individual timetables to broaden, challenge and meet specific additional needs.

Early Years/Foundation Stage

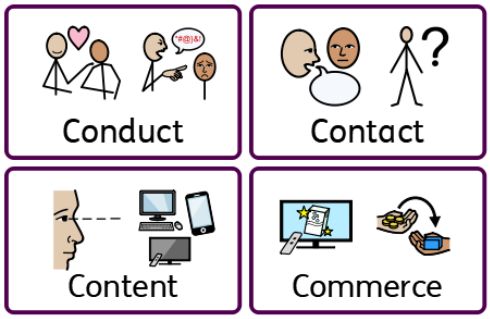
In the EYFS class teaching is based on the Early Years Foundation Stage Curriculum and the Sensory ICT curriculum 2019. Assessments are based on the EYFS practitioner's observations of the pupil's learning and development in ICT and are measured against development matters and recorded on EfL

Sensory learners

The ICT lead and sensory teachers work together to review, implement, and support delivery of the sensory ICT curriculum. Action plans will coincide to allow for appropriate sensory resources that meet the curriculum guidance. Advice will be sought from other trained practitioners alongside regular attendance to the GLD Network meetings to allow for the sharing of good practice, knowledge and up to date guidance.

Impact

We aim to create an environment where all learners feel confident and secure in exploring technologies. All learners will have an increasing understanding of Online Safety. They will display safe and appropriate behaviours both in school and in their daily lives. Pupils will produce creative work and show increasing understanding of a range of software and hardware. Pupils will have a voice; being able to communicate their wants and needs. They will have their sensory needs met and be regulated in order to access areas of learning across the curriculum. The ICT curriculum and awareness of the four C's, prepares pupils at White Ash school for their next steps on their learning journey by making them responsible, competent, confident and creative users of ICT.



Learning outside the classroom (LOtC)

Technology is an integral part of life; our pupils are given opportunities on educational visits, Local community walks and during on site LOtC sessions to develop, consolidate and apply their ICT knowledge and skills. Technologies are encouraged to be applied during these

sessions e.g. taking photographs, data recording/analysis, Switches to make a selection, inputting directions in Beebots and Big Macs to give children a voice, whilst also supporting pupils to look after such technologies and appropriate, safe use.

The Role of the Subject Leader

The ICT subject leader is responsible for co-ordinating ICT throughout the school. This includes:

- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of ICT throughout the school.
- Responsibility for the requisition and maintenance of resources required for the teaching of ICT. This will be within the confines of the school budget.
- To regularly scrutinise pupil work.
- To analyse subject specific progress data in conjunction with assessment co-ordinator and suggest interventions if appropriate.
- To maintain a subject file with examples of moderated work across the ability range.
- Review and revise subject action plans on an annual basis to contribute to the school development plan.
- Review resources to allow pupils assess to a wide range of technology.
- To meet with the ICT technician employed by White Ash school to review the maintenance and technology needs of the school.

Role of the Class Teacher

- To aim to develop ICT skills with pupils across all pathways.
- To develop and update skills, knowledge and understanding of ICT.
- To identify inset needs in ICT and take advantage of training opportunities.
- To keep appropriate on-going records
- To plan effectively for ICT, liaising with subject leader when necessary.
- To inform parents of pupils' progress, achievements and attainment
- To analyse progress data in conjunction with assessment co-ordinator and suggest interventions where appropriate.

Security

The technician will be responsible for regularly updating anti-virus, filtering and monitoring software.

The Headteacher will receive daily filtering and monitoring reports and action accordingly. Use of ICT and supporting technologies will be in line with the school's 'online safety policy'. The Headteacher, Technician, ICT subject leader and Governors will attend regular Online Safety Group meetings to monitor and address ICT across the school. The actions will be addressed in a timely manner and outcomes feedback to staff.

Resources

Shared resources will be located in a central location, made aware to all staff. They will be monitored by the ICT subject leader. Staff are responsible for returning any borrowed

resources to the resource area once they have finished using them. Laptops are in the caddys, children must be supported by an adult to collect and return laptops. Laptops should be plugged in after each use to allow for charging. Any damages should be reported to the technician through Every system. The technician is responsible for the maintenance and updating of all ICT software and equipment.
Each year the ICT subject leader revises and updates an action plan alongside the sensory curriculum lead to identify and allocate training and resources. Policies are reviewed to meet the varying needs of White Ash pupils.

Equal Opportunities

As stated, we incorporate ICT holistically across the whole curriculum and seek to take advantage of the multicultural aspects' technology can share, whilst being vigilant on potential bias and reliability of sources. All learners have equal access to the curriculum regardless of their gender, ethnicity or learning difficulty in line with our equality and diversity school ethos. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Phoebe Caramitsos

ICT Subject Leader

Reviewed: Autumn 2026

Review: Autumn 2027