South Lanarkshire Council: Education Resources

Biggar Primary School

Information and Computer Technology (ICT) Policy

Related content links to UNCRC Article 17, 28, 16, 36

1. Introduction

Technology – the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants – has had profound effects on society, and Scotland has a strong tradition of excellence and innovation in technological research. Our children need to be skilled in technologies and to be aware of the impact of technologies on society and the environment, now and in the future. Children need the technological skills for life, learning and work.

The purpose of this policy is to ensure that our children are prepared for the future and that all technology resources in the school are used effectively, efficiently and ethically.

This policy applies to all staff, students, and any other users of technology resources within the school.

2. Rationale

Learning in ICT ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need now and in the future. These skills and knowledge are, and will continue to be, essential in maintaining Scotland's economic prosperity.

"Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century."
CfE, Technologies: Principles and Practice

The rationale for this policy includes:

a) Support educational goals
• This policy supports the educational goals and objectives of our school and ensures that technology resources are used for educational purposes, helping to enhance the learning experiences of pupils and staff.

b) Promote ethical behaviour
• This policy promotes ethical behaviour by providing guidelines for the responsible use of technology, including the protection of personal information and intellectual property.

c) Ensure security

• This policy ensures the security of our technology resources, including personal data and sensitive information by providing guidelines for password protection and the prevention of unauthorised access.

d) Reduce liability
• This policy provides clear guidelines for the use of technology and thus reduces the risk of liability to the school. This includes minimising the risk of legal action due to violations of privacy laws or copyright infringement.

e) Foster a positive learning environment
• By providing guidelines for the responsible use of technology, this policy prevents the use of technology for activities that could be harmful, obscene or offensive.

3. Aims

- Provide a relevant, challenging and enjoyable curriculum for IT and computing for all pupils.
- Meet the requirements of curricular programmes of study for IT and computing.
- Use IT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use IT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use IT and computing safely and responsibly.

4. Teaching and Learning

The Technologies experiences and outcomes are structured into the following organisers:

- Digital Literacy
- Computing science
- Food and textile technology
- technological developments in society and business
- Craft, design, engineering and graphics.

Teachers will ensure that the planned learning experiences and resources provide appropriate support, challenge, motivate and actively engage all pupils.

As a school we believe that ICT:

- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

5. Terms and Conditions

A) Acceptable Use/Security

All users must take all reasonable precautions to protect technology resources from theft, damage, or unauthorised use. All technology resources must be used for educational purposes only and must not be used for illegal or unethical activities. Passwords must be kept confidential and **NOT** shared with others.

All users must complete an acceptable use form at the start of each school year. The signed form should be kept in the school office. For P1-P3 children this form is completed by a parent, for P4-7 pupils both parent and child should sign.

b) Software

All software must be legally obtained and used in accordance with the licensing agreement. Software piracy is strictly prohibited.

C) Internet

The internet must be used for educational purposes only. Users must respect the privacy and intellectual property rights of others and must not engage in any activities that could be considered harmful, obscene, or offensive.

d) E-mail

E-mail must be used for educational purposes only and must not be used for personal or commercial purposes. Users must not send spam or engage in any activities that could be considered harassing or discriminatory.

e) Social Media

Social media must be used for educational purposes only and must not be used for personal or commercial purposes. Users must respect the privacy and intellectual property rights of others and must not engage in any activities that could be considered harmful, obscene, or offensive.

f) Devices

All technology devices must be used in accordance with the manufacturer's guidelines and must be protected from theft, damage, or unauthorised use.

6. Resources and Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible ICT infrastructure by investing in resources that will effectively deliver the strands of the curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed. Resources if not classroom based are located in the ICT suite.

ICT and computing network infrastructure and equipment has been sited so that:

- Every classroom from Nursery to P7 has a computer connected to the school network and an interactive whiteboard with sound and touchscreen facilities.
- Every classroom from P1 to P7 has an iPad connected to the school network.
- Every classroom from P4-7 has 1 or 2 pupil laptops to support the use of assistive technology.
- The Nursery has a laptop, additional workstation and 14 iPads.
- There is 1 iPad trolley in school containing 21 iPads with internet access available to use in classrooms.
- There is 1 chromebook trolley in the school containing 11 chromebooks with internet access available to use in all classrooms.
- There are 25 micro:bits in the school which are available to each class.
- Pupils may use ICT and computing independently, in pairs, alongside a support assistant or in a group with a teacher.
- The school has an ICT coordinator. The current coordinator is Miss Collins.

7. Assessment/Tracking and Monitoring

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the curriculum to assess key ICT and computing skills each term. Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. It should be process orientated – reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved.

Assessment can be broken down into:

- Formative assessments are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work.

There should be an opportunity for pupil review and identification of next steps.

8. Planning

The school has developed ICT planners for the teaching of ICT across all levels from early to second level. These are linked to the organisers, the experiences and outcomes and benchmarks and are progressive ensuring that children develop the skills required at each stage of learning.

9. ICT across the Curriculum

Teachers at Biggar Primary School plan to provide pupils with the opportunity to develop their knowledge and skills in ICT across other areas of the curriculum.

10. Parental Engagement

Information for parents is provided through emails and Parents Portal. All pupils have been issued with Glow logins and pupils in P4-7 use Google Classroom for completing homework tasks. The school website is regularly updated and has links to key school policies and information. Parents/Carers have the opportunity to look at their child's work at the two Parents'/Carers' Evenings held throughout the year. The school will be providing opportunities for parents/carers to familiarise themselves with the teaching of ICT through events in their child's class.

11. Additional policies and related links

- A34 (Social networking and social media policy)
- Mobile phone policy
- Assistive technologies policy

112. Enforcement

This policy will be enforced by the SLT and the ICT coordinator. This policy applies to anyone and everyone who uses technology within the school.

Date: June 2023