e-Learning Policy

Mr L Corns

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Review Date	Autumn Term 2025
Approved by which committee	F&GP

1. Mission Statement for E-Learning:

To enhance teaching and learning throughout the school by fully integrating 'e-Learning across all aspects of the curriculum, through the use of digital technologies and the contribution of well trained, competent and enthusiastic staff. This will enable our children to develop the skills necessary for life-long learning in the 21st Century, and preparing them for life beyond school.

2. E-Learning policy Statement:

The developments within our school reflect government investment and local innovation, linking 'e-Learning' with 'e-Delivery.' At Loxdale Primary School, the term 'e-Learning' incorporates all 'learning facilitated and supported through the use of Information and Communications Technology' (ICT). E-Learning creates engaging learning opportunities and, when effectively implemented, acts as a catalyst for authentic, meaningful learning experiences. The term 'e-delivery' is the mechanisms we use to provide electronic information and services.

3. Aims of ICT

At Loxdale Primary School our aims are:

- To meet statutory curriculum requirements for Foundation Stage and Key Stages 1 and 2.
- To ensure that children, parents, staff, governors and the wider community have relevant and meaningful experiences using ICT.
- For children to have a growing awareness of how ICT is used in the world around them and of the benefits that it provides.
- For ICT to be used to support problem solving and learning across the curriculum.
- To demonstrate an innovative use of resources.
- For computing to be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills.
- To ensure that children receive equal opportunities to develop their computing capability, with the use of ICT being planned for.
- To ensure that adaptive teaching is implemented in each area of the computing curriculum so that children achieve to the best of their ability.
- For children to learn to work individually and collaboratively.
- For children to have a heightened interest and awareness of computing through the regular display of their computing work around the school, and the positive attitude of staff towards the use of ICT.
- Support a communication strategy which internally provides for paperless communication for staff and students, enabling information to be shared across the school's ICT facilities. Such examples include the internal memo/bulletin board, policies, lesson plans, assignments, and timetables which can be hosted on the school's Learning Platform.

4. Roles and Responsibilities

The Role of the Computing Co-ordinator:
The computing co-ordinator is responsible for:
1. Ensuring creative use of e-Learning is embedded across the creative curriculum.
2. Ensuring appropriate professional development opportunities are provided for all staff.
3. Ensuring that all pupils have the necessary computing capability to be able to engage in e-learning in any aspect of their education.
4. Encouraging learners to become independent users of technology, choosing when, where, and how they will learn.
5. Ensuring regular and appropriate assessment of computing skills takes place.
6. Reviewing, maintaining and updating hardware and software in line with the schools vision for delivery of e-Learning.
7. Co-ordinating and managing the deployment of technical support.

The Role of staff:
Each member of staff is responsible for:
1. Ensuring creative and appropriate e-Learning opportunities are a regular feature of classroom practice.
2. Ensuring coverage of the National Curriculum for computing.
3. Modelling correct online safety behaviours and ensuring children receive age appropriate online safety information and activities.
4. Regular assessment of children's computing capability.
5. Liaising with 'Computing Co-ordinator'.

Head Teacher and Link Governor:
The role of the Head Teacher and Link Governor is to:
- Update awareness of the e-learning policy and Guidelines at Loxdale Primary, through training and discussion.
- Monitor the implementation of the 'E-Learning Policy and Guidelines' through observation and discussion.
- Manage, in accordance with the school's digital safeguarding policy, any online safety or digital safeguarding issues.

5. Outside Agencies:
At Loxdale Primary School we value the expertise of outside agencies and the opportunities they provide for our children to apply computing to the real world.

We endeavour to develop and promote links with:

1. Local authority establishments

2. Schools (local, national and international).
3. Community based businesses.
4. Parents and friends of school.

6. Technical Support:

Technical support is essential to the embedding of computing within our school and should be planned and managed accordingly. We receive in-school support for one day each week from our LA Technician.

Roles and responsibilities of technical support:
- Set-up, systems administration and preventative maintenance: day-to-day management, set-up and administration of ICT services and facilities.
- Problem solving: assisting classroom practitioners and diagnosing and solving/repairing problems and faults as they occur.

Typical tasks carried out by our Technical Support might include:
- administrative tasks (such as logging assets, labelling and security marking, keeping track of repairs and service failures)
- regular or pre-emptive checking of computers, network components and connections
- checking/testing of software and hardware for compatibility prior to installation
- installation of new equipment and software
- installation of software updates
- configuration of hardware and software (after installation)
- regular back-up of data and ensuring recovery capability
- network management, such as allocating resources, and setting up access rights and user profiles

7. Standards and Expectations

Key Skills

At all Key Stages, pupils learn, practise, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some skills are universal, for example the skills of communication, improving own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning. Opportunities for teaching and learning all of these skills across the Key Stages are carefully planned for. Pupils can be encouraged to reflect on what and how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

Computing Capability:

At Loxdale Primary School we implement 'adaptive teaching' to ensure that there aren't any limitations placed the children's learning in any way. Appropriate modelling, scaffolding and

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<mark>prepared outcomes are carefully thought about when planning.</mark> It is expected that most children will meet age-related expectations by the end of each academic year, however staff are continually striving to ensure that every child reaches their full potential through 'adaptive teaching'. Talented or more able pupils achieve highly in computing. We want to build a society where everybody has the opportunity to reach their full potential. From the baseline, we can affect a genuine transformation of provision in the future.

8. The National Curriculum

In accordance with the National Curriculum, Key Stage 1 pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private;
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

In accordance with the National Curriculum, Key Stage 2 pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly
- recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

9. <u>Time Allocation</u>

Our children at Loxdale Primary receive timetabled computing weeks each term, where children are given the opportunity to complete a computing project, developing reasoning and problem solving skills in the process. Additional e-Learning opportunities are identified in all curriculum areas. Laptops and iPads are available for each child from Foundation Stage through to Year 6.

10. <u>Curriculum coverage and progression</u>

- Medium term planning demonstrates coverage and progression of the key objectives for computing.
- Medium term planning demonstrates coverage and teaching opportunities of e-safety from Foundation Stage to Year 6.
- Opportunities for embedded computing as a tool to support learning and teaching are identified in thematic planning. The nature of computing as a tool means that there will be many opportunities for links to other subjects.

11. <u>Assessment</u>

By following the medium term planning, teachers are able to complete summative and formative assessments through monitoring the children during the unit. Each unit will enable the teacher to make an overall judgement as to whether the children are assessed as below, at or above age-related expectations by the end of the academic year.

- Practitioner observations, summative and formative assessment fully informs future planning.
- Progress is assessed using the key objectives for computing.

12. <u>Inclusion</u>

All pupils, regardless of race, gender, culture or disability shall have the opportunities to develop their computing capability. The school will promote equal opportunities for computer usage and fairness of distribution of computing resources. Children with a computer at home are encouraged to use it for educational benefit and to share their experiences in school.

13. <u>Early Years</u>

The positive and noticeable benefits of young children using a computer are similar to those of the older pupil. Thinking and problem solving skills are developed through a structured focus which is stimulating and linked to other activities. However, computing in the Early Years should also reflect the use of technology in everyday life and be included in opportunities for role play.

The 'Computing Co-ordinator' will work with the 'Early Years Co-ordinator' to ensure that resources are appropriate to the needs of the pupils in order to enhance life skills and support the six areas of the Desirable Outcomes. Provision for SEND Pupils with Special Educational Needs can benefit from using ICT as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills. Computing resources in the school will reflect the needs of all our students and the 'Computing Co-ordinator' will work with the 'SEND Co-ordinator' to develop a portfolio of computing resources to support the needs of specific children in the school.

14. Internet and Permission for ICT (See Digital Safeguarding policy).

When the Internet is being used, then the School's Acceptable Use Policy will always be strictly adhered to. All new staff and pupils will need to sign the appropriate AUP before accessing ICT within the school. Parents will sign an ICT agreement form to give consent for their child to have their pictures, videos and names used in the media, on the school Learning Platform and in school based publications. Each teacher will have access to the appropriate permissions on Arbor so that they are able to identify children who have not been given permissions and ensure that they adhere to this during planning and teaching.

15. Health and Safety

- Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present.
- Food and drink should not be consumed near computing equipment.
- It is the responsibility of staff to ensure that classroom computing equipment is stored securely and cleaned regularly.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).
- An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils.

16. Curriculum Management

The 'Computing Co-ordinator' will ensure that resources are distributed and facilitate the use of Information Communication Technology in the following ways:

- By updating the Policy and Scheme of Work
- Identifying the need to update resources
- By co-ordinating and/or providing CPD
- To keep staff abreast of new developments
- By providing support to enable staff to develop their pupils' capability
- Monitoring the computing curriculum
- Oversee and maintain records of software licences.

17. <u>Links to the School Development Plan</u>
- The 'Computing Co-ordinator' contributes to an action plan each year outlining the targets for that year.
- An audit of resources is undertaken yearly to ensure that hardware and software are kept as up to date as possible and that obsolete or broken machines are scrapped or repaired.

18. <u>Staff training needs will be met by:</u>
- Auditing staff skills and confidence in the use of ICT regularly;
- Arranging training for individuals as required;
- The 'Computing Co-ordinator' should attend courses and support and train staff as far as possible.

19. <u>Review and evaluation procedures</u>

The everyday use of ICT is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The 'Computing Co-ordinator' will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the scheme of work. Meetings with subject co-ordinators will also ensure that the use of computing skills across the curriculum is planned for and evaluated.

Signed:

Date:

Review: