

ICT Policy

St Giles Junior
School

Autumn Term 2008

Introduction

This policy document sets out the aims, visions, principles and strategies for delivering Information and Communication Technology (ICT). It was produced in the Spring Term 2008 in discussion with the Headteacher. It was formally adopted at a Staff Meeting on

Reference is made to the Schools health and Safety policy.

The significance of Information and Communication Technology.

"Information and communication technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning; with pupils being able to make informed judgements about when and where to use ICT to best effect, and consider its implications for home and work both now and in the future."
(National Curriculum for England DfEE/QCA 1999)

The School's aims for ICT.

The overall aim for Information and Communication Technology is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to use Information and Communication Technology in the effective teaching of their subject.

Information and communication technology offers opportunities for pupils to

- Develop their ICT capability and understand the importance of information and how to select and prepare it.
- Develop their skills in using hardware and software so as to enable them to manipulate information.
- Develop their ability to apply ICT capability and ICT to support their use of language and communication.
- Explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.
- Develop good Health and Safety attitudes and practice.

The School's Curriculum Organisation

Once a term a class will work on completing one or two units of work based on the QCA Schemes of Work. (This will be the objectives not necessarily the activities listed.) The study will last for half a term (see whole school overview).

Individual QCA units are used to form the basic medium term plans on which are highlighted: health and safety, Key Skills etc. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Once a unit has been completed,

the planning sheet will be evaluated by the coordinator and class teacher, to inform future planning.

Each class is allocated a time in the ICT suite to accomplish their ICT scheme of work units. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes on board the statutory requirements of other national curriculum subjects. Each class is also allocated additional time in the computer suite to apply the use of ICT to other subject areas. A weekly timetable is displayed within the Staff room for staff to sign up for additional time where appropriate.

Individual machines in classrooms support the development of ICT capability by enabling further development of tasks from the ICT room; encourage research and allow for the creative use of ICT in subjects. This is highlighted in the ICT plan and in subject plans.

Curriculum Management

The Subject Leader will facilitate the use of Information and Communication Technology in the following ways:

By updating the policy and scheme of work;

By ordering/updating resources;

By providing INSET so that all staff are confident in how to teach the subject and have sufficient subject knowledge;

To keep staff abreast of new developments;

By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop an information and communication technology capability and that progression is taking place;

By supporting staff in developing pupils' capability;

By attending appropriate courses to update knowledge of current developments, and by keeping links with the Advisory Team for Information and Communication Technology;

By contributing to the School Improvement Plan on an annual basis

By management of the technician if available and communication of problems to ICTDS team.

Making sure all staff understand system for logging faults and use of the Internet/email

Monitoring the curriculum

Maintaining records of software licences and their deployment.

Teaching and Learning Strategies

Teachers are expected to use a range of teaching strategies, including whole class demonstrations, group/paired work and individual work. Teachers can demonstrate the use of software before the lesson on the Teacher Toolkits. The Teacher Toolkits are also used to enhance the teaching of other subjects in the classroom. Activities should be planned to allow for different levels of achievement, as outlined in the QCA documents. Teachers will intervene, where appropriate, to reinforce, support and extend learning. Where computers are shared, children should be clear of expectations. Only one child should use the keyboard at one time; other pupils can support, discuss, check for accuracy and check against other resources.

Access to ICT

The school has a computer suite which is timetabled for classes throughout the week. Each class base is equipped with a computer on which is also linked to the main network. The SEN room has its own stand alone PC which, along with the basic core software, has specific SEN packages installed.

They are also stand alone Tablet PC's that can be moved into classrooms to extend provision. Additionally there is a bank of new Tablet pc's which link to the computer network by wireless technology.

All stand alone Tablet PC's will be equipped with basic core software installed to enable functionality when equipment is detached from the network.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate.

The school will monitor the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged. (Groupings for computer usage should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able ICT users always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching).

Positive images of computer use by people of both sexes will be promoted. The school recognises the advantages of the use of ICT by children with special educational needs.

Using ICT can:

- address children's individual needs
- increase access to the curriculum
- enhance language skills

Staff should structure their teaching materials to match a learning difficulty. If the situation arises, the school will endeavour to buy appropriate resources to suit the specific needs of the child.

Recording, Assessment and Reporting

As the class teacher works through the scheme of work they will record progress against the short-focused tasks where appropriate and assess the children's progress in the integrated task. This assessment will be used to support teaching and learning. Assessment will be based on some, most and further in line with QCA recommendations.

Some evidence is to be kept. This may include a description of the context and an explanation of how the pupils completed the task. Photographs, discussion, saved work and printouts (if any were produced) of differing pupils work. This will be known as a Portfolio of Exemplar Assessments and will accompany the children throughout

their time at the school. It will be based on the advice on the national curriculum action site.

ICT work will be marked in line with the school policy on marking.

For reporting purposes, which will be at the end of Key Stage 2, a level of each pupil's ICT capability will be given. This will be based on the attainment target level descriptions.

Monitoring and Review

Monitoring is carried out by the headteacher or member of the senior management team and the ICT coordinator, in the following ways:

- Informal discussion with staff and pupils
- Collection of class ICT files on the Pupils Home folder
- Classroom observation

After discussions with members of staff there will be an annual review of this policy by the ICT co-ordinator.

Health and Safety and Security

Before being allowed to work in the computer suite all children are made aware of the arrangements if they hear the fire alarm.

Computer Room Rules are also on display within the ICT room for reference along with specific rules for the use of Internet and E-mail. The school also has an 'E-Safety Policy' document.

Data Projectors, OHP's, Music sound system and televisions/videos are stored in locked cupboards during the evening and holiday periods. The school has an alarm system installed throughout.

The ICT coordinator and Health and Safety Officer should liaise on health and safety issues related to computer systems.

- Staff should check equipment before use for frayed or trapped wires, etc.
- Seats and tables should be at the correct height.
- Children should be sitting at an appropriate height, so chairs should be adjusted accordingly. There is a poster to reinforce this information.
- Children should sit correctly at computers, with both hands on the keyboard.
- Regular breaks should be taken if they are to spend any length of time on computers. There is a poster to reinforce this information.
- The monitor should be adjusted to a comfortable angle.
- Use curtains or blinds to avoid glare or reflections on the screen.
- A trolley should be used to transport computers.
- Equipment should be checked for safety, along with other electrical equipment, on an annual basis.

- Internet safety. The network includes a filtering system. However, inappropriate material may still get through. The school has adopted the procedures recommended by the LA for the safe use of the internet by pupils and staff. Children and parents have to discuss and sign the Internet Policy, before children are allowed to use the internet. Teachers should reinforce the procedures before and during the use of the internet. Children using the internet must always be supervised by an adult.

The files and network system are backed up regularly and the virus checker is updated regularly by the LA.

Copyright:

All software has been installed onto the server hard disk. ICT Development Service is responsible for installing software onto the computer suite machines. Site licences are kept in a file in the suite. Standalone P.C. s in classrooms use software, which can only be installed onto a specified number of computers. Software should not be installed by anyone other than the ICT coordinator.

You should generally assume that the copying of software is illegal, unless you have a copyright license stating otherwise. Staff and children should be aware that copying of software in school is forbidden. Master copies and manuals are housed in the ICT suite cupboard.

See also

- E-safety policy.
- Assessment policy.
- Internet consent form – staff and pupils.

Review Date for Policy: September 2009

Jo Norris, ICT Coordinator.