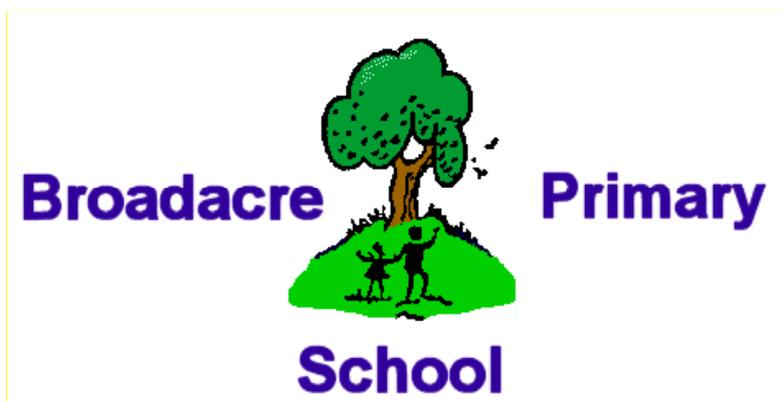


Broadacre Primary School



ICT Policy

Spring 2012

Definition

Information and Communications Technology has the potential to improve the quality of teaching and learning across the Curriculum. Society is changing and there is an increasing need for a greater level of technological knowledge and awareness amongst the population as a whole. The effective use of ICT in the classroom will help to produce a population which feels comfortable with the new technology, is able to access life long learning opportunities through the use of ICT and can adapt to the rapid changes in this field.

Aims

At Broadacre Primary, we aim to:

- ensure all staff and pupils are confident, competent and independent users of ICT;
- motivate and inspire pupils and raise standards;
- develop an appreciation of the use of ICT in the context of the wider world. For example, to learn about issues of security, confidentiality and accuracy;
- use ICT to develop pupils' language and for effective and appropriate communication;
- enrich learning and promote both autonomous study and group work;
- develop pupils' ability to use ICT appropriately and choose software suitable for a particular task;
- provide continuity and progression in all of the strands of the ICT National Curriculum
- develop cross-curricular ICT skills
- encourage problem-solving and investigative work
- care for, respect and share equipment and resources.

Roles and Responsibilities

The Headteacher (Mrs Lisa Staines) is responsible for monitoring the teaching and learning of ICT. The finance sub-committee ensures adequate funding is allocated to cover equipment and all necessary contracts.

The designated ICT Co-ordinator (Miss Sarah Young) oversees ICT within the school. The Co-ordinator is responsible for informing the rest of the staff about new developments and, where appropriate, for organising (and at times providing) appropriate training. The ICT Co-ordinator advises colleagues on managing equipment and software in the classrooms but is not expected to act as a technician. Moreover, other subject Co-ordinators are responsible for developing ICT within their own subject e.g. SEN software, music equipment, French CD-ROMs, etc. This is not the responsibility of the ICT Co-ordinator, although the ICT Co-ordinator will advise as necessary.

The Co-ordinator attends Cross-School Cluster Meetings and keeps staff informed of developments.

In addition, the Co-ordinator will (with guidance from the Senior Leadership Team and Headteacher):

- Monitor the quality of teaching and learning and have an overview of progress within the subject.
- Liaise with other subject co-ordinators to ensure effective cross-curricular links.
- Highlight areas for the development of ICT within the School Improvement Plan.
- Co-ordinate the purchase and maintenance of equipment.
- Pass on concerns about the safety of ICT equipment to an appropriately-trained person.
- Review INSET needs of all staff and provide suitable training opportunities.
- Keep up to date with developments and new technologies.
- Develop the long-term plan for ICT ensuring a whole-school approach to the planning, recording and assessment of ICT.
- Ensure that this policy is successfully implemented throughout the school.
- Review and update this policy annually.

In addition, Miss Sarah Young is also responsible for E-Safety. Please see the 'E-Safety Policy' for further details.

Teaching and Learning

We recognise that all classes have children with widely differing ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children.

NB: The Chris Quigley ICT skills can be used to support differentiation.

ICT Curriculum Planning

ICT is taught both discretely and through cross-curricular links.

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are trying to study.

The topics studied in ICT are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, children are increasingly challenged as they move up through the school.

The ICT Co-ordinator ensures staff use a range of teaching and learning styles to develop ICT capability. These teaching styles include: group work of mixed and similar ability, individual work, whole class teaching.

Foundation Stage

We teach ICT in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers as well as a range of software e.g. digital cameras, microphones, beebots. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

Special Needs and Equal Opportunities

At Broadacre Primary School we teach ICT to all children, whatever their ability. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in ICT, we take into account the targets in the children's Individual Education Plans (IEPs).

The school recognises the advantages of the use of ICT by pupils with special educational needs. Over the coming year, targets on pupil's IEPs will be supported through the use of specific programs. In addition to this, our school uses ICT to:

- Address pupils' individual needs;
- Increase access to the curriculum
- Improve language skills

Software used in the school is chosen to ensure that it is non-discriminatory and promotes equal opportunities for all users. All pupils follow the National Curriculum. In instances where parents express religious or philosophical reservations to the use of ICT, pupils may be allowed to observe the use of ICT rather than being involved in its use themselves. Please see the 'SEN Policy' and 'Equal Opportunities Policy' for further details.

Assessment, Recording, Reporting, Evidence of Work and Monitoring

Children do not have an ICT folder full of work. Due to the thematic nature of discrete ICT planning, work done in discrete ICT lessons is included in topic books where appropriate. In addition, work done that shows cross-curricular ICT skills will be included in the appropriate book: Literacy, Numeracy, Science or Topic.

All other ICT work that does not match the thematic topic is stored/saved in the child's 'My Documents' area. Teachers are responsible for ensuring that 'A work in

progress' can be seen by saving or teaching children to save their work with a new name/number each time.

Children assess themselves against the success criteria discussed as a class. Children are told and know their current ICT level. They also use ICT target booklets to assess themselves in the seven areas of ICT: Controlling, Modelling and Logging, Multimedia, Websites, Email and Messages, Text, Graphics and Databases. These are used both in their discrete ICT topics and any other time they are practising their ICT skills e.g. when creating a bar graph of results in Numeracy. Children therefore know what the next steps are in their learning.

Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. Teachers mark these informal judgements on target sheets for the seven areas of learning as described above. These informal judgements allow the teacher to give children a level in each of the seven areas of ICT.

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT Co-ordinator. The ICT Co-ordinator is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT subject leader gives the headteacher a subject summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The ICT subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for supporting the Headteacher in observing the teaching of ICT. The Governors are kept informed of the co-ordinator's work through reports in the Headteacher's report to the Governors.

Parents receive an annual written report on their child's progress in ICT. In addition to this, our school provides verbal feedback on their progress during termly parent interviews.

Internet

Internet access is planned to enrich and extend learning activities and is part of the statutory curriculum.

Pupils are taught to be critically aware of the materials they read and are shown how to validate information before they accept its accuracy. Pupils receive guidance when using the Internet and are supervised.

Pupils are taught what is acceptable and unacceptable during ICT lessons, other lessons and through e-safety learning days/ assemblies/other PSHE work. Pupils report immediately any offensive materials which they may access, to a responsible adult. They are given clear objectives for Internet use. To guard against accidental access to materials which are inappropriate we access the Internet by means of the LA intranet which provides an appropriately filtered service. The ICT Co-ordinator has a username and password that bypasses this log-in but this should only be used sparingly e.g. when a teacher wants to show a video related to their topic area. Teachers inform the ICT Co-ordinator immediately should they find offensive

material on the Internet. The Officer will contact the helpdesk to alert them to the offending site. Pupils are taught about Intellectual Property Rights and Copyright associated with Internet use.

Our school informs parents that their children will use the Internet. A letter is sent to all parents which contains details about responsible Internet use which we ask the parents and children to endorse. This is called the Internet Usage Policy. Staff are also required to agree to this policy.

The ICT Co-ordinator maintains the school website. The school follows appropriate safety guidelines regarding the content of this website. Any photographs of pupils used on the school website will not include the name(s) of pupils. Parental permission is requested prior to photographs being displayed. Please see the 'E-Safety Policy' and 'Internet Usage Policy' for further details.

Resource Management

Human

The ICT curriculum will provide the main focus of at least one staff meeting per term. This may include: introduction of software, training for ICT, whole school support in planning for ICT, sharing pupils' work, moderation of pupils' work, development of the ICT portfolio or sharing ideas of good practice.

All staff can attend courses that they or the Headteacher or ICT Co-ordinator deem appropriate for their continued professional development (at the discretion of the Headteacher). Opportunities for training will be offered, wherever possible, to meet whole school needs as well as those of individuals. These needs may be identified as a result of monitoring or performance management reviews.

Technical

Each individual fault with the computers, software and hardware does not need to be reported to the ICT Co-ordinator but staff can seek the advice of the ICT Co-ordinator if they wish. Staff support each other, where they can, in addressing faults e.g. with printers, whiteboards, etc. If the problem persists, the fault is noted in the log-book in the Staff Room to be addressed by the ICT Technician. The school has a contract with John Gibson who is responsible for the maintenance and repair of hardware and software.

The ICT Co-ordinator is responsible for the daily backing up of the curriculum & admin network. Named tapes are securely stored during the day and overnight go home with the ICT Co-ordinator.

Hardware, Software, Security and Health and Safety

There is a computer in every classroom for use by teachers, support staff and children. Each classroom also has its own whiteboard and projector. There are also three trollies of laptops. All teaching staff have a school laptop which can be used in school or at home. Other hardware e.g. microphones, beebots, etc are available.

An annual review of hardware needs is made so that a systematic updating of equipment is implemented.

All computers are password protected for the relevant user groups. User names and passwords are set up by the ICT Co-ordinator and technician. It is the teacher's responsibility to write in the log-book that a username and password is required for new children in their class (including children in the Foundation Stage).

The ICT Technician is responsible for ensuring that the automatic updating of anti-virus software is operating efficiently by checking at least monthly.

New software is purchased only after evaluation to ensure that it fits the purpose for which it is intended and that it is non-discriminatory.

Pupils are not permitted to use software from external sources.

The school has an alarm system installed. Teachers must ensure that they log-off and shut down ANY computers that they have worked on throughout the day. Interactive Whiteboards must be switched off at lunchtimes and at the end of the day. Class teachers are responsible for shutting down all laptops. Other hardware must be turned off and stored safely.

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

- Pupils must not be allowed to switch on/off the power at the mains.
- Hardware must be kept away from water.
- Pupils must always be supervised when using electrical equipment.
- All plugs, leads and equipment must be checked regularly and tested for electrical safety in accordance with Hull City Council guidelines.
- Pupils must not be allowed to carry equipment.

Please see the 'Health and Safety Policy' for further details.

This policy will be reviewed annually.

Date: February 2012

Review Date: February 2013