

ATWOOD PRIMARY SCHOOL

Information and Communication Technology (ICT) Policy

March 2009



Our vision for ICT

To make Atwood Primary School an exemplar of good practice in the provision of ICT, the use of ICT in school management and the integration of ICT in the primary curriculum.

To ensure that our pupils are confident in their use of ICT so that they can participate in a rapidly changing society that increasingly relies on ICT.

What is ICT?

We understand that ICT is concerned with the handling of electronic information (which may consist of text, numbers, images and sounds) and involves collecting, creating, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes. ICT technologies are the computing and communications facilities and features that variously support teaching and learning.

ICT is about information that can be received and manipulated for example with computers, modelling and digital cameras.

ICT capability refers to a child's ability to draw on their knowledge and understanding of ICT to apply it in a variety of contexts to receive the maximum benefit.

Aims for ICT

The aims for ICT at Atwood are:

- To ensure that during Early Years Foundation Stage, Key Stage 1 and Key Stage 2 all children will have equal opportunities to develop ICT capability through activities that support all curriculum areas.
- For teachers planning to meet the requirements of the Foundation Stage Curriculum and the National Curriculum as fully as possible.
- To enable children to become familiar with ICT in many contexts.
- To develop children's confidence and satisfaction in the use of ICT.
- To broaden children's understanding of the effects of ICT.
- To educate children on responsible use of the internet.
- To enable children to take greater responsibility for their own learning and provide opportunities for them to decide when it is appropriate to use ICT in their work
- To encourage the flexibility needed for children to adjust to and take advantage of future developments in ICT.
- To help all children to attain the highest possible standards of achievement.

Implementation

Each class in the school is allocated at least one hour a week in our ICT Suite. It is the responsibility of the teachers to ensure that this session is used to best effect, providing relevant opportunities for all children to develop their ICT skills. ICT is also used during other classroom lessons using the ICT facilities in every classroom.

Teachers employ a range of strategies to allow children to learn and develop their skills.

- Demonstrating to the class or a group using Interactive Whiteboards
- Discussion with the class or a group
- Collaborative tasks (e.g. using Roamer or Bee-Bot)

- Encouraging children to share new skills with others

ICT curriculum planning

Key Stage 1 and 2

The ICT taught is to fit in with the schools creative curriculum. The planning for ICT is carried out in three phases (long term, medium term and short term). The long term plan details the programme of study from the National Curriculum which is to be covered in each Key Stage. A breakdown of attainment levels for each module within ICT is given.

The medium term planning (which had been adapted from the Newham scheme of work) maps the ICT topics that the children study in each term and links them to their creative curriculum topics. These have been worked out by the ICT co-ordinator in conjunction with teaching colleagues in each year group. The planning identifies the key skills to be taught for each unit of work and the corresponding level of attainment for the appropriate year groups.

The class teacher is responsible for writing the short term plans. These weekly plans list the specific learning objectives of each lesson and how these objectives are to be achieved. The class teacher keeps these individual plans and will often review them with the ICT co-ordinator on an informal basis.

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, we also build planned progression into the work covered, so that the children are increasingly challenged as they move up through the school.

Assessment and Recording

Teachers use formative assessment as they observe children during their use of ICT in lessons. At the end of a unit of work the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment and records these in INCERTS.

Children are encouraged to evaluate their own and others' work in a positive and supportive environment. Work is celebrated in the ICT suite and in displays around the school.

The ICT co-ordinator keeps a portfolio of levelled examples of children's work. This demonstrates the expected level of achievement in ICT for each age group in the school.

Early Years Foundation stage

We teach ICT in nursery and reception classes as an integral part of the topic work covered during the year. We relate the ICT aspects of the children's work to the objectives set out in the Early Years Foundation Stage which underpin the curriculum planning for children from birth to age five. The children have the opportunity to use an interactive white board, computers, digital still and video cameras; and programmable robots. During the year they gain confidence in using computers to find information and use it communicate in a variety of ways.

Assessment and Recording

In Early Years Foundation Stage the children are assessed through observations during their child initiated learning, looking at how they use information and communication technology in their day. These observations are used to inform the planning and make assessments against the Early Year Foundation Stage profile. These are then recorded on the whole school assessment program INCERTS.

The Role of the Leadership Team

The overall responsibility for the use of ICT rests with the Leadership Team.

The Head Teacher, in consultation with the staff:

- Determines the ways ICT should support, enrich and extend the curriculum
- Decides the provision and allocation of resources
- Decides ways in which the developments can be assessed and records maintained
- Ensures that ICT is used in a way to achieve that aims and objectives of the school
- Ensures that there is an ICT policy and identifies an ICT co-ordinator

The Role of the ICT Co-ordinator

The designated teacher should:

- Ensure the teaching of discrete ICT covering the skills stated in National Curriculum.
- Promote the integration of ICT within appropriate teaching and learning activities, develop and monitor the contributions of subjects to its cross-curricular use
- Manage the provision and organise resources
- Encourage and support colleagues
- Act as a contact point between the school and support agencies
- Co-ordinate the evaluation and review of the ICT policy

The Role of Subject Co-ordinators

- There is a clear distinction between teaching *about* ICT and teaching *with* ICT. Subject co-ordinators should plan where ICT could be integrated into their subject area.

The Role of the Teacher

- Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each class teacher to plan appropriate ICT activities and assist the subject co-ordinator in the monitoring and recording of pupil progress in ICT.

The Role of the Teaching Assistant

- To support the teaching of ICT in lessons
- To report any faults to ICT co-ordinator

Principles for Resources

Educating children in and through ICT demands that we identify the curriculum needs, select appropriate software and then consider the hardware. In choosing the software tools we look for those that are appropriate in a cross-curricular context. It is intended that all children have access to the following software:

- A word processor
- A database
- A spreadsheet package
- A drawing/art package
- Control and monitoring software

Additionally it is intended that there should be opportunities to:

- Explore LOGO and control applications
- Develop desktop publishing
- Use design packages relating to DT, art and music (including video manipulation software)

- Relate packages specifically to the needs of an individual child or subject area, e.g. analogue measuring tools for science or geography
- Explore presentation packages e.g. PowerPoint and Kartouche
- Use internet based software

Hardware Policy

Appropriate equipment is used and provides a supportive environment for children's work. Such equipment allows the opportunity to narrow the gap between the software of the classroom and that of the world of work.

Opportunities to work with non-computer ICT are essential. Children have access to Roamer, Bee-Bot, digital cameras and the like.

Replacement / New Equipment / Security / Maintenance

We aim to purchase new equipment on a three year rolling programme.

Alarm systems, security doors and window bars are fitted where appropriate. Serial numbers have been recorded in the school inventory and equipment is security marked including keyboards, printers, projectors etc.

Great importance is attached to the security of programs and data backups. Original disks for software and licences are kept in a secure room.

The ICT co-ordinator will liaise with Credit (technical support) to maintain and update both hardware and software.

Internet and the London Grid for Learning (LGfL)

The internet is an excellent resource in school not only for teaching and learning but also for school administration and teachers' planning.

- Children use the internet to visit sites of significant educational importance.
- Staff are encouraged to use resources provided by the LGfL and to store planning and assessment.
- All computers in school are networked with a broadband connection to allow quick and effective multi-user access.
- The school has its own website and Blog as a link between home and school.
- Parents and carers use ParentPay online to make payments for school dinners, trips, visits etc.
- Internet safety is paramount and the school subscribes to a filtered services provided by Synetrix and LGfL.
- The Managed Learning Environment (MLE) can now be accessed by all members of staff and pupils and is used as a form of communication and dissemination of school information.

Welfare, Health and Safety Issues

The following issues have been considered and included in the school policy, as appropriate:

- Routine electrical safety checks/annual portable appliance tests.
- Maintenance of hardware.
- Electrical supply systems to include cabling, networks, modifying equipment and the use of fire extinguishers.
- The Data Protection Act to include registering the Governing Body and Head Teacher and anyone who may access the data including teachers, parents and children.

- Internet and E-mail – shielded systems and signed agreements.
- Wireless use is limited in school but this will develop over time.
- Software copyright with regards to networks and licences.
- Pupil supervision.

Staff Development

Staff attend necessary INSET training and staff meetings to develop their understanding and confidence in new software and hardware. The ICT co-ordinator attends central and cluster meetings to keep up to date with new technologies and developments.

Review

The speed and nature of technological development is as such that a major update of this policy should be undertaken at least every two years and any minor updates as necessary.

Policy written: March 2009

Agreed by governors: May 2009

To be reviewed: 2011