

FORMAL DOCUMENT
for
COURT de WYCK Church of England Primary School

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Name: D. Birdsall	Signature: R Dew Clerk to Committee	
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2				

1.0 Introduction

- 1.1 Information and Communications Technology is an essential element in 21st Century life for education, business, social interaction and leisure. The School has a duty to provide pupils with quality ICT access as part of their learning experiences, thus providing access to educational resources.
- 1.2 Information and Communications Technology can 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 emerging technologies, and able to become lifelong learners through the use of ICT, instilling the excitement and enjoyment of ICT.

2.0 Definitions

It is to be understood, below, that the following distinction is to be made.

- 2.1 ICT Skills is related to the knowledge and/or ability that pupils have gained.
- 2.2 ICT Capabilities refers to the pupils applying the skills taught and understood in appropriate ways.

3.0 Aims

- 3.1 The School aims to:
 - 3.1.1 ensure that all staff and pupils are confident, competent and safe independent users of ICT;
 - 3.1.2 motivate and inspire pupils and raise standards;
 - 3.1.3 develop an appreciation of the use of ICT in the context of the wider world;
 - 3.1.4 enrich learning and promote both autonomous study and collaboration;
 - 3.1.5 develop staff and pupils' ability to use ICT appropriately and choose software suitable for a particular task;
 - 3.1.6 provide continuity and progression in all of the strands of the ICT National Curriculum;

- 3.1.7 develop ICT capabilities through curriculum contexts;
- 3.1.8 ensure that each Subject Leader has completed an audit of the relevant scheme of work to ensure that relevant ICT links have been included.
- 3.1.9 encourage problem-solving and investigative work;
- 3.1.10 undertake self- and peer-assessment;
- 3.1.11 care for and respect equipment.

4.0 Roles & Responsibilities

- 4.1 The Headteacher is responsible for monitoring the teaching of ICT.
- 4.2 The ICT Team oversees the progress of the OFSTED Action Plan and the ICT Self-Review Actions every other term. There is a designated ICT Subject Leader who oversees ICT planning within the School. The Subject Leader 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 Subject Leader advises colleagues on managing equipment, software and booklets in the classrooms, but is not expected to act as technician, except changing back-up disks. A central resource area will be maintained and reviewed annually along with other resources for ICT.
- 4.4 The Subject Leader attends Partnership Meetings and participates in realising the Partnership Development Plan.
- 4.5 The Subject Leader monitors the curriculum and currently reports every other term to the Governors, with regard to the ICT development plan. The ICT Subject Leader liaises closely with the ICT governor and ICT Strategy Team from North Somerset Council.
- 4.6 The ICT Technician supports with proactive visits and maintains the network. Any faults with the computers are reported in a fault notebook kept in the ICT suite. The School technician will endeavour to respond on his next visit to the School.

5.0 Special Needs & Equal Opportunities

- 5.1 The school recognises the advantages of the use of ICT by pupils with special educational needs. Targets on pupils' IEPs are supported through the use of specific appropriate programs and resources e.g. Wordshark, Numbershark and Talking Photo Album. In addition to this our school uses ICT to:
 - 5.1.1 address pupils' individual needs;
 - 5.1.2 increase access to the curriculum;
 - 5.1.3 support learning via a buddy system;
 - 5.1.4 extended planned activities;
 - 5.1.5 improve language skills.
- 5.2 The School promotes positive images of computer use by both girls and boys and by pupils from diverse multicultural backgrounds.
- 5.3 The School promotes equal opportunities for computer usage. The School monitors the level of access to computers in the home environment.
- 5.4 Software used in the school is chosen to ensure that it is non-discriminatory and promotes equal opportunities for all users.

6.0 Curriculum and Embedding

- 6.1 ICT is taught as a discrete subject and is also being integrated into all other curriculum areas. ICT is used as a tool to improve and enhance learning. All the schemes of work have clear ICT links where skills and techniques are carefully planned with opportunities to demonstrate pupils' ICT capabilities.
- 6.2 Classes are timetabled for 4 sessions per week, which include Literacy, Maths, ICT and one other. A bank of laptops is now available for classroom use and access to the network using a wireless link.
- 6.3 An audit of cross-curricular resources is under way to plan for future targeted spending of E-Learning Credits.

- 6.4 Teachers' planning is reviewed by the ICT Subject Leader to ensure that staff cover all of the Scheme of Work and to monitor the range of teaching approaches that is employed to develop ICT capability. These teaching approaches include: group work of mixed and similar ability, individual work and whole class teaching. Teachers' planning will also include opportunities for work away from the computers to allow pupils time to reflect on their own and others' work through the ICT activities.
- 6.5 Teachers are advised and supported in using Remote Learning in lessons.
- 6.6 The ICT curriculum, as appropriate, will provide the main focus of staff meetings. 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 an ICT portfolio or sharing ideas of good practice.

7.0 Assessment

- 7.1 The assessment of ICT is based on the underlying principles and foundations of the Assessment for Learning (AfL) approach.
- 7.2 Key characteristics of assessment for learning are:
 - 7.2.1 Effective questioning techniques;
 - 7.2.2 Appropriate marking and feedback strategies;
 - 7.2.3 Sharing learning goals;
 - 7.2.4 Peer and self-assessment;
 - 7.2.5 Mini-plenaries (check-ins throughout the lesson) using Remote Learner (a tool to enable the teacher to freeze and control all screens);
- 7.3 The use of assessment will inform the School of what pupils have already achieved, and also where pupils need to go next. The following aids are available in the various Stages:

Foundation Stage

- 7.4 Pupils have a 'My Computer Record' booklet which they fill out with assistance from the teacher/LSA.
- 7.5 On the back of an ICT Folder, pupils have an individual record chart where the teacher/LSA highlights and dates when the pupil has achieved the outcome in the following areas:
 - 7.5.1 FS1: General technological awareness/responding to ICT;
 - 7.5.2 FS2: Developing mouse skills;
 - 7.5.3 FS3: Developing keyboard skills;
 - 7.5.4 FS4: Using a tape recorder;
 - 7.5.5 FS5: Using a paint program;
 - 7.5.6 FS6: Using a programmable toy & remote control toy.

Key Stage 1

- 7.6 Pupils complete an individual/group assessment chart – using the teacher's discretion at the beginning and the end of the QCA unit;
- 7.7 At the end the unit teachers will initially complete an assessment on the QCA unit initialling:
Below average attainment;
Average;
Above average.

Key Stage 2

- 7.8 Pupils complete an individual self-assessment chart – using the teacher's discretion at the beginning and the end of the QCA unit;
- 7.9 At the end the unit teachers will initially complete an assessment on the QCA unit initialling:

Below average attainment;
Average;
Above average.

Trialling:

- 7.10 Pupils complete a prepared spreadsheet on a range of ICT skills and capabilities. Using a drop-down menu they choose an appropriate statement: not to do this yet; do it with help; by myself or show others; to go with the skill/capability. This will immediately provide the pupils with a graph showing the percentage of coverage which has been attained, based on the National Curriculum levels. The areas of self-assessment include; Basic skills; Word processing, DTP and multimedia; Internet and e-mail; Data handling and graphing; Monitoring and control and Modelling and spreadsheets.
- 7.11 Individual pupil records, with evidence, are kept in a pupil-file or, within the context of subject work, files or books.

8.0 Reporting & Recording

- 8.1 Parents receive an annual written report on their child's progress in ICT. In addition to this, the School provides verbal feedback on the pupil's progress during parent interviews.

9.0 Monitoring, Evaluation and Review

- 9.1 The Subject Leader supports ICT planning each term and provides suggestions and training as necessary to staff. This ensures that the scheme of work is implemented and that all strands are planned for.
- 9.2 The scheme of work is currently being reviewed and updated to ensure that it reflects good practice. The scheme of work provides sufficient detail to ensure that all pupils receive a consistent experience in ICT.
- 9.3 The ICT Subject Leader monitors ICT lessons based on the monitoring and evaluation cycle displayed in the staffroom.

10.0 Technical

- 10.1 The School has a School Licence Agreement (SLA) with North Somerset ICT Strategy Team. This provides the School with proactive support.
- 10.2 All computers are covered by a warranty, which promotes optimum cover.

11.0 Hardware

- 11.1 The School has a suite of fifteen Internet-linked computers, with two printers attached. There are Interactive whiteboards set up for teaching in all five classrooms.
- 11.2 The School has a pupil-to-computer ratio of 1:6.
- 11.3 Replacement of hardware is subject to discussions with the ICT Team and the Governors' Resources committee. An annual review of needs is made so that a systematic updating of equipment is implemented. The Resources Committee will require this information by February to allow time for budget planning for forthcoming financial year.
- 11.4 Obsolete equipment is disposed of in accordance with county guidelines.
- 11.5 Staff and pupils have access to the following resources in School: digital cameras, roamers and turtles, televisions/videos, tape recorders and laptops for staff use at home.
- 11.6 All computers are password-protected for the relevant user groups. User names and passwords are set up by the ICT Technician and allocated to users in readiness for the beginning of term.
- 11.7 Maintenance contracts are filed in the Office. Copies of these are held in the ICT Subject Leader's file.

- 11.8 Teachers must not leave laptops or any other portable ICT equipment unattended in classrooms, cars or any other place where the equipment could be stolen. Laptops purchased under the Laptops-for-Teachers scheme belong to the school and teachers to whom they have been allocated must not allow them to be used by any unauthorised individual, including family members.

12.0 Software

- 12.1 An audit of curriculum resources is currently being undertaken.
- 12.2 Staff are made aware of new software through the ICT newsletters that come from the ICT Advisory Team and in staff meetings.
- 12.3 New software is purchased only after evaluation, whenever possible, to ensure that it fits the purpose for which it is intended and that it is non-discriminatory.
- 12.4 Licences are kept together in the ICT Suite.

13.0 Security

- 13.1 The school has an alarm system installed throughout. The computer suites are made secure at night as part of the school caretaker's daily routine.
- 13.2 Computers, televisions and videos are all security marked with the school postcode.
- 13.3 Each computer system is accessed through a password system providing security against unauthorised access to the management system.

14.0 Health and Safety

- 14.1 All pupils receive introductory sessions in the network-room dealing with Health and Safety issues. These include showing pupils how to adjust the brightness and contrast settings of monitors as well as the correct keyboard and seating position. Pupils also receive instruction on the correct procedure for using a mouse and are regularly reminded not to look directly into the projector beam when using the interactive whiteboard.
- 14.2 When using the ICT suite all staff will make a visual check of equipment specifically to ensure that:
- 14.2.1 a fire extinguisher suitable for electrical fires is in place and undamaged;
 - 14.2.2 there are no trailing cables or leads which could constitute a health hazard;
 - 14.2.3 there are no daisy-chained multi-block electrical sockets in use;
 - 14.2.4 there are no damaged chairs or other faulty and/or potentially hazardous equipment,
- 14.3 Lessons involving the use of ICT should be structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard.
- 14.4 Computers located in classrooms are positioned, wherever possible, away from light reflection and glare. The optimum position is at right angles to the natural source of light.
- 14.5 All equipment is checked annually under the Electricity at Work Regulation 1989. A detailed inventory is kept up-to-date by the Head of ICT who ensures that all equipment is checked. New equipment is added to the inventory on arrival.
- 14.6 Regular Risk Assessment surveys are conducted by the designated H&S representative; faults are logged and appropriate action taken.
- 14.7 The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screens. This directive is followed for all administration staff. Whilst this legislation applies only to people at work, the School seeks to provide conditions which meet these requirements for all users.

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