

Grendon Underwood Combined School

ICT Policy

The development of ICT capability at GUCS includes:

- The communication of information through text, graphics, sound and on-line.
- Recognition of and access to reliable data that is held, organised and presented in a variety of forms such as databases, CD ROMs, control devices and the internet.
- An understanding that ICT can be used to control models through a series of instructions and how this relates to the wider world.
- An understanding that ICT can be used to model real situations and environments and the advantages this offers.

ICT is used to support teaching and learning across the curriculum and for administrative purposes.

Aims:

Our aim is to help children become confident and effective users of ICT. We aim to do this by:

- Helping children to develop the necessary skills to become independent in the use of ICT.
- Teaching children the skills needed to utilise ICT successfully.
- Giving children the opportunity to access ICT throughout a broad and balanced curriculum.
- Helping children to recognise the enjoyment, the benefits and the impact of ICT on society.

Curriculum organisation:

We follow the QCA scheme of work for ICT, as this clearly indicates the content to be covered and ensures progression. Teachers can add equivalent alternative units with the authorisation of the ICT coordinator.

RM Window Box Plus software, installed on all computer suite P.Cs, consists of programs specifically created to teach each strand of the QCA units for ICT. Lesson plans are provided with some of the software, which can be adapted and extended by the teacher.

A list of the additional software and websites to aid the teaching of ICT in different subject areas, is available to all members of staff.

All classes have at least two lessons allocated in the computer suite per week. One focuses on ICT skills and the other on cross curricular ICT.

Teaching and Learning Strategies:

Teachers are expected to use a variety of teaching strategies, including whole class demonstrations, group / paired work and individual work. Teachers with interactive white boards can demonstrate the use of software before the lesson in their classroom. RM Tutor can be used to for class demonstration on screens in the suite. They can also use ICT to teach other subjects in their classrooms.

Activities should be planned to allow for different levels of achievement, as outlined in the QCA documents. Software should be differentiated (e.g. access levels) where necessary, to cater for children with special educational needs, including more able children. 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 a time; other pupils can support, discuss, check for accuracy and check against other resources. If children are not actively involved, they should work away from the computer. Same gender pairing works best.

Equal Opportunities:

Prior to installation, software should be checked to ensure that gender and ethnicity is reflected in a balanced way.

The SENCO and ICT coordinator are expected to advise colleagues on ICT support which can be provided for children with special educational needs, including more able children.

A record should be kept of children's access to the computer, to ensure equal entitlement.

Record Keeping and Assessment:

Examples of children's work from each QCA Unit should be kept, to support levelling. Each user has an individual save area, "my documents", and they will remain with the pupil throughout their time at the school.

Teacher assessments are carried out following a unit of work, using the LEA ICT recording sheets, National Curriculum level descriptors and examples of levelled work as guidance. The level at which each child is working is recorded on the LEA ICT recording sheets. Blank sheets are on the shared admin drive in the ICT folder as well as the Bucks ICT website <http://www.bucksict.org.uk/>

Progress in ICT is communicated to parents through the end of year report.

Opportunities may also arise during Parents Evenings.

Staff Development:

It is the responsibility of the ICT coordinator to make colleagues including LSA's aware of suitable development opportunities, such as courses and organise in-house training. The ICT coordinator is also available to support with software/hardware problems, planning etc.

The school provides laptops where resources allow and memory sticks to staff for school use. These remain the property of the school.

Resource Management:

GUCS has a computer suite, consisting of 22 networked RM PCs, a scanner, a CD Writer, a smart cache and a colour laser printer. The operating system is Windows XP on a CC3 Network. All PCs have internet capability from 8am to 6pm through BT Schools Internet Caller. Every pupil and member of staff is allocated a user number to log on to the network for the duration of their time at the school.

A store cupboard holds a variety of ICT equipment; such as cables, spare headphones, mice, monitors and software. Other hardware available includes a digital camera. Consumables for the computer suite printers are kept in the cupboard underneath the printers.

Floppy discs are available from the ICT coordinator.

Repairs and Maintenance:

The school's computer system is managed by RM Network Management Service (NMS), this includes updating anti-virus software and installing all software. Any software or hardware breakdowns need to be reported to the ICT coordinator, who will investigate the problem, or notify the appropriate person. A "PC Problem" log book is kept in the computer suite, where the PC number, date and error message/problem is recorded. It is the responsibility of the ICT coordinator to check this regularly.

Teachers are responsible for changing paper and ink cartridges. The computers are cleaned as part of the general daily cleaning.

Health and Safety:

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.
- Children should sit correctly at computers, with both hands on the keyboard.
- 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 LEA 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.

- Older children may use the suite unsupervised at the discretion of their teacher, for non internet tasks.

Copyright:

All software has been installed onto the server hard disk. RM NMS 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 held by the ICT coordinator.

Role of the ICT Coordinator:

It is the role of the ICT coordinator to develop the subject of ICT at GUCS by:

- Integrating ICT across the curriculum.
- Ensuring continuity and progression by providing an appropriate scheme of work.
- Supporting colleagues with the planning and implementation of ICT, during INSET, staff meetings, informally and through monitoring.
- Liaising with other primary/secondary schools or agencies to implement new initiatives.
- Maintaining his/her own professional development by attending courses and coordinator meetings.
- Managing ICT resources throughout the school.

ICT provision will be monitored and evaluated:

- With termly reference to the ICT development plan, to be carried out by ICT coordinator.
- Following ICT assessments and comparison to national average levels.
- Through informal discussions with staff.
- Through paired teaching or observing and monitoring of planning.
- Work sampling

See also:

- Health and Safety policy
- Assessment policy
- Internet consent form (pupils)

- Internet consent form (staff)

Review date for policy: Sept 2008.

Tim Heaton, ICT Coordinator.