

Coopersale & Theydon Garnon C.E. Primary

ICT Policy

1. Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Information Technology. Its purpose is to ensure all staff understand and agree on the approach to IT and to explain the school's current position.

Reference is made to the School's Assessment and Health and Safety policies.

2. Expectations

Our Vision for ICT:

That ICT becomes an integral part of the way our pupils learn both in school and at home. That the tools of ICT are used, where appropriate, by all pupils and adults to develop knowledge, skills and understanding of the world around us and the community we live in.

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital life skill in modern society. It also has the potential to improve the quality of teaching and learning across the Curriculum. We interpret the term 'information technology' to include the use of any equipment which allows users to communicate or manipulate information (in the broadest sense of the word) electronically. This includes, computers, programmable toys, calculators, temperature sensors and probes, electronic musical instruments, audio and video recorders, telephone and fax and digital cameras.

Our aim is to produce learners who are confident and effective users of ICT. We strive to achieve this aim by:

- * ensuring all staff and pupils are confident, competent and independent users of ICT;
- * inspiring all children to use ICT with purpose and enjoyment;
- * helping all children to develop the ability to use ICT appropriately and choose software suitable for a particular task;
- * enriching learning and promoting both autonomous study and group work;
- * helping all children to appreciate and evaluate the benefits of ICT and its impact on society;
- * meeting the requirements of the NC as fully as possible and helping all children to achieve the highest possible standards of achievement;

- * **developing ICT through curriculum contexts;**
- * **using ICT to develop partnerships beyond the school;**
- * **caring for and respecting equipment;**
- * **sharing resources;**
- * **celebrating success in the use of ICT.**

3. Teaching and Learning

We aim to deliver a broad and balanced curriculum through our long term ICT plans to ensure our pupils are taught a range of skills and techniques in ICT.

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate.

These will include:

- * **using the computer to demonstrate to a group of pupils or the whole class;**
- * **leading a group or class discussion about the benefits and limitations of ICT;**
- * **individual or paired work using worksheets and help cards;**
- * **collaborative writing and design work in groups.**

Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.

Groups will be selected to ensure that all children are equally active and involved in the task and that all have equal access to the computer keyboard.

Activities using ICT are planned in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work.

Teachers are expected to intervene where appropriate to reinforce an idea or teach a new point.

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 parent interviews.

4. Access and Entitlement

Our school believes that all children should have equal access to ICT in order to develop their personal ICT capability. Software used in the school is chosen to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

When children are working in groups, we endeavour to ensure that their hands-on experience is equitable.

The SENCO and ICT Co-ordinator jointly advise teachers on the ICT support which can be provided to individual children with particular educational needs, including high ability pupils. Where appropriate, an external specialist is used to assess a child's specific needs.

Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate.

Efforts are made to ensure that text created at home can be transferred to a classroom computer once a teacher has been notified.

5. Planning & Organisation

Planning ensures that a wide range of strategies are employed in order to differentiate ICT tasks.

Examples of these are:

- * same activity but different outcome;**
- * same theme but different levels of input;**
- * different pace of working;**
- * different groupings of pupils.**

Planning is completed using the ICT Complete Planning format devised by Essex. This is accessible to all teachers on the 'W' drive in the IT suite and emendments are made to suit the needs of the class.

Teachers' annotated planning is reviewed by the ICT Coordinator, at the end of each half term, to ensure staff use a range of teaching styles to develop ICT capability (see 4. Teaching and Learning for examples). Teachers' planning will also include opportunities for work away from the computers intended to compliment the ICT activities.

6. Cross Curricular Links

ICT is taught both as a discrete subject, when the emphasis is on the development of ICT capability, and integrated into all other curriculum areas when the emphasis is on the subject, which is being supported by ICT. Each subject coordinator is responsible for ensuring that relevant ICT links have been included in planning.

7. Resources and the Learning Environment

Each class has a minimum of four timetabled sessions in the ICT suite per week, each focusing on different areas of the curriculum; Literacy, Numeracy, ICT, and Topic based. All classes have a networked computer in their classrooms and there are interactive whiteboards in the IT suite, Year F classroom, 1/2 classroom and Year 6 classroom. There is also a portable projector and laptop set up for teaching in classrooms.

The school has a suite of fourteen networked, Internet linked computers, named and labelled for ease of identification, with a scanner and printer attached.

A central resource area will be maintained and reviewed annually, by the ICT Coordinator, along with other resources for ICT.

Any faults with the computers are reported to the ICT Coordinator and recorded in a fault notebook kept in the IT suite. The school technician will endeavour to respond on his next visit to the school.

Software

The ICT Coordinator is responsible for ensuring that the automatic updating of anti-virus software is operating efficiently by checking at least monthly. The relevant subject coordinator purchases new software only after evaluation, whenever possible, to ensure that it fits the purpose for which it is intended and that it is non-discriminatory.

Licences are kept together in the school office.

Staff and pupils are not allowed to use software from external sources.

Security

The school has an alarm system installed throughout. The IT suite is made secure at night as part of the school caretaker's daily routine.

Computers, televisions, VCR's and DVD players are all security marked with the school postcode.

Each computer system is accessed through a password system providing security against unauthorised access to the management system.

8. 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 at all times.

Pupils are taught what is acceptable and what is unacceptable. Pupils report immediately any offensive materials, which they may access, to a responsible adult (See appendix). They are given clear objectives for Internet use. To guard against accidental access to materials that are inappropriate we access the Internet by means of the Living Library, which provides an appropriately filtered service. Teachers inform the ICT Coordinator immediately should they find offensive material on the Internet. The Coordinator will contact the Living Library to alert them of the offending site. Pupils are also taught about Property Rights and Copyright associated with Internet use.

Staff regularly share useful Internet sites with the rest of the staff.

9. Health and Safety

All pupils will receive introductory sessions in the IT suite, 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 will 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.

All equipment is checked annually under the Electricity at Work Regulation 1989. The school secretary, who ensures all equipment is checked, keeps a detailed inventory up to date. New equipment is added to the inventory on arrival.

Regular Risk Assessment surveys are conducted by the designated H&S representative, faults are logged and appropriate action taken.

The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality screens. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions, which meet these requirements for all users.

10. Assessment

At the end of each unit of work, teachers' reflect on the children's learning and record those that did not make as much progress and those that exceeded their expectations. These records are kept in the relevant cohort folders.

Pupils have an individual folder on the computer in which to save their work. The coordinator monitors these.

Each teacher is aware of the expectations for the children to reach by the end of the year (see appendix).

11. Monitoring and Evaluation

The Headteacher and coordinator are responsible for monitoring the teaching of ICT.

The coordinator oversees ICT planning within the school. The coordinator 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 coordinator advises colleagues on managing equipment, and software, but is not expected to act as a technician.

The Coordinator monitors the curriculum and reports termly to the Governors via the Headteacher's report with regard to the schools development plan. The ICT Coordinator liaises closely with the governors who have a responsibility for ICT and with the curriculum sub-committee.

12. Review

There is on annual review of this policy by the ICT co-ordinator.

This policy was written after consultations with staff ...Feb 2007...

Agreed by Governors ...March 2007...

Will be reviewedFebruary 2008.....