Threemilestone School
Policy For Information And Communications Technology (ICT)

Vision: ICT should provide a stimulating and enjoyable tool which enables good quality teaching and learning to take place. It should be a vehicle through which each curriculum area and other aspects are supported. It should allow all children to make excellent progress and enable teachers to teach more efficiently and effectively. Other than for the teaching of specific skills, ICT should be subsumed and embedded within each subject area. We are mindful of the rapid rate of progress in the area of technology and aim to keep abreast of advances in order to prepare our children for the twenty first century. Each child should be able to choose and access ICT related tools and use them with confidence to meet curriculum needs. Staff should be supported by administrative ICT to reduce workload and give a more efficient access to a greater amount of data. The school ICT infrastructure should be robust and reliable, ensuring efficiency and appropriate access.'

Aims

To ensure that every child has access to, and experience of, hardware and software in all areas of ICT so that they are able to achieve the highest level of competence and understanding.
To develop the ICT capability of each child such that they develop skills and apply these skills to the solving of relevant and worthwhile problems.
To enable each child to understand the capabilities and limitations of ICT and the implications and consequences of its use.
To enable children to appreciate the relevance of ICT in our society.

Objectives

In the teaching and learning of ICT children will have the opportunity to use

computers and other devices to:

- Plan, develop and evaluate their work.
- Handle data, sequence instructions and model different situations.
- Find, use and communicate information.

Background

The Nature of Information and Communications Technology.

ICT capability in our primary school is concerned with the children using and applying ICT tools and information sources. This will include the use of computers, interactive whiteboards, the Internet, programmable robots and toys, electronic keyboards, tape recorders, video cameras, web cams, voice recorders, calculators, spell checkers, digital cameras, movie cameras, microscope, geo trackers and data loggers.

The nature of ICT means that it will be used across the curriculum, supporting and enriching the child's learning experiences. Children will have experience in four specific areas: Finding things out; Developing ideas; Exchanging and sharing information; Review , modify and evaluate work.

Implementation.

The teaching of ICT reflects and enriches the themes identified by the National Curriculum. It is organised:
   In a cross-curricular way to support and enhance whole school topic plans
    and individual subject areas, especially literacy and numeracy.
   In units covering the strands to develop the progression of ICT skills.
ICT will be taught by the class teacher (with support from an HLTA in Key Stage 1 & Lower Key Stage 2) and with support from the ICT co-ordinator. Learning activities are sequenced to ensure continuity and progression and are taught in a variety of ways.

   Direct class teaching to introduce a specific skill or program.
   Through practical tasks using the appropriate hardware and software.
   Group activities, so that children interact with each other.
   By providing children with a real experience in the practical applications of
    ICT skills.

Planning

ICT Policy

Computer Suite
Planning for the work to be undertaken in the computer suite is detailed by the class teachers. Skills detailed in the Scheme of work relevant for each year group are taught in each block. Samples are work from each unit are saved to the shared area and kept evidence.

Classroom computers and electronic whiteboards
Planning is undertaken by the class teacher with support from the ICT & subject co-ordinators and is shown on the planning kept on the shared area. ICT is used in the classroom to support and enhance the curriculum.

Safety

Children are always supervised by an adult.
E safety is covered in each class by the class teacher. An E-Sense skills progression is followed and different areas are addressed within each unit of work. Any area not covered in the unit of work is covered in PSHE.
Equipment and wiring is checked annually by a PAT technician supplied by Harton Appliance Testing
Appropriate risk assessments are completed by the ICT coordinator, regularly.
Health and safety regulations are adhered to.
All monitors are positioned at an appropriate distance and are situated on a secure surface.
Seating is provided by adjustable height chairs or a chair at the correct height.
Internet Safety (See Internet policy) DSIs will not be connected to the Internet.
Mobile Phones (See Mobile phone policy) The ICT technician holds one mobile phone, which is used around the school to talk to technical support, while sitting at the required system. It is not used for any other purpose.
Cameras (See Camera policy)
Official guidelines are adhered to in respect of Data Protection.
The school uses a safe and secure ISP provided by SWGfL for the Internet especially designed for the use of school children.
No program files are to be downloaded onto the system, without permission from the ICT coordinator or technician.
Only staff USB sticks are to be used (No USB stick that a child has brought in from home) and are to be scanned regularly to check for viruses. Children

that wish to bring in work from home may send their work to school using
email and the class email address or put it on their area in Merlin.
Visiting users are given a special visitor user name and password and do not
have access to the staff shared area or the children's shared area.
Other agencies using computers on the school premises must agree to the
school's ICT policy and Internet Policy.

Health

Physical Health
   Health & Safety regulations are adhered to. E.g monitors are positioned
   properly such that glare and strain are reduced.
   Data projector light is positioned correctly to avoid 'blinding' any user.
   Chairs in the computer suite are adjustable and benching is of the correct
   height.

Psychological Health
   Mental well -being is promoted by learning activities which promote
   challenge, allow achievement and which are fun.
   Children are taught how to deal with abusive behaviour, such as
   cyberbullying.
   A positive atmosphere is established by having positive behaviour rules.
   Access to the Internet for information on health is available.

Enjoyment & Achievement

   The children will have the opportunity to work both individually, in pairs and
   in small groups and will have experience of ICT for at least an hour a week.
   Increasingly the children will become more independent in their use of ICT
   and the choice of software required for any curriculum activity.
   Pupils with special needs have the same ICT entitlement as all other pupils
   and are offered the same curriculum. However, in addition, particular
   applications of ICT are used.
   Pupils with difficulties in learning, who need to be motivated to practise basic
   skills regularly and intensively, and thus benefit from the use of programs in
   which skills practice is set in the context of a motivating game.
   Pupils of high ability who may be extended through the use of programs
   which offer challenge and opportunities for investigation.
   All children, irrespective of age, gender, ethnicity, social circumstances,

physical or intellectual ability will have the opportunity to become confident in the use of ICT.

Training is given regularly to teaching and support staff.

There is a commitment to ongoing expenditure on hardware, software and training.

Technical support is provided by a technician from NCI (once a month and an in school technician (8 hours a week)

Children have control of their own work through their own e-portfolio kept in their space on Merlin in Keystage 2 and in My Documents in Keystage 1..

The children know the level they are working at and how to get to the next one through the use of self assessment and progression ladders

Assessment for Learning techniques are used in order to enable child to progress at the right pace.

Children use ICT to develop a sense of awe and wonder and appreciation of the complexity of the universe and their place within it.

Economic Well-Being

Children are taught the importance of well presented work.

Children are taught about new trends and computing in the 'real world'.

Children are taught and encouraged to think about and discuss the social and economic effects of developments in computing.

Children are taught to use generic skills that may be used in future work or employment.

Children are taught why it is necessary to be computer literate.

Children learn about other cultures through the Internet, e-mail and software programs.

Children are taught to evaluate the environmental impact of ICT E.g. more economic use of printing paper.

Children are taught how to access different kinds of information and how to evaluate it and keep safe.

Positive Contribution

All children can contribute to lessons through the use of Interactive whiteboards and in Key stage 2 through the use of net books.

Software is purchased that enables children with learning difficulties to make a positive contribution.

Children are taught how to use a variety of software to make presentations to be used by a wide audience.

Excellent work is celebrated by display and rewards.

Record Keeping and Assessment

ICT is assessed in a variety of ways.
   Observation of a child or group on task.
   Discussion with children about their work.
   E– portfolio of saved work.
   Printouts of tasks.
   APP level for each unit of work.
   Assessment level given by teacher at the end of each year.
   Children's own evaluation of their work.
Each teacher will keep a record of the ICT activities covered by each child and individual records recording skills in ICT are to be completed.
Reporting to parents is done through interviews and annually through a written report.
Summative assessment is carried out at the end of each National Curriculum Key Stage through teacher assessment.
 The ICT co-ordinator collects the planning , views samples of work kept on Server and the assessment level for each child for each unit of work throughout each year to monitor the work being covered.
Lessons are also observed.

Resource Management

See audit for complete inventory of hardware and see ICT coordinator's file for software licenses.
Each classroom should have:
   at least one computer.
Key Stage 2 ~ a net book for each child
   a set of calculators is available for all keystage 2 classes, Infant classes
    have access to a set of calculators.
   a set of documentation, including software toolkit,

Software and all other hardware is stored centrally or with the ICT co-ordinator and is available to all staff. This is the responsibility of the ICT co-ordinator. A resource file of ideas and worksheets and software manuals is kept by the ICT co-ordinator but is available to all staff. The day to day care and operation of the classroom computers is the responsibility of the class teacher. The care and operation of the ICT suite is the responsibility of the ICT co-ordinator. Any breakage or problems are notified to the ICT co-ordinator.

Security: All hardware is security marked.

Action Plan

See ICT Development Plan.

Monitoring

The ICT co-ordinator monitors the progression and continuity, by the collection of termly plans, monitoring individual lesson in the computer suite, compilation of a work bank of tasks is kept on the main server or on a DVD and discussions with the children.

Success Criteria

Skills as defined in Scheme of work achieved.
Positive feedback from staff.
Children are safe and independent in the use of hardware and capable of
 deciding when the use of ICT is appropriate.

Review

The Headteacher and staff will review this policy in the April 2013. Any suggested amendments will be presented to the Governors for discussion at their next appropriate meeting.

_____ Dated _____
Author

_____ Dated _____
Headteacher

_____ Dated _____
Chairman of Governing Body

_____ Dated _____
Chairman of Pupils and Curriculum Committee

Date of next review   ……………………………

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