

BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE.



ICT POLICY.

DATE: JANUARY 2009

TO BE REVIEWED: JANUARY 2011

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INTRODUCTION.

At Barton Primary School and Early Years Centre we believe that ICT is used as a tool to support, enhance and extend learning across the whole of the curriculum. The ability to use ICT effectively is a vital skill in modern society.

This policy was written in May 2008 in consultation with teaching staff and senior management. This will be reviewed in May 2011.

PRINCIPLES.

In the context of a school curriculum, the term ICT (Information and Communication Technology) is used to cover the range of tools and techniques relating to computer-based hardware and software, to communications including both directed and broadcast, to information sources such as CD-ROM and the internet and to associated technologies such as robots, video conferencing, digital television, digital cameras and data projectors.

The term IT (Information Technology) is used to refer to the knowledge, skills understanding and values needed to make effective use of ICT in contexts throughout and beyond the school curriculum.

IT capability is characterised by an ability to use effectively ICT tools and information sources to process and present information and to model and control external events.

This involves:

- Using information sources and ICT tools to solve problems.
- Using information sources and ICT tools to support learning in a variety of contexts.
- Understanding the implication of ICT working for life and society.

AIMS.

We aim:

- To ensure that all children have equal access to all aspects of ICT.
- To produce learners who are confident and effective users of ICT.
- To enrich and extend ICT learning and to support the children's use of language and communications throughout the curriculum.
- To develop an open attitude towards ICT and be able to evaluate the potential and limitations of this technology and have the flexibility to take advantage of the ever quickening pace of technological change.
- To provide access to the Internet and to develop the pupils with research skills to browse various authorised web sites.
- To utilise the pupils ICT skills to download and move information into a specific program for editing and publishing.
- To provide access to E-Mail facilities for the purpose of sending and receiving mail from recognised and agreed sources.

STRATEGIES FOR TEACHING AND LEARNING IN ICT.

- The computer is a tool and we will encourage pupils to view ICT resources as a valuable addition to the more familiar classroom aids of books, pen, paper and paints etc.
- We will encourage pupils to work independently and in groups to develop confidence in the use of ICT.
- Pupils should investigate options and describe the effects of their actions and experiences when using ICT.
- Pupils should develop confidence in the use of equipment such as disc drives, keyboards, printers, the mouse and digital cameras.
- Pupils will become familiar with the programs available so that they will be able to select and use ICT appropriate to the task. We will encourage pupils to identify situations where the use of ICT is relevant.
- We will encourage pupils to think about the opportunities and limitations of ICT and recognise how it affects the way we live and work.
- IT will be taught in accordance with the school's Teaching and Learning Policy. It will be taught as a core subject and integrated into other subjects where appropriate. ICT provides a resource that will be used to support pupil's learning in all areas of the curriculum.
- We will present IT in a vibrant and stimulating manner, which ensures success and breeds positive attitudes to ICT. Pupils will be encouraged to experiment and investigate all aspects of ICT work to enhance their understanding and skills.
- IT capability will be developed in a clear, logical and sequential manner.

PLANNING AND ASSESSMENT.

When planning for ICT, teachers are directed to the appropriate objectives specified by the National Curriculum. These are used to direct the use of ICT in the two-year topic cycle (long/medium planning). Detailed weekly planning will show the activities and IT skills to be taught, provision for resources and delivery (individual, group or whole class), differentiation and assessment/monitoring opportunities. When planning in teams, class teachers must recognise where opportunities exist for children to use ICT in their work. Progression in ICT arises where pupils acquire new skills as the response to the needs of an activity. Software use throughout the school has been carefully mapped out to ensure that pupil's experience of ICT is continuous and progressive.

Teachers will make assessments within the areas of:

Communicating Information.

Handling Information.

Controlling.

Modelling.

Teachers will complete the record of ICT skills taught (appendix a).

MANAGEMENT OF RESOURCES.

Computer hardware and software is sited within each classroom and within the ICT suite. Both hardware and software is differentiated between each year group with additional software to support special needs and topic related work. Software in each area is organised under the headings of: Communicating Information, Handling Information, Controlling and Modelling. Each class also has access to the Internet, Email facilities and interactive white boards. ICT catalogues are located centrally in the ICT Suite. Computer manuals, instructions and original software disks are held in the ICT Suite. Both staff and children will be made aware of Health and Safety issues.

The school has a yearly contract with Isle of Wight Council's ICT Support.

The school employs a technician.

ROLE OF THE ICT CO-ORDINATOR.

- To advise the Head and staff on developments of the particular subject area with reference to the National Curriculum requirements.
- To lead, encourage and support members of staff in promoting quality in teaching and learning in the subject area as well as embedded in the curriculum.
- To monitor planning and delivery of schemes of work to ensure continuity and progression.

- To provide information in such a way to the teachers to increase their knowledge of ICT.
- To monitor record keeping and assessment throughout the school.
- To ensure the subject policy is understood, monitored and evaluated.
- To ensure the effective use of resources.
- To organise and monitor resources, maintain stock, order new equipment and remove outdated materials. (See appendix b).
- To co-ordinate in-service provision in the subject area.
- Plan IT training experiences for other staff.
- To review and update the subject action plan as part of the whole School Development Plan.
- To promote further knowledge of our existing computer programs and make recommendations as to appropriate software for pupils and teachers.
- To be responsible for communication and involvements of specialists/technicians with regard to the upkeep of hardware and software.
- To alert staff to the ICT support available for pupils with special educational needs.

HEALTH AND SAFETY

To ensure that standards in Health and Safety are met, staff are advised to:

Make quick visual checks for frayed/trapped cables.

Ensure that the correct chairs are used for work on computers.

Check the seating of every child and adjust chairs to the correct position before the computer session starts.

Adopt good posture whilst at the computers.

Ensure that the screen, keyboard and mouse are directly in front of computer user.

Ensure that eyes are rested whilst working on the computer or IWB- regularly looking at more distant objects.

No food or drink will be allowed in the computer suite or near classroom computers.

Do not site plants near computers.

NEVER move computers or associated equipment, always get the technician to do it.

Computers should be sited near electrical points to avoid trailing cables.

Small people and children should use footrests.

INTERNET SAFETY AND CHILD PROTECTION

Home/school contracts should be in place.

Staff should preview all internet material intended for classroom use.

Screen content should be clearly visible to ensure that material used is not inappropriate.

Filtering software must be used.

Within the school website ensure that no individual child can be identified and subsequently contacted by visitors to the site.