

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology. It will form the basis for the development of ICT in the school over the next five years. Reference is made to the School's Assessment and Health and Safety policies. Full details of our software and hardware resources are included in the hardware and software inventories, copies of which are kept by the bursar and ICT coordinator. Reference is also made to the school's ICT Development Plan.

*"Information and communication technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning; with pupils being able to make informed judgements about when and where to use ICT to best effect, and consider its implications for home and work both now and in the future."*

(National Curriculum for England)

## Philosophy

We believe that the pupils of this school must be able to recognise and adapt to a society which is served by an ever increasing use of ICT related processes. To enable pupils to prepare for this we believe that all pupils must have equal and appropriate access to ICT resources.

There is a need for pupils:

- To develop a set of coherent ICT skills so that they may, in time, be able to use ICT effectively, creatively and autonomously across the whole range of the curriculum.
- To be able to take advantage of ICT opportunities to promote learning outside the classroom.
- To develop an awareness of their personal responsibilities when using ICT to access wider resources and when communicating with others.

## Aims

- To promote learning and experiences with ICT and to promote the development of ICT skills in all pupils in accordance with their individual capabilities.
- To take into account the issues relating to inclusion and to allow for differentiation with pupils that need additional help to access learning.
- To promote learning opportunities which conform to the National Curriculum guidelines.
- To produce programmes of work which are based on the DfES / QCA exemplar schemes of work to enable continuity and progression of ICT capability throughout the broad range of curriculum experiences offered to pupils in the core and foundation subjects.
- To ensure the health and safety of the pupils of this school with regard to using ICT and when having access to the wider world.

## Roles and Responsibilities

The roles and responsibilities with regard to ICT are as follows:

Headteacher:

Ensure the effective use of ICT for management and administrative purposes;

- Review of the ICT policy;
- Health and Safety;
- Data protection and other legal requirements.

#### ICT Coordinator:

- Ensure the consistent implementation of the ICT policy;
- Ensure staff and pupil access to ICT;
- Ensure continuity and progression between year groups;
- Liaison with receiving schools;
- Purchasing and organising ICT resources;
- Identifying needs of the staff and organising INSET to meet the needs;
- Overseeing maintenance of equipment;
- Implementing and overseeing the ICT schemes of work;
- Embedding ICT across the curriculum.

#### Everybody:

- Ensure appropriate and safe use of ICT across the curriculum;
- Ensure continuity and progression in ICT;
- Assess pupils regularly against the level descriptors;
- Meet statutory requirements;
- Embedding ICT across the curriculum

#### Bursar:

- Budget

#### Pupils' progress and continuity

The programmes of work are designed with the ICT aspects clearly identified. Where possible pupils will be encouraged to train and assist their peers. Each pupil will be introduced to the basic ICT skills required to operate effectively with the computers in this school. Pupils will use ICT to support curriculum areas including literacy, maths, core and foundation subjects. Staff will use a range of teaching styles with ICT i.e. whole class, small group and individual use of ICT equipment. Appropriate use will be made of interactive whiteboards wherever possible. Provision will be made for differentiation in order to develop the potential of the ICT capable child as well as that for the less able pupil. The staff will meet regularly to monitor and evaluate current ICT practice within the school, including pupils' continuity and progress. From this, planning for future programmes of work and staff INSET will be undertaken. The staff will review both the provision of ICT as a cross-curricular process and as a core subject within the National Curriculum.

#### Training

There are three distinct areas for consideration:

1. Curriculum training.

1. Technical support and training for staff. On induction to the school all new members of staff will be encouraged to develop their own confidence and competence in ICT.
2. Management of ICT within the classroom environment.

Activities and Inset will be planned according to the staff's changing needs.

### Resources

The effective use of ICT within the curriculum requires that pupils have appropriate access to a range of ICT equipment. It is proposed that equipment will be available to the pupils in a way that meets their curriculum needs. A variety of strategies may be used, including single computers in classrooms, a dedicated mobile computer suite and learning resources based in the library and quiet rooms. Each classroom is equipped with a SMART interactive whiteboard and ceiling-mounted projectors. Additionally, each class teacher has a laptop. For full details, refer to the school's hardware and software inventory. It is proposed to maintain and update the equipment as required and as specified in the school's financial and ICT development plans. This includes current and future strategies, such as fund-raising activities and access to central LA, DfES and leasing schemes. There is a programme to ensure the replacement of obsolete computer equipment that does not wholly meet the requirements of the National Curriculum. It is proposed to improve pupils' access to ICT resources on an ongoing basis to maximise access. This will link to any provision by the school of additional learning opportunities offered through out-of-school and cross-phase liaison.

### Management

Care must be taken to ensure best value for money in the purchase of ICT resources. The ICT Co-ordinator will oversee the development of all curriculum aspects for ICT. Planning will indicate how staff will be supported in response to the dynamic nature of ICT and the increasing range of opportunities and applications for its use across the curriculum. There is clear guidance for supervising and monitoring Internet users. This is detailed fully in the school's Home School Agreement and Internet Acceptable Use policy. Suitable systems will be employed compliant with authority guidelines when accessing the Internet or using Electronic Mail. E2BN (the school's Internet service provider) offers protection to pupils and staff from the unsuitable material present on the Internet. It monitors virus protection for all systems, both for curriculum and administration.

### Assessment, Recording and Reporting

The programmes of work identify clear opportunities for the monitoring and recording of the pupils' progress. Assessment will be part of the scheme of work for ICT with tasks specified, where the work will be moderated by all teaching staff. As the class teacher works through the scheme of work they will record progress against the short-focused tasks where appropriate and assess the children's progress in the integrated task. This assessment will be used to support teaching and learning. Assessment will be based on QCA recommendations. Some evidence is to be kept. This may include a description of the context and an explanation of how the pupils completed the task. Photographs, discussion, saved work and printouts (if any were produced) of differing pupils' work. This will accompany the children throughout their time at the school. It will be based on the advice on the national curriculum action site, [www.ncaction.org.uk](http://www.ncaction.org.uk). ICT work will be marked in line with the school policy on marking. For reporting purposes, which will be at the end of Key Stage 1, a level of each pupil's ICT capability will be given. This will be based on the attainment target level descriptions. Teachers will differentiate assessment for pupils with high levels of ICT capability, or special needs. Progress in ICT will be reported as a separate subject at least once a year.

### Monitoring

The headteacher and the ICT coordinator carry out monitoring in the following ways:

- Informal discussion with staff and pupils
- Observation of ICT displays

- Collection of class ICT files
- Looking at the work in their individual paper files or notebooks
- Classroom observation

### Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. 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. Positive images of computer use by people of both sexes will be promoted. The school recognises the advantages of the use of ICT by children with special educational needs.

### Using ICT can:

- address children's individual needs
- increase access to the curriculum
- enhance language skills

### Health and Safety

Children will be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Rules for the use of ICT equipment and resources are agreed by staff and reviewed annually. Rules for using the mobile ICT suite are displayed on the trolley. The school also has an acceptable use policy for the use of the Internet and electronic mail. The files and network system are backed up regularly. The virus checker is updated regularly.

### Copyright and licensing

All software loaded on school computer systems has been agreed with the designated person in the school. All software is used in strict accordance with the licence agreement. Licences are detailed fully in the software inventory. Personal software should not be loaded to school computers.

There is an annual review of this policy by the ICT coordinator.  
A major review involving all staff will take place every three years.

Matthew Coombs  
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