A - INTRODUCTION

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology.

This policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all staff.

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.

AIMS

The overall aim for Information and Communication Technology is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to use Information and Communication Technology in the effective teaching of their subject.

Information and communication technology offers opportunities for pupils to:

- Develop their ICT capability and understand the importance of information and how to select and prepare it.

- Develop their skills in using hardware and software so as to enable them to manipulate information.

- Develop their ability to apply ICT capability and ICT to support their use of language and communication.

- Explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.

- Develop good Health and Safety attitudes and practice.

EQUAL OPPORTUNITY

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

B - TEACHING ICT

Once a term a class will work on completing one or two units of work (see whole school overview).

Individual units are used to form the basic medium term plans on which are highlighted: health and safety, SMSC, Key Skills etc. Adaptations are made to ensure the plan is progressive in developing pupil capability. Once a unit has been completed, the planning will be evaluated, to inform future planning.

Each class is allocated a time in the ICT suite for direct teaching of ICT skills. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes on board the statutory requirements of other national curriculum subjects. Each class has access to suites of laptops to apply the use of ICT to other subject areas.

The suites of laptops further support the development of ICT capability by enabling further development of tasks; encourage research and allow for the creative use of ICT in subjects. This is highlighted in the ICT plan and in subject plans.

C – CURRICULUM MANAGEMENT

The Subject Leader will facilitate the use of Information and Communication Technology in the following ways:

- By updating the policy and scheme of work;
- By ordering/updating resources – with the ICT technician;
- By providing INSET so that all staff are confident in how to teach the subject and have sufficient subject knowledge;
- To keep staff abreast of new developments;
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop an information and communication technology capability and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments;
- By contributing to the School Improvement Plan on an annual basis
- Making sure all staff understand system for logging faults and use of the Internet/email
- Monitoring the curriculum

D - CURRICULUM ENHANCEMENT

Through the scheme the school promotes pupils' spiritual, moral, social and cultural development, key skills and other aspects and the general teaching requirements: use of language, and health and safety.

E - ACCESS to ICT

The school has a computer suite of 25 networked PCs which is timetabled for classes throughout the week

Additionally each Year Group has a suite of 16 laptops which link to the computer network by wireless technology. These are moved into adjacent areas to extend provision when necessary.
All computers are equipped with hard disks on which a suite of core software is installed to enable functionality when equipment is detached from the network.
Our VLE 'woodle' enables 24 hour access to ICT materials, resources and a portfolio of work both in and out of school.

F - 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. The ICT suite is made available for parents and children after school one evening each week.

Efforts are made to ensure that work created at home can be transferred to a school computer once a teacher has been notified. The school will monitor the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged. (Groupings for computer usage should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able ICT users always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching).
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

Staff should structure their teaching materials to match a learning difficulty. If the situation arises, the school will endeavour to buy appropriate resources to suit the specific needs of the child.

G - RECORDING, ASSESSMENT and REPORTING

As the class teacher works through the scheme of work they will record progress where appropriate and assess the children's progress. This assessment will be used to support teaching and learning. Assessment will be based on National Curriculum levels. Target Tracker is used to keep an ongoing record.

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 be known as a child's Portfolio and will accompany the children throughout their time at the school. ICT work will be marked in line with the school policy on marking.

For any specific reporting purposes, a level of each pupil's ICT capability will be given. This will be based on the attainment target level descriptions.

H - MONITORING & REVIEW

Monitoring is carried out by the headteacher and the ICT coordinator, in the following ways:

- Informal discussion with staff and pupils

- Observation of ICT displays

- Work sampling

- Looking at the work in pupils' individual folders

- Classroom observation

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

I - HEALTH & SAFETY/SECURITY

Before being allowed to work in the computer suite all children are made aware of the arrangements if they hear the fire alarm. A copy of the evacuation route and location of fire extinguishers can be found on the wall of the suite. Portable equipment will be checked annually and computers three-yearly under the Electricity at Work Regulation 1989.

Children will also 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. Computer Room Rules are also on display within the ICT suite for reference along with specific rules for the use of Internet and E-mail. The school also has a 'Responsible Use of The Internet Policy' document.

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

The computer suite is locked at night and has security shutters installed. Staff laptops are attached securely to the wall at all times in school. Pupil laptops are stored in locked laptop safes. LCD projectors are mounted in security cages. Other valuable ICT equipment is locked in the Strong Room when not in use. The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. The files and network system are backed up regularly. The virus checker is updated regularly.

J - COPYRIGHT & LICENSING

- Personal software should not be loaded to school computers.
- The school agrees to respect the intellectual ownership of software and the Copyright Designs and Patents Act 1988 and 1991 European Software Directive.
- Reference to web sites and the Internet is made when necessary.