

Newtownards Model Primary School



Information and **Communications** **Technology Policy**

March 2010

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of and with ICT. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the scheme of work for ICT which sets out in detail what pupils in different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

Introduction

Information and Communications Technology 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.

We recognise that Information and Communications Technology is an important tool in both the society we live in and in the process of teaching and learning. 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 sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

Aims of ICT

- To enable children to become autonomous, independent users of ICT, gaining confidence and enjoyment from their ICT activities.
- To develop a whole school approach to ICT ensuring continuity and progression in all strands of the Northern Ireland Curriculum.
- To use ICT as a tool to support teaching, learning and management across the curriculum.
- To provide children with opportunities to develop their ICT capabilities in all areas.
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.
- To maximise the use of ICT in developing and maintaining links between other schools, the local community including parents and other agencies.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups;
- the systematic progression through the Foundation Stage and Key Stages 1 & 2;
- that all children have access to a range of ICT resources;
- that ICT experiences are focussed to enhance learning;
- that cross curricular links are exploited where appropriate;
- that children's experiences are monitored and evaluated;
- that resources are used to their full extent;
- that resources and equipment are kept up to date as much as possible;
- that staff skills and knowledge are kept up to date.

Curriculum Development & Organisation

Our school Scheme of Work will be used by each teacher and they will make adaptations to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken.

Each class is allocated a time in the ICT suite to accomplish their ICT scheme of work units. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes on board the statutory requirements of other curriculum subjects. Each class is also allocated additional time in the computer suite to apply the use of ICT to other subject areas.

Individual computers in each classroom support the development of ICT capability by enabling further development of tasks from the ICT room; encourage research, and allow for the creative use of ICT in subjects.

Digital projectors, which are ceiling mounted and also Interactive White Boards, are located in all of the classrooms. Ceiling mounted projectors are also located in the Computer and Art suite, and the assembly hall. These are used as a teaching resource across the curriculum.

Teaching & Learning

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- different groupings of children - groupings may be based on ability either same ability or mixed ability.
- different levels of input and support
- different outcomes expected

The ICT co-ordinator will review teachers' ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

Equal Opportunities

The Northern Ireland Curriculum states that, “All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability.”

It is our policy to ensure this by:

- ensuring all children follow the scheme of work for ICT;
- keeping a record of children’s ICT use to ensure equal access and fairness of distribution of ICT resources;
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased.

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for ICT and how they can support their children.

Internet Safety

See our e-Safety Policy

Internet access is planned to enrich and extend learning activities.

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An e-Safety Policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

We are beginning to develop this as part of our PDMU provision in Key Stage 2.

Management Information Systems (MIS)

ICT enables efficient and effective access to and storage of data for the school’s management team, teachers and administrative staff.

The school complies with SEELB requirements for the management of information in schools. We currently use SIMS which operates on the school’s administrative network and is supported by C2K. All teaching staff have read only access to Assessment Manager and the SENCO module. Only trained & designated members of staff have authority and access rights to input or alter the data.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment

ICT is assessed both formatively and summatively using the Skills Assessment at the end of each year.

ICT will also be assessed for the Pupil Profile.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in Scheme of Work. These are conducted informally by the class teacher and are used to inform future planning.

A summary sheet is used as record details of the assessment activity along with comments by the teacher if necessary as well a highlighted end of unit expectation statement.

We aim to build on this process by developing and maintaining electronic portfolios of pupils work, holding moderation meetings and using the summative assessments to assign levels to pupils work at the end of each key stage.

School Liaison, Transfer and Transition

The school is connected to the C2K intranet which enables the transfer of information electronically. Email is now used frequently to liaise with the SEELB, DENI, other schools and, where possible, parents.

Future developments regarding our school management information system will enable the transfer electronically of data to aid transfer and transition to or between or within schools.

Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language. ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can:

- increase access to the curriculum;
- raise levels of motivation and self esteem;
- improve the accuracy and presentation of work;
- address individual needs.

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Roles & Responsibilities

Senior Management

The overall responsibility for the use of ICT rests with the senior management of a school. The Principal, in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained ;
- ensures that ICT is used in a way to achieve the aims and objectives of the school;
- ensures that there is an ICT policy, and identifies an ICT co-ordinator.

ICT Co-ordinator

There is a designated ICT Co-ordinator to oversee the planning and delivery of ICT within the school.

The ICT coordinator will be responsible for

- raising standards in ICT as an assessed subject within the Northern Ireland Curriculum;
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators;
- providing or organising training to keep staff skills and knowledge up to date;
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources;
- monitoring the delivery of the ICT curriculum and reporting to the principal on the current status of the subject.

The Subject Co-ordinator

There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT. Subject co-ordinators should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or

involve children using a specific application which they have been taught how to use as part of their ICT study and are applying those skills within the context of another curriculum subject. Subject co-ordinators work in partnership with the ICT coordinator to ensure all Northern Ireland Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT.

Monitoring

Monitoring ICT will enable the ICT coordinator to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of ICT teaching and learning the ICT coordinator will:

- scrutinise plans to ensure full coverage of the ICT curriculum requirements;
- analyse children's work;
- observe ICT teaching and learning in the classroom;
- hold discussions with teachers;
- analyse assessment data.

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

A major review involving all staff will take place every three years.

Learning Out of School Hours

A computer club operates after school on a weekly basis. Due to constraints on teacher's time and availability of resources only those children in years 6 & 7 are able to attend.

We believe this access to ICT out of school hours:

- increases the time our children spend learning;
- increases access to ICT especially for those children without a computer at home;
- enables some children to develop and extend personal hobbies and interests;
- develops ICT capability; potentially raising self esteem, motivation and standards of achievement.

Health & Safety

See our ICT Health and Safety Policy

We will operate all ICT equipment in compliance with Health & Safety requirements. 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 room for reference along with specific rules for the use of Internet and E-mail. The school also has an 'e-Safety 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.

Home School Links

Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. Teachers are sensitive to the fact that children may not have access to ICT or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses.

A school email address has been given to parents and is listed on the weekly newsletter. More parents are now using this to contact staff, arrange meetings etc.

We have a school website which promotes the school's achievements as well as providing information and communication between the school, parents and the local community.

Appropriate Legislation, Including Copyright and Data Protection

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in strict accordance with the licence agreement.

We don't allow personal software to be loaded onto school computers.

Please refer to the school's Data Protection Policy.

Effective and Efficient Deployment of ICT Resources

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular and whole class teaching of ICT the school has an ICT suite which all classes in Foundation Stage, Key Stages 1 & 2 use for approximately 1 hour per week to develop their ICT skills and a further 1 hour a week for cross-curricular use.

To support the cross curricular nature of ICT at least two computer's are also located in each class. This is also used for additional tasks which require the use of ICT as well as presenting teaching materials for those classes with a digital projector.

The school's digital projectors are located in classrooms and in the ICT and art suite. They are permanently mounted.

All equipment, serial numbers and location is listed on the 'Equipment Log.' Each room in the school also has a page displaying what ICT/Electrical equipment there is in that room, with the serial number.