Sherwood Primary School

Policy for
Information and
Communication Technology

January 2012

Mission Statement

We aim to create a happy, caring environment in which the children develop self-confidence and independence, and are encouraged to be considerate and show respect for others, while reaching their true potential.

Introduction and Philosophy

Information and Communication Technology is a very important area of all our lives and is accelerating and intensifying year by year. We believe it is very important that all the children at Sherwood Primary School are provided with the skills that will enable them to use the ever increasing range of technological equipment that is available in our society. We aim to provide a well resourced ICT curriculum that is broad, balanced and wide ranging in approach, thus allowing future progress and success by the pupils at this school. It is our belief that in the use of ICT we should create an environment that is exciting and motivating. The way ICT is used should allow children to develop confidence in his/her use of equipment and programs, thus allowing the highest standards to be achieved. In this way ICT will be used to support learning across the curriculum.

At Sherwood Primary School we acknowledge the growing importance of, and changes in, the application of ICT. This is recognised in the movement towards an emphasis on the communications between computers in the use of the Internet.

At Sherwood Primary School we recognise:

- ICT is a core subject within the National Curriculum
- the use of ICT is a core skill
- children have an entitlement to good ICT skills training
- ICT facilitates learning across the curriculum
- ICT improves efficiency and quality
- the ability to communicate and share information electronically is an essential skill for all pupils
- ICT is used to support all areas of the curriculum, especially literacy and numeracy
- the internet and e-mail are tools which will enable pupils to develop links with the wider world
- ICT is not just about learning about computers, but learning through computers, using technology as a tool alongside other teaching methods

Aims

Information and Communication Technology is a core subject within the National Curriculum and our aims are:

- To give all children at Sherwood Primary School access to all areas of Information and Communication Technology

- To develop a whole school approach to ICT ensuring continuity and progression in all strands of the ICT National Curriculum

- 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 develop and reinforce a cross-curricular approach to ICT within the classroom
- To ensure that all children have access to, and experience of, appropriate high quality hardware and software to enable them to achieve the highest level of competence and understanding to fulfil National Curriculum and NGfL requirements.

- To support the pupil's development of literacy and numeracy skills and other areas of the curriculum

- To enable children to work together and share ideas

- To commit resources within the School Improvement Plan to ensure the continuing professional development of staff, in order for them to deliver ICT in the classroom.

- To develop resources and the staff use of ICT as a tool in the preparation, gathering and presentation of teaching materials and in planning, record keeping and assessment where appropriate.

- To maximise the use of ICT in developing and maintaining links between other schools, the local community, including parents, and other agencies.

- To encourage a healthy attitude towards the safe use of ICT, teaching the correct procedures and dangers, especially when using computers, mobile phones and the Internet.

- To provide and ensure safeguards in relation to pupils' access to information across the Internet by linking through the Lancashire's 'firewall' system which prevents access to inappropriate material.

- To provide pupils with an understanding of a range of information and communication technology equipment, such as tape recording, video conferencing, photography, whiteboards, television and telephone systems.

Objectives

In order to achieve 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 key stages 1 & 2

- that the National Curriculum programmes of study and their associated strands, level descriptions

- and attainment target are given appropriate coverage

- 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

NATIONAL CURRICULUM

The subject consists of Programmes of Study and one attainment target, with 6 level descriptions. The level descriptions set out the standard of performance expected of the majority of children at the end of each level. The Attainment Target is divided into a number of strands throughout Key Stage 1 and 2 and is organised into levels of increasing challenge.

The children will undertake a balanced programme, which takes account of abilities, aptitudes, physical, emotional and intellectual development. It is expected that most children will achieve level 2 by the end of Key stage 1 and level 4 by the end of Key Stage 2

Foundation Stage
During the foundation stage, young children should find out and identify the uses of everyday technology and be given the opportunities to use information and communication technology and programmable toys to support learning. Children should be given opportunities to develop ICT skills across all areas of learning, for example, using a paint program to develop early mark making, using telephones, CD ROMs, TV and musical tapes to find things out. The children should be encouraged to observe and talk about the use of ICT and shown how to use the equipment.

Key Stage 1
During Key Stage 1, pupils learn to explore and use ICT resources with confidence and for a specific purpose. They start to use ICT to develop their ideas and record their own work, as they become more familiar with the hard and software.

Key Stage 2
During Key Stage 2, pupils use a wider range of ICT equipment and information sources to support their work in other subjects and develop their ICT skills. They develop their research skills and are beginning to question the plausibility and quality of information. They learn how to amend and present their work in a way that suits the audience.

The Programmes of Study

The school will follow the National Curriculum Programmes of Study. In Information and Communication Technology, as in each subject, there are two main requirements:

1. **Knowledge, skills and understanding** (what has to be taught in the subject during the key stage)

2. **Breadth of study (**the contexts, activities, areas of study and range of experiences through which the knowledge, skills and understanding should be taught.

Programme of Study: Information and CommunicationTechnology

Knowledge, skills and understanding

.

Pupils should be taught to:

	Key Stage 1	Key Stage 2
Finding things out	Gather information from a variety of sources; enter and store information in a variety of forms; retrieve information that has been stored.	talk about what information they need and how they can find and use it; how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy; interpreting information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.
Developing ideas and making things happen	Use text, tables, images and sound to develop their ideas; how to select from and add to information they have retrieved for a particular purpose; how to plan and give instructions to make things happen; to try things out and explore what happens in real and imaginary situations	how to develop and refine ideas by bringing together , organising and re-organising text, tables and images; how to create, test and improve and refine sequences of instructions to make things happen; to use simulations and explore models in order to answer " What if..? questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships
Exchanging and sharing information	How to share ideas by presenting information in a variety of forms; to present their completed work effectively	how to share and exchange information in a variety of forms, including e-mail to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information.
Reviewing, modifying and evaluating work as it progresses	review what they have done to help them develop their ideas; describe the effects of their actions; talk about what they might change in future work	Review what they and others have done to help them develop their ideas. Describe and talk about the effectiveness of their work with ICT, comparing with other methods used.

Breadth of Study

During each key stage, pupils should be taught the knowledge, skills and understanding through:

1. Working with a range of information, including factual data from the internet, to consider its characteristics and purposes

2. Exploring a wide range of information sources, for example the Internet, and ICT tools with others.
3. Comparing and investigating the use of ICT inside and outside the school.

Curriculum and School Organisation

In order to achieve the aims and objectives, the teaching of Information and Communication Technology is organised:

- As a discrete subject, when Lancashire modified QCA units are taught. These cover the four strands listed in the Programme of Study and are taught in the ICT suite.
- In a cross-curricular way to support and enhance:
- individual subjects – especially those of English, Maths, Science and the foundation subjects, where Information and Communication Technology is specified in the Programmes of Study.

Within the Scheme of Work learning activities for ICT are sequenced to ensure progression, and are taught in a variety of ways:

- Direct class teaching to introduce a specific program or skill

- Through practical tasks using the appropriate hardware and software (see Scheme of Work for appropriate hardware/software lists, activity and information sheets)

- Group activities, so that children can interact with each other

- By providing children with real experience in the practical application of ICT skills.

- It is enhanced by using Information and Communication Technology where possible for a specific purpose perceived by the child, for example in drafting and redrafting letters to a link school.

Information and CommunicationTechnology planning and evaluation is in year groups and is linked to year group topics. (Copies of the termly and half-termly topics are kept in the staffroom, and by the Curriculum Leader.) Work on specific strands and/or skills is planned at class level on a termly/half-termly basis in long-term plans. This is then planned on a weekly basis on short-term plans.

Digital projectors, which are ceiling mounted, are located in all classrooms as well as in the ICT Suite. These are used as a teaching resource across the curriculum.

Scheme of work

Sherwood Primary School uses the Lancashire modified and expanded QCA scheme of work to aid planning.

QCA Units

There are 31 units provided, of which 10 are for Key Stage 1 and the rest for Key Stage 2.
The units are planned to cover the programme of study in three two-year cycles. Key ideas are revisited, extended and consolidated. Each unit is taught over a term or less and for a specific year group. Mixed-age classes can be catered for if the units are sequenced in pairs

Examples of how the Units in the QCA scheme can be organised into plans can be found in the QCA Information and Communication Technology Scheme and Teacher's Guide. Schools may adopt this model in full, or adopt or adapt individual units or combinations from it.

Progression and Continuity

Within the scheme of work, learning activities are sequenced to ensure continuity and progression. Progress in information and communication technology can be characterised by:

- An increase in knowledge
- Moving from familiar to unfamiliar concepts
- Meeting needs which demand more complex or difficult situations
- An increase in a child's own understanding of their learning.

At the early stages of developing capability children should be able to:

- use single forms of communication
- use ICT for personal use
- use everyday language to describe work with ICT
- use ICT to address a single task

By the end of key stage 1, most children will be able to:

- use ICT to organise and classify information and present their findings
- Use ICT to generate, amend and record their work and share ideas
- plan and give instructions to make things happen and describe the effects
- explore what happens in imaginary and real situations
- talk about their experiences of ICT

By the end of Key Stage 2, most children will be able to:

- interpret their findings, question plausibility and recognise that poor quality information leads to unreliable results
- understand the need for care when collecting, finding and interrogating information
- they can add, combine and amend different forms of information from a variety of sources
- exchange information, including using e-mail
- use ICT based models to explore patterns and relationships and make predictions about the consequences of their decisions

Time Allocation

In a school year each child will have had access to hardware and software to allow them to:

- Develop Information and Communication Technology skills in each of the four strands

- Enhance other curriculum areas

Assessment
At Sherwood Primary School children are assessed in line with the national curriculum requirements for ICT as with all subjects. Individual assessments will take place in order to evaluate the child's strengths, weaknesses and targets for the future will be identified.

Information and Communication Technology is assessed in a variety of ways:

- Observation of child or group on task

- Discussion with children about their task

- Individual files of saved work on the school network

- Printouts of work

- Children's own evaluations of their work

These assessments:

- Inform future planning

- Provide information about individuals and groups

- Provide summative information

- Provide information for parents

- Contribute to each child's assessment portfolio and record of achievement

These assessments are carried out throughout both Key Stages and are the responsibility of the class teacher with support from the Assessment Coordinator.

(See Policy for Assessment, Recording and Reporting for further details.)

Record Keeping
Records are kept of each child's progress in Information and Communication Technology. Individual class teachers use methods appropriate to their class to record progress made, including assessment against the QCA 'expectations at the end of each unit'.
All pupils in key stage 2 complete a record log of the programs they have visited.
See Policy on Assessment, Recording and Reporting.

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 LEA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the LEA Westfield Centre.
The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

School liaison, transfer and transition
The school is connected to the Lancashire intranet which enables the transfer of information electronically. Email is now used frequently to liaise with the LEA, governing body, other schools and, government agencies.
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.

Roles and responsibilities

Senior Management

The overall responsibility for the use of ICT rests with the senior management. The Head, 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 Coordinator

The coordinator for ICT is Mr. Nigel Green.

The ICT coordinator has overall responsibility for the management of Information and Communication Technology throughout the school for:
- raising standards in ICT as a national curriculum subject
- 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
- Managing the security of the network.
- monitoring the delivery of the ICT curriculum and reporting to the headteacher on the current status of the subject.

The Subject Coordinator
There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT. Subject coordinators 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 coordinators work in partnership with the ICT coordinator to ensure all National 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.

Resources and Accommodation

In order for all pupils to have equal access, at Sherwood Primary School, it is our aim for all classes to have access to high specification computers in each classroom, networked to enable accessibility to the core software on the server and the internet. All computers in the classrooms and the ICT Suite are linked to the server.

At Sherwood Primary School we currently have:

      2/4 computers in each classroom linked to the network.

      16 computers in the ICT Suite + an Interactive Whiteboard.

      13 Interactive Whiteboards in classrooms.

To ensure security of the system within the school, all existing and new computers are recorded in the school equipment log book, with the make, date of purchase, reference codes and location recorded.

Other Information and Communication Technology equipment, computers, scanners, digital cameras, data-logging equipment are available in school.

Each member of staff has an up to date list of software in the Scheme of Work. All software is loaded on the network or filed in boxes and kept in ICT Suite. Non-network software is accessible to all teaching and non-teaching staff. There is a signing-out system for all software programs, teachers' notes and activity resource books.

Each teacher is responsible for the day-to-day care of his or her computer and for the software they use. Any problems must be reported to the coordinator. Moving machines should only be done in liaison with the ICT Coordinator.

All children's work is stored on the school network. Each child has a file, which they take through the school with them. The children's files are kept in class folders and it is up to the class teacher to supervise these files/folders and delete material that is no longer needed.

Health & Safety

At Sherwood Primary School we recognise the importance of health & safety issues and the potential risks for all in regard to the use of Information and Communication Technology equipment. Sherwood Primary School follows the guidelines in the DfEE/Becta document " Superhighway Safety".

All teachers are responsible for making sure the hardware and software are used correctly and safely on a day-to-day basis. All problems should be reported to the ICT co-ordinator and the maintenance log book completed.

At Sherwood Primary School we recognise the importance of good posture. The computers in the classrooms are placed on trolleys/low tables/computer or workstations at the correct and appropriate height and position for the children in the class.

The computers in the ICT Suite are on benching at a height for older pupils and adults. It is important to adjust the position of the seats, especially for the younger children. The children should be taught to sit upright on a chair, using the back support with their arms roughly horizontal to the keyboard.

The children will be shown the correct way to use a mouse, switch on and off the computers and load/unload a CD and pen-drive. They will also be shown how to adjust the brightness and position the monitor to avoid glare from lights or windows.

Short breaks during ICT lessons are encouraged, e.g. ask children to look away from the screen for a short time.

Internet and Intranet Use

At Sherwood Primary School the children and staff use the Internet on a daily basis and it is our main concern that the pupils in Sherwood Primary School do not have access to any unsavoury or unsolicited material. The internet access is made through the Lancashire Council service provider. Linking through this network allows for a more secure system as it is protected by a firewall. We also have access to the NGFL /CLEO education material as we are linked to their intranet.

The pupils in school are only allowed to access the internet under the full supervision of a member of staff. Staff should check that 'key-word' searches on the Internet do not display unsuitable sites(discuss with pupils what 'key-words' can be used).The children are only allowed to send e-mails under close supervision. They must not be allowed to give personal details or digital images of themselves over the internet.

Virus protection

It is the responsibility of the ICT co-ordinator to check that all class and suite computers are kept virus free and the bursar the office computers. To prevent a virus entering the network the following procedures must be followed:

- staff are responsible for ensuring that only approved software is loaded onto school computers
- No discs/pen-drives are to be used from outside sources without the approval of the ICT coordinator. All such discs/pen-drives must be checked before use.
- At Sherwood Primary School we acknowledge the time and effort staff put in at home to prepare lessons, plan, write policies, reports etc. However, extreme care must be taken when discs/pen-drives are brought from home. Discs/pen-drives MUST be checked before

being used on the school computers. Staff need to take reasonable precautions to ensure that there laptops/home computers are virus free e.g. installing anti-virus software.

- The children **must not** take discs/pen-drives home to load work from another computer or do their homework or bring discs/pen-drives in from home (unless virus checked by a member of staff).
- Material must not be downloaded from the Internet unless it is virus checked. It must be downloaded to a floppy disc or pen drive and must **<u>NOT</u>** be downloaded onto a hard/network drive.

Hacking

Users must not attempt to gain access to drives, data or files other than those they are authorised to use, nor interfere in any way with someone else's data or files.

Copyright and Data Protection

All users must respect the laws of copyright, software and otherwise. Sherwood Primary School is registered under the Data Protection Act, therefore, any personal data held on the network for either curriculum or administration purposes must not be misused.

It is very important that we have licences for all software used in school. At Sherwood Primary School we will only use software on the network covered by licences. No personal software is to used on the school network.

Network Rules

Users of the network must agree to abide by the Code of Practice
- treat all equipment with care and attention
- close programs down in the correct manner
- put the chairs, headphones and CDs away in the correct place
- ensure all discs/pen drives are virus checked if brought from elsewhere
- log out of the network when leaving the workstation
- report damage or faults to the ICT co-ordinator

Professional Development Provision

The school is committed to providing an in depth training programme for teaching and non teaching staff to ensure they are fully competent and confident in using Information and Communication Technology. Through regular INSET it is our aim to make sure all staff can use the equipment correctly, teach ICT skills to the pupils, use the computers to access information on the Internet and support learning in all subjects e.g. by using Interactive Whiteboards in lessons.

The training needs are identified through:

- School improvement planning.

- Curriculum review and evaluation .

- Coordinator needs.

- Individual needs.

- The arrival of new equipment e.g . Interactive Whiteboards.

These are prioritised by the Staff Development/INSET Coordinator and form part of the School Improvement Plan.

Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress.

Information and Communication Technology is an area of the curriculum where, because of its unique nature in requiring specific equipment, equal access needs to be planned and monitored very carefully. It is the responsibility of the individual teacher to plan their pairs and groupings so that this is achieved, and to keep records of this. General monitoring is the responsibility of the Headteacher and the Deputy Headteacher.

Inclusion

All children should have access to a broad, balanced curriculum, which includes Information and Communication Technology, and should make the greatest progress possible. Provision for children with SEN and gifted and/or talented children and/or children with English as in relation to ICT is the responsibility of the class teacher, support staff and SEN Coordinator as appropriate. Information and Communication Technology especially provides a means where children with SEN are able to present and develop their work easily.

Where possible, the computer is made available for specific children, or groups of children to work with support staff and/or work with each other so that work can be drafted and redrafted easily.

Evaluation

Evaluations are carried out by the class teacher. This is monitored by the Headteacher or Deputy Headteacher.

These evaluations focus on:

- Children's progress and achievements

- Appropriate use of hardware and software

- Coverage of the four strands

These evaluations form the basis for future planning, long and short term.

Evaluation and review of the Information and Communication Technology Policy and Scheme of Work take place on an annual basis.

Learning Out of School Hours

It is hoped that in the future the introduction of a VLE (Virtual Learning Environment) or 'Moodle' will enable children to access school work kept on the network at home, as well as having homework/research set for them to complete. Information for parents could also be viewed on a Moodle. Consideration needs to be given to families who do not have access to a computer at home.

Further Information
Important documents, resources and contacts

TTA/NOF	ICT training for teachers and school librarians	2000
DfEE/BECTA	Superhighway Safety	
DfEE/QCA	Information and Communication Technology	
	Scheme of Work	2000
DfEE	The National Curriculum	
	Handbook for primary teachers in England	1999
websites	www.dfee.gov.uk/a-z/ICT and national curriculum	
	www.becta.org.uk	

www.ngfl.gov.uk
www.lancsngfl.ac.uk/curriculum/ict

BECTA
British Educational Communications and Technology Agency
Milburn Hill Road
Science Park
Coventry
CV4 7JJ

ACITT
National Association for Coordinators and teachers of ICT
The Westbury Centre
Ripple road
Barking
IB11 7PT

Approval date: January 2012

Review date: September 2017

Signed (Headteacher):

Signed (On behalf of the Governing Body):