E21C Trust Primary School

ICT Policy

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Status and Aim of Policy

This policy is a statement of our intentions and practices regarding ICT in our primary schools. Our policy, based on models of good practice, was developed following training, research and specialist advice. This policy aims to specify those characteristics, which we as a school agree are necessary for developing sound ICT skills, which is an integral part of our whole school vision.

Aims

- To develop pupil and staff confidence in all areas of ICT.
- To audit the training needs of teachers and teaching assistants and provide extra support to improve their subject knowledge and expertise.
- To promote writing, speaking and listening and reading throughout the subject.
- To use ICT to raise standards of attainment: provide pupils with skills to achieve independent learning.
- To use ICT to enrich and extend learning across the curriculum, by incorporating various ICT tools, software and internet accessibility (LGfL) into the school's scheme of work.
- To ensure that pupils have a good understanding of ICT and its uses enabling them to move confidently from one Key Stage to another.
- To provide all pupils and members of staff equal opportunity and access in all areas of ICT equipment, use and learning at Mottingham Primary School.

- To ensure that all members of the school community achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using ICT provision.
- To improve the assessment of ICT by establishing pupils' and students' attainment on entry and by tracking the progress of individual pupils, including their achievement when using ICT in other subjects.
- To ensure that all members of the school community adhere to the e-safety policy.
- To operate a range of current and emerging ICT to support and enhance learning in curriculum areas.

Objectives (Targets)

- To provide all pupils with sufficient confidence and experience in ICT to make informed ICT choices.
- To be able to use a computer to communicate information.
- To experience a variety of data-handling applications.
- To develop problem-solving strategies.
- To develop an awareness of the capabilities and limitations of ICT.
- To be able to independently use ICT to access information.
- To demonstrate transferable ICT skills across a variety of software.
- To enable staff to use ICT applications when planning and writing children's reports.
- To enable staff to use the school network with confidence, for all documentation and as a resource base.
- To identify staff strengths and weaknesses in order to provide relevant in-service training.
- To identify advancements in the area of ICT and improve / implement these relevant changes in to the schools use of ICT.
- To encourage and develop access and use of the ICT suite.
- To link ICT key skills to other areas of the curriculum.
- To ensure that the ICT Scheme of Work is being taught throughout the school.
- To use ICT creatively and imaginatively.
- To become discriminating, ethical, legal, responsible and safe users of ICT.

National Curriculum Requirements

The Programmes of Study for ICT state that pupils should prepare pupils to participate in a rapidly changing world 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 to consider its implications for home and work both now and in the future.

Promoting Key Skills through ICT
The Programmes of Study for ICT state that pupils should develop the keys skills of:
-         communication, through reading and selecting from a range of sources, planning, writing and refining texts in different styles and for different purposes, communicating face-to-face and by e-mail, and discussing and reflecting critically on their own and on others' work.
-         Application of number, through working with quantitative data and mathematical models.
-         IT, through the programmes of study.
-         Working with others, through discussing and reflecting critically on their own and others' work, developing information systems as part of a group, and working with others via e-mail and the internet.
-         Improving own learning and performance, through reviewing, modifying and evaluating their work as it progresses.
-         Problem solving, through modelling real situations and developing solutions to problems when working with ICT
-         Cross curricular use, through direct links to the curriculum and the identified key skills.
-         Staff training can be provided 'in house' and support given wherever necessary.

Interactive White Boards (IWBs) and Projectors
•   Each class has full access to an IWB.
•   The IWB is used as an important tool to enhance both teaching and learning within the classroom, enabling pupil and teacher access to a variety of network based resources, internet resources and continual use of a variety of hardware and software.
•   Individual teachers are responsible for ensuring the IWB and projector they are working with is used safely and correctly by themselves and the children they are teaching.
•   Pupils and staff should avoid looking directly at the projector beam.
•   Pupils and staff should use the IWB pens with care and press them gently on to the IWB.

- Where the IWB is linked to speakers, ensure the sound volume is at an acceptable level.
- The IWB and projector are to be fully shut down after use, or at the end of the school day (whichever is more appropriate).
- If a projector if not attached to the ceiling, wires leading from the projector to a plug socket must be covered with a protective plastic strip, in accordance with health and safety procedures.
- Any technical problems experienced when using an IWB should be reported to the ICT Technician, via the Technical Report Log.
- Projector lamps should not be left on when not in use as this limits the lifespan of the bulb.
- The IWB is not a replacement for the white board; it is a tool to be used to support learning.

Laptops
- The school has a selection of laptops that can be borrowed to assist with planning.
- The laptop will not be placed near any source of heat.
- Each laptop is fully installed with the schools network and software, including wireless connection to this network and the internet at any point around the school.
- Any technical problems experienced when using a laptop should be reported to the ICT Technician, via the Technical Report Log.

Computer Suite
- The computer suite is available to all classes on both a timetabled and selective basis.
- The suite contains a total of 31 computers, which includes a teacher allocated computer station, directly linked to the projector and IWB.
- All suite computers are fully linked to the schools network, are internet accessible and contain all necessary software.
- The computers are placed on tables of equal height. Children can adjust the height of the computer suite chairs to enable: their eye level to meet mid screen; full back support; and full arm movement when typing. The computers have adjustable screens to assist with this too. It is recommended for children and adults to glace away from the computer screen every 15 minutes.
- All paper based hardware and software manuals are kept in the 'teacher resources' cupboard in the ICT cupboard. Additional manuals can be found in the software program under the 'help' section.

- The printer/photocopier in the computer suite can be used by staff and pupils (limited) alike, while taking into account sensible use of toner and paper.
- It is important that classes using the computer suite should leave it in a tidy condition ready for the next class.
- Any technical problems experienced when in the computer suite should be reported to the ICT Technician, via the Technical Report Log.
- Food or drink is not to be consumed in the suite.

Classroom Based Computers
- It is recommended that the computer is not placed next to a heat source. The monitor should not directly face a window. Most computers and computer screens will require two plug sockets. Any peripherals, such as printers, will require a further socket. A school provided multi-way plug socket may be used. All trailing leads should be kept away from children (if under tables, away from feet and legs) unless a plastic safety cover is used.
- The computer should place on a table at a height suitable for the age of the child using it. The chair used at this workstation should ensure the child had full arm movement and back support when typing. It is recommended for children and adults to glace away from the computer screen every 15 minutes.
- Each classroom teacher is responsible for children's individual classroom based computer use. This will include individual, pair and small group computer use sessions, taking into account the individual needs of these children, creating inclusive ICT use.
- The classroom computer should prove a valuable resource and should have relevant content available for the pupils to use.
- Any technical problems experienced when using classroom ICT equipment should be reported to the ICT Technician, via the Technical Report Log.

Network
- Staff log-on to the computer system using their first initial followed directly be surname, all typed in lower case, in the username section of the starting screen. They are given a default password that can be changed at their discretion.
- Children in Reception log-on on to the computer system using their year group number in the username section of the starting screen. No password is needed.
- Children in KS1 log-on by typing in their year group as a number. No password is needed.

- Children in KS2 type their first initial followed by their surname. No password is needed. If a pupil does not have a log in they can use their year group log in as for KS1.
- The network is maintained by external technical support, under the direction of the ICT Co-ordinator. Any technical problems experienced by pupils or staff should be reported to the ICT Technician, via the Technical Report Log.

The Internet
- The school computers are fully connected to the internet via the LGFL2, who is the Internet Service Provider. They ensure safe access to the Internet using a strict filtering system.
- The school actively promote safe use of computers and the Internet. All staff and children have read and agreed with the safety guidelines we provide through the e-safety policy.

Resourcing
The guiding principle employed when planning expenditure on hardware is that it is actually of use to the children and enhances their learning experience.
ICT and general use software needs are met out of the ICT annual budget. Subject-related programs needs are met from individual subject budgets.

Equal Opportunities
During ICT teaching and learning we aim to ensure equal access and opportunities to all pupils in order to meet their individual needs, regardless of race, gender or ability.

Quality Assurance and Assessment
The quality of work produced and standards reached will be monitored and assessed through:
- Work sampling
- Lesson observations and feedback
- Exemplar lessons
- Planning and assessment monitoring
- Cross curricular links

This police should be read in conjunction with the school's
E-safety Policy
Teaching and learning Policy