



# ICT POLICY

## **Rationale and Aims**

Information and communication 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. 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.

It is our role as providers of education to prepare pupils for the technological world into which they are entering and provide them with the necessary skills so that they are able to work and compete within it.

We interpret the term 'information, communication technology' to include the use of any equipment which allows users to communicate or manipulate information electronically.

*'The modern world requires new skills. Understanding ICT and, more importantly, being able to apply it to the problems we face is one of the most important. Increasingly ICT will be vital for our individual prospects and for our economy's future.'*

**Lord Dennis Stevenson, Prime Minister's Adviser on ICT and Education.**

Our aim is to produce learners who are confident and effective users of ICT. We strive to attain this aim by:

- helping all children to use ICT with purpose and enjoyment
- helping all children to develop the necessary skills to harness ICT
- helping all children to become autonomous users of ICT
- helping all children to evaluate the benefits of ICT and its impact on society
- meeting the requirements of the NC as fully as possible and helping all children to achieve the highest possible standards of achievement
- using ICT to develop partnerships beyond the school
- celebrating success in the use of ICT

## **Objectives and Targets**

### **Foundation Stage**

Children will find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

- Show an interest in ICT
- Become aware of technology in the environment
- Use programmable toys with support
- Begin to operate a range of simple technological equipment, including video cameras
- Be able to respond to simple computer programmes
- Follow instructions with supervision
- Begin to identify and relate the uses of everyday technology to the real world
- Learn how to operate simple controls on a computer - on, off, eject etc
- Learn how to control a computer mouse
- Explore different software packages
- Complete a simple computer programme
- Simple programming of technology
- Use ICT equipment to word process
- Demonstrate ICT skills to others

### **Key Stage One**

Pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with hardware and software. They use a wider range of ICT tools and information to support their work in other subjects.

### **Key Stage Two**

Pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and represent it in a way that suits its audience.

## **Scheme of Work**

### **Foundation Stage**

#### **Opportunities and Activities**

- Use within the classroom: cameras, video equipment, tape recorders, television, programmable toys
- Children are shown how to operate the equipment safely and carefully
- Use a till in role play, use of radio in home corner
- Drawing on computers
- Roamers
- Children use tape recorders/CP players with or without earphones - putting tapes/CD in themselves
- Children begin to use cameras/take photographs
- Supported work on the computer
- Use of 'paint pot' to paint a picture
- Learn to associate icons with comments
- Write name/draw picture using mouse
- Use maths programmes such as RM, Number Plane or Train
- Children learn to record using tape recorder and play back
- Use digital camera and demonstrate printing images from computer
- Adult makes video of children and plays it back
- Programme 'Roamer' to take invitations to different puppets
- Put house numbers in order and link to 'Jolly Postman' story
- Word-process own stories
- Computer paint programmes

### **Key Stage One**

#### **Knowledge, skills and understanding**

##### **Finding things out**

Pupils should be taught how to:

- gather information from a variety of sources (for example, people, web, books, databases, CD-Roms, videos and TV)
- enter and store information in a variety of forms (for example, storing information in a prepared database, saving work)
- retrieve information that has been stored (for example, using a CD-ROM, loading saved work).

##### **Developing ideas and making things happen**

Pupils should be taught:

- to use text, tables, images and sound to develop their ideas
- how to select from and add to information they have retrieved for particular purposes
- how to plan and give instructions to make things happen (for example, programming a floor turtle, placing instructions in the right order)
- to try things out and explore what happens in real and imaginary situations (for example, trying out different colours on an image, using an adventure game or simulation).

##### **Exchanging and sharing information**

Pupils should be taught:

- how to share their ideas by presenting information in a variety of forms (for example, text, images, table, sounds)
- to present their completed work effectively (for example, for public display).

##### **Reviewing, modifying and evaluating work as it progresses**

Pupils should be taught:

- how to 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

### **Breadth of Study**

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

- working with a range of information to investigate the different ways it can be presented (for example, information about the sun presented as a poem, picture or sound pattern)
- exploring a variety of ICT tools (for example, floor turtle, word processing software, adventure game)
- talking about the uses of ICT inside and outside school).

## **Key Stage Two**

### **Knowledge, skills and understanding.**

#### **Finding things out**

Pupils should be taught:

- to talk about what information they need and how they can find and use it (for example, searching the internet or a CD-ROM, using printed material, asking people)
- how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent)
- to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

#### **Developing the ideas and making things happen**

Pupils should be taught:

- how to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (for example, desktop publishing, multimedia presentations)
- how to create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them (for example, monitoring changes in temperature, detecting light levels and turning on a light)
- 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 (for example, simulation software, spreadsheet models).

#### **Exchanging and sharing information**

Pupils should be taught:

- how to share and exchange information in a variety of forms, including e-mail (for example, ePals, ntp messaging, displays, posters, animations, musical compositions)
- to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (for example, work for presentation to other pupils, writing for parents, publishing on the internet).

#### **Reviewing, modifying and evaluating work as it progresses**

Pupils should be taught to:

- how to 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 it with other methods and considering the effect it has on others (for example, the impact made by a desk-top published newsletter or poster)
- talk about how they could improve future work

### **Breadth of study**

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

- working with a range of information to consider its characteristics and purposes (for example, collecting factual data from the internet and a class survey to compare the findings)
- working with others to explore a variety of information sources and ICT tools (for example, searching the internet for information about a different part of the world, designing textile patterns using graphics software, using ICT tools to capture and change sounds)
- investigating and comparing the uses of ICT inside and outside school.

## **Method and Approaches**

### **Coordination**

ICT education is coordinated throughout the school by one member of staff: the ICT coordinator.

### **Delivery**

ICT will be taught by using teaching approaches that are appropriate to different learning styles.

- as part of the National Curriculum and Foundation Stage
- through planned, time-tabled lessons that are based on the National Curriculum
- through spontaneous research/enquiry tasks
- the QCA scheme of work will form the foundation of our content
- leading a group or class discussion about the benefits and limitations of ICT
- collaborative writing and design work in groups

## **Equality of Opportunities**

Teaching approaches that provide equality of opportunity include:

- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access or activities with appropriate support, aids of adaptations.
- ensuring that boys and girls are able to participate in the same curriculum and take into account the interests and concerns of boys and girls by using a range of activities and contexts for work.

## **Special Educational Needs**

All pupils with SEN who are taught in a mainstream school have the same entitlement as other pupils with regards to ICT. Thus materials should take account of the abilities of these children and activities be appropriately set for them.

## **Access to ICT**

A suite of 30 computers is available in the ICT room and they form a network of PCs. A range of educational programmes, eg Kidzpix, Espresso, My Maths etc, have been installed on the school's network. All classes, including Reception, are time-tabled for a minimum of 1 hour per week in the ICT suite.

The Intervention Team are allocated time in the ICT suite to access SEN specific software, e.g. Nessy.

## **Health and Safety**

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others to explain the steps they take to control risks.

## **Assessment**

Assessment will follow the attainment targets set out in the National Curriculum. Attainment targets consist of eight level descriptions of increasing difficulty. Each level description outlines the types and range of performance that pupils working at that level should characteristically demonstrate.

In deciding on a pupil's level of attainment at the end of an academic year, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels. Pupils will be assessed by examining each unit of work taught and deciding which objectives each pupil has achieved. This level of attainment will be compared against National Curriculum level descriptors.

**All ICT units should be purposeful: leading towards an activity preferably linked to other NC subjects. The unit of work should include an assessment statement/activity, which sets the standard for that unit of work. All other tasks should work towards this assessment activity.**

## **Reviewing the Policy**

This policy will be reviewed annually by ICT co-ordinator.  
A major review involving the headteacher will take place every three years.

## **Staff Training**

Staff training in ICT and eSafety has been provided by the Newcastle LEA team. Staff training is currently on-going and it consists of a series of workshops in which the staff are trained on the computers available to them.

Three in-house training sessions are arranged per year. These are opportunities for each class teacher to share favourite web sites, tips on using new equipment and software.

## **Dissemination**

All staff and governors will receive a copy of this policy. Policy and schemes of work are available on request to parents, LEA, OFSTED and others through contacting the headteacher or ICT coordinator.

## **St. Vincent's RC Primary School**

### **Internet Access Policy**

#### **Responsibility for the development and management of the policy**

Our Internet Access Policy has been written by the Head Teacher and ICT coordinator. It has been agreed by the staff and approved by governors. It will be reviewed annually.

#### **The purpose of this policy**

- Staff and pupils need to be aware of the potential risks and their responsibilities in ensuring risks are kept to a minimum and are dealt with appropriately if they arise.
- This policy ensures that everyone working in school is aware of their responsibilities in reducing these risks, both by helping pupils to become responsible users of the Internet but also in ensuring that incidents are dealt with quickly and consistently.

#### **How does the Internet benefit education?**

Resources and opportunities available via the Internet are essential in the process of raising educational standards, promoting pupil achievement, support the professional workplace, develop staff skills, and enhance management information and business administration systems. Other benefits for education include;

- access to world-wide educational resources including museums and art galleries
- inclusion in government initiatives, such as the National Grid for Learning (NGfL)
- educational and cultural exchanges between pupils world-wide
- cultural, vocational, social and leisure use in libraries, clubs and at home
- access to experts in many fields for pupils and staff
- professional development for staff through access to national developments, educational materials and good curriculum practice
- communication with support services, professional associations and colleagues
- improved access to technical support including remote management of networks
- exchange of curriculum and administration data with the LEA and DfES
- e-Government

#### **How will pupils be taught to use the Internet?**

- Pupils will be taught what is acceptable and what is not acceptable and be given clear objectives for Internet use.
- If staff or pupils discover unsuitable sites the URL (address) and content must be reported to the IT Help Desk and an Internet Incident report should be completed where applicable. (see Incident Report at the back of this document)
- Pupils should be aware that people posting information on the Internet usually have an interest in promoting a specific point of view.

### **Email**

- Pupils may only use approved email accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive email.
- Pupils must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone in email communication.
- The forwarding of chain letters is banned.

### **Management of the school website (ntlp pages)**

- The point of contact on the web site should be the school address, school email and telephone number. Staff or pupils' home information will not be published.
- Web site photographs that include pupils will be selected carefully and will not enable individual pupils to be identified.
- The web site will be managed by the Head Teacher who will take responsibility for ensuring the quality and accuracy of all information.
- The website manager will ensure that the site conforms to the Internet Access policy

### **Chatrooms, user groups and news services**

- Pupils will not be allowed access to public or unregulated chat or news rooms.

### **Considering access to new communications technologies**

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones will not be used during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.

### **Allocating and Monitoring Internet Access**

- The school will keep a record of all staff and pupils who are granted Internet access. The record will be kept up-to-date.
- Parents will be given access, if requested, to this policy.
- Parents will be informed that pupils will be provided with supervised Internet access.

### **Dealing with incidents and managing filtering services**

- Some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor the authority can accept liability for the material accessed, or any consequences of, Internet access.
- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.
- The headteacher and ICT coordinator will ensure that the Internet policy is implemented and compliance with the policy monitored.

### **Introducing the policy to pupils**

- Rules for Internet access will be posted near all computer systems that have access to network resources.
- Pupils will be informed that Internet use will be monitored.
- Instruction in responsible and safe use should precede Internet access.

**Consulting Staff**

- All staff must accept the terms of the 'Responsible Internet Use' statement before using any Internet resource in school.
- All staff including teachers, supply staff, classroom assistants and support staff, will be provided with the School Internet Policy: and its importance explained.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Staff training in safe and responsible Internet use and on the school Internet policy will be provided as required.

**Complaints**

- Responsibility for handling incidents will be delegated to a senior member of staff.
- Any complaint about staff misuse must be referred to the headteacher.
- As with drugs issues, there may be occasions when the police must be contacted. Early contact could be made to establish the legal position and discuss strategies.
- Sanctions available include;
  - interview or counselling by staff
  - informing parents or carers
  - removal of Internet or computer access for a period of time.