

Lapworth C E Primary School

Policy for Information and Communication Technology

Policy statement:

'Information Technology' has a critical role in enhancing the learning process at all levels, and across a broad range of activities including, but going beyond, the National Curriculum.

'Information Technology' has a critical role in enhancing the learning process at all levels, and across a broad range of activities, including but going beyond, the National Curriculum. Through the use of I.T. in the curriculum, schools will also be helping pupils become knowledgeable about the nature of information, comfortable with the new technology and able to exploit its potential. (HMI Curriculum Matters 15 para. 7)

Over recent years there has been an I.T. revolution, and computers are now an essential part of our society. Computers are used as tools to handle information and communicate. It is vital that all our pupils gain confidence and capability in using I.C.T. to prepare them for later life. The use of I.C.T. can also enhance and extend a child's learning across the whole curriculum. Therefore, at Lapworth School, I.C.T. is an integral part of the curriculum. It is not taught simply so that pupils can obtain a qualification required by future employers. When pupils use I.C.T, they are obtaining a set of skills that will, undoubtedly be required for the routines of life, for pleasure and for creativity in the future. Although it should not be viewed simply as a "pleasurable" activity, the use of computers can be stimulating and motivating.

I.C.T. comprises the knowledge, skills and understanding needed to employ information and communication technologies appropriately, securely and fruitfully in learning, employment and everyday life. I.T. is to I.C.T. as literacy is to books, journals or screen displays. I.T. capability at school age comprises:

- Understanding of how information is structured in a database;
- Skills in retrieving and interpreting information from a variety of sources;
- Skills in carrying out a search on the World Wide Web with sensitivity to meaning, accuracy of data and reliability of sources;

- Understanding of how computers can simulate real processes, eg, predator – prey relationships;
- Skills in using software, eg, word processing or e-mail to communicate effectively;
- Understanding that I.C.T. can be used to control and monitor things;
- Knowledge of how to use I.C.T. securely, with consideration of the feelings of other people, their rights to privacy and ownership of material.

The focus of I.T. is on pupils' capability with I.C.T. This is why I.T. is the overall title used for the National Curriculum subject and qualifications. (DfES Information technology Teacher's Guide – London: DfES, 1998 p.19)

Introduction:

The date of this policy is February 2006 and will be reviewed in February 2007.

This policy has been presented to and agreed by the whole staff.

This policy has been presented to and agreed upon by the Governing Body.

This policy is available to:

- All staff (permanent, temporary, supply or otherwise)
- Advisors / inspectors
- Parents (on request)
- Lapworth School Governors

The policy can also be found in the policy file in the Headteacher's office and on the policy shelf.

Document purpose:

This policy reflects the values and philosophy of Lapworth Primary School in relation to the teaching and learning of Information Technology. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment. This policy incorporates developments relating to the Initial Teacher Training National Curriculum as well as having regard to staff development and the use of the I.C.T.I.S. (I.C.T. In Schools) budget in school.

This policy should be read in conjunction with the school's scheme of work for I.C.T, which sets out specific teaching objectives for children in different classes and year groups. This will include what hardware they use, and the appropriate software needed to support core subjects and topic work within foundation subjects. This includes reference to the resources incorporated into the NGfL as well as Warwickshire LA's provision to us as part of their Intranet system of information with relevant supportive materials.

Overall aims for Information Communication Technology:

At Lapworth School, we aim:

- To be consistent with our School Mission Statement.
- To commit Lapworth School to continuing professional staff development with training as appropriate in classroom delivery of I.C.T.
- To develop staff usage of I.C.T. and the NGfL as a tool in the preparation, gathering and presentation of teaching materials as well as record – keeping and assessments where appropriate.
- To follow National Curriculum Policy Guidelines, Statements of Attainment, Level Descriptions, Non-statutory Guidance and NGfL requirements in I.C.T. as well as across the whole curriculum where appropriate.
- To develop and reinforce a cross – curricular approach to I.C.T. within classroom teaching.
- To develop the specific I.C.T. skills in the use of computer operating systems such as those found within various Windows operating systems.
- To ensure appropriate and equal access to I.C.T. for all children regardless of age, gender, ethnicity or ability.
- To present I.C.T. as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills.
- To encourage pupils to appreciate the relevance of I.C.T. in our society, and that they see it as an essential tool for learning, for communicating, for finding information, and for controlling and understanding their environment. Pupils will be given opportunities to describe, illustrate, interpret, predict and explain through Information Technology.
- To ensure that every child receives equal opportunity to develop their I.C.T. capability (as outlined in the National Curriculum), alongside the

acquisition of other basic skills during their time at Lapworth School. A turn on the computer should not be used as an activity for pupils to attempt once they have finished their work. Such a policy prevents equal opportunity.

- To extend all pupils in each area of the I.C.T. Curriculum so that they reach their full potential. However, no pupil should be stretched to such an extent that they experience continual underachievement and lack of success.
- To enable pupils to work individually and collaboratively
- To provide and ensure safeguards in relation to children's access to information across the Internet by linking through the LA's NGfL system which prevents access to inappropriate materials.
- To provide and maintain high quality I.C.T. tools to fulfil National Curriculum and NGfL requirements.
- To provide pupils with an educational basis of understanding in I.C.T. and its uses as part of everyday life at present (such as systems in satellite communications, virtual reality and robotic control systems) and in the future.
- To develop pupil's overall competency and confidence in I.C.T. whilst promoting children's motivation and self – esteem.
- To support the pupil's development of literacy and numeracy skills and other areas of the curriculum.

How do pupils learn to use I.C.T?

The computer room is available on a rota basis for all classes to use. A copy of the current timetable is included in appendix 1. In addition, every classroom has access to an Interactive White Board with appropriate software for the age range and abilities in the class. We believe that I.C.T. must be presented in practical contexts which will be relevant to the children's experiences. Pupils must have "hands on" experience. The schools I.C.T. scheme of work links closely with the National Curriculum and lists the key skills which need to be developed in each year group. Teachers can also refer to QCA schemes of work.

It should also be remembered that much of the I.C.T. curriculum is about acquiring and using skills in different situations. This is not always best achieved by continually introducing new software packages. Much generic software is applicable throughout a Key Stage – it is the use it is put to and the skills involved that enable progression.

Information Communication Technology Capability

As defined by the National Curriculum, I.C.T. capability is characterised by an ability to use I.C.T. tools and information sources to collect, analyse, process and present information. Children are also expected to model, measure and control external events.

At Lapworth School, this therefore involves pupils using information and I.C.T. tools to aid problem solving, supporting learning across the whole curriculum whilst also understanding the implications of I.C.T. usage in everyday working life and society.

Throughout the Foundation Stage, Key Stage 1 and Key Stage 2, children at Lapworth School will develop an understanding of, and a competence to use increasingly challenging I.C.T. skills. This will include the development of capabilities to determine when and how to use I.C.T. appropriately.

At Lapworth School, our children work at levels appropriate to their abilities. It is expected that most children will achieve Level 2 at the age of 7 and Level 4 by the age of 11.

The National Curriculum

Information Technology is a core subject in the National Curriculum, and is a cross – curricular skill. It is split into:

1. Finding things out.
2. Developing ideas and making things happen.
3. Exchanging and sharing information.
4. Reviewing, modifying and evaluating work.

At Lapworth School, we try to ensure that these skills are adapted into class subjects in one or more of the following ways:

- **Finding things out** – this involves using and writing databases and spreadsheets as well as accessing information held on a CD-ROM encyclopaedia or through an Internet / intranet connection such as incorporated into the NGfL and checking and interpreting the information which they find.
- **Developing ideas and making things happen** – this involves pupils generating written text, tables, pictures and sounds. It can also incorporate the transfer of information such as generating text and pictures for e-mail or the publishing of web pages for the school website.
- Control work involves Logo type programming in Mathematics to move a floor turtle (roamer) or draw shapes on screen by writing procedures. This can be developed further by attaching a control box to a computer and using writing procedures to move a Lego model. Monitoring is where the computer is used to ‘observe’ and record information such as sound levels, light and temperature and convert it into data.

- This is the area of simulations such as those found in historical adventure games. It can also incorporate virtual reality such as flight / car simulations and computer aided software.
- **Exchanging and sharing information** – this involves pupils in sharing information and worldwide through e-mail, with other children or schools through writing multimedia stories, music, making video films, designing posters and newspapers.
- **Reviewing, modifying and evaluating work** – at all times we will review our critically, to discuss how the use of I.C.T. has helped us. We will look at examples of other I.C.T. work, such as websites, magazines and so on, to help us with ideas.

The role of the I.C.T. co-ordinator

The co-ordinator for I.C.T. is the deputy headteacher, appointed January 2005.

The I.C.T. co-ordinator has the main overall responsibility for issues involving the purchasing of I.C.T. hardware and software. This will be determined in relation to our current school integrated development plan and the current emphases and priority of the subject.

The development of issues in school that relate to the NGfL will relate to the foundations laid out in this policy and will be continually reviewed in light of Government initiatives and directives incorporated into the I.C.T. scheme of work in school.

The I.C.T. co-ordinator will be responsible for the maintenance of this policy which will be used as a basis to inform our own I.C.T. scheme of work. This will involve liaising with appropriate external bodies such as education authority advisors and consultants.

The co-ordinator will help to oversee issues relating to planning, staff training and delivery of INSET.

The I.C.T. co-ordinator will keep a record of any I.C.T. hardware and software purchases, the current systems in use and any action taken in relation to the upkeep of the schools' I.C.T. equipment. The software and hardware facilities available in school will be regularly reviewed by the I.C.T. co-ordinator in consultation with other members of staff.

Systems and Security

At Lapworth School, our policy on purchase or lease of hardware is such as to make our equipment fully compatible with NGfL requirements where possible and appropriate. Our current operating systems are that of the Windows NT / Windows XP platform. A maintenance contract will be taken out when manufacturer's warranties have expired.

It is proposed that a new server is purchased during the financial year 2006-2007. This will be acquired from WES along with 3 new machines and 14 TFT flat screens. The purchase of this new equipment is dependent on suitable funding through the ICTIS grant.

Our aim at Lapworth School is to make all systems include the same software for each I.T. area to aid continuity and progression through our developed I.C.T. scheme of work. We aim to promote the usage of operating systems that are commonplace in secondary schools and industry to promote continuity and progression of our delivery of I.C.T. education into everyday life.

Security of our systems within school is protected by means of recording all new and existing systems. This information is kept in the secretary's office. Computers are also physically marked with ultraviolet invisible marker.

Movement of computers around the school is discouraged, due to potential damage liable to the systems. Advice should be sought from the I.C.T. co-ordinator on proposed changes of location.

All teachers have laptops either through the 'laptops for teachers' scheme or private purchase by the school.

Internet security

It is the policy of Lapworth School that every reasonable step should be taken to prevent exposure of children to undesirable materials on the Internet. It is recognised that this can happen not only through deliberate searching for such materials, but also unintentionally when a justifiable Internet search yields unexpected results.

To prevent such occurrences, Lapworth School has adopted the following position:

- We use an Internet service provider who offers protection through the use of a 'filtered system'.
- All internet access is carried out under adult supervision.
- New internet sites are checked out before they are used in the classroom.

Publishing of materials on the Internet

It is recognised that staff and children may at some time produce and publish materials on the School Web Site.

No materials will be published on the Internet that contains any unacceptable images, language or content.

No materials will be published on the Internet which reveal the identity of any child.

Photographs of children will not be published on the Internet without parental approval.

Copyright issues

It is recognised that all materials on the Internet are copyright, unless copyright is specifically waived. It is the school's policy that the copyright of Internet materials will be respected.

Where materials are published on the Internet as part of the teacher's professional duties, copyright will remain with the County Council. Internet published materials will contain due copyright acknowledgements for any third – party materials contained within them.

Planning and Teaching

Subject planning and evaluation at Lapworth School is at class level in the short – term (weekly plans) within a key stage in the medium – term (half-termly or full-termly plans as appropriate) and at a whole school level in the long – term (derived from the I.C.T. scheme of work). The use of I.C.T. will be integrated into all relevant subject areas. Each member of staff will be responsible for planning the use of I.C.T. within their subject.

At Lapworth School, the scheme of work is organised in terms of year groups and in key stages, with provision for Individual Education Plans and for groups of children organised by ability. I.T. is organised mainly by its integration into all curriculum areas. I.C.T. will be taught through a combination of individual, class and various groupings and according to the learning objectives. I.C.T. accounts for approximately 5% of an individual child's time in a school year equating to about an hour per week on average.

It is anticipated that as I.C.T. develops in its status as a core subject that the amount of time allocated to it will otherwise as I.C.T. is more effectively employed in and across all other subject areas. Other avenues that will contribute to a greater amount of time in the use and application of I.C.T. will include specific activities in school, such as lunchtime Internet access, booster work and SATs revision, as well as in worthwhile tasks being set by the teacher for work that can be completed outside formal teaching time. This can make use of computers at home, where children have access to them, or in the collection of raw data for use in school and looking at the uses of I.C.T. in the environment in which they live.

All teachers at Lapworth School will be given every opportunity to develop their I.C.T. skills through relevant training sessions. Software applications are stored in the computer suite.

All staff will have the opportunity to purchase new software through the e-learning credits scheme while it still remains in force.

Health and safety

At Lapworth School, we recognise the importance of health and safety issues for all in regard to the use of computers and related equipment in and outside of the classroom. As such, computers are placed on benching at the correct and appropriate height and position for the children in the classroom. It is important to adjust the position of seating and monitors appropriate to the user at all times to avoid potential strain related injuries.

The environment for the computer systems themselves are to be, where possible, away from dust areas such as the board. They are to be in a position to allow staff to monitor their safe usage as they would do with all electrical hardware.

Teachers are responsible for ensuring that the hardware and software are used correctly and safely on a day-to-day basis. Any problems should be reported to the I.C.T. co-ordinator and the relevant hardware / software checked. Machines should not be moved, disconnected or exchanged without prior consultation with the I.C.T. co-ordinator.

In line with Electricity at Work Regulations 1989, all computers in Lapworth School will be tested to ensure they are compatible with these regulations. This normally follows a formal inspection every 12 months and a formal visual inspection every 4 months.

Special needs

I.C.T. should be implemented in accordance with any Individual Education Plan and / or process of statementing a pupil has. As with all other curriculum areas, material may be selected from earlier or later parts of the key stage scheme of work as appropriate, where this is necessary and suitable, to enable pupils to progress and demonstrate achievement. Such materials should be presented in a context appropriate for the age and maturity of the pupil.

Equal opportunities

At Lapworth School, we seek to ensure appropriate and equal access to I.C.T. for all children regardless of age, gender, ethnicity or ability. We deem 'appropriate' to mean that which is educationally beneficial to our children. Access to certain areas of I.C.T. will be deliberately restricted, especially in relation to the access of certain materials on the Internet.

Recording and assessment

At Lapworth School, children are to be assessed in line with the National Curriculum for I.C.T. as with all other subjects. Because I.C.T. is cross - curricular, care will be taken to assess and record specific I.C.T. achievements rather than the success or otherwise of the subject through which I.C.T. is being taught. Reporting will be derived from the objectives formulated within the National Curriculum and a child's strength, weakness and way forward will be identified.

Each subject teacher will have a copy of the National Curriculum statements and will use Report Writer software to record a pupil's progress in I.C.T. The levels accorded to each child will be derived from short – term assessments and attainment records. The Report Writer records will be available to parents on request. The record sheets are kept electronically on all computers.

Developing and monitoring the I.C.T. curriculum

By nature, the I.C.T. curriculum is liable to change frequently. The plan for developing the curriculum and managing changes will be updated every year by the I.C.T. co-ordinator. It includes proposals for future development of the curriculum, use of resources, staff training needs and long – term replacement of hardware. Not all the required changes can be made in the short – term because of the cost and training time involved.

The I.T. scheme of work sets out examples of programmes that can be used and the skills that should be taught and developed in each year group. The I.T. co-ordinator is responsible for the scheme of work and the management of changes in curriculum and resources. The co-ordinator will be involved in monitoring class teachers' curriculum planning and will provide necessary support.

This policy and the scheme of work for I.C.T. will be reviewed on an annual basis.

