

Wellgate Primary School

ICT Policy.

ICT is a key facet of modern education. It can extend and enhance learning in all subject areas of the National Curriculum and beyond. IT capability is increasingly becoming an essential tool for life in the 21st century. Our world is changing rapidly. Work and leisure are increasingly being transformed through the introduction of varied and developing technology.

'With scientific method, we took things apart to see how they work. Now with computers we can put things back together to see how they work, by modelling complex, interrelated processes, even life itself. This is a new age of discovery, and ICT is the gateway.'

(Douglas Adams, author)

This policy document sets out our school's aims, principles and strategies for the delivery of Information Technology. It will form the basis for the development of ICT in our school.

OVERALL AIM

At Wellgate Primary School our aim is to enable pupils to use ICT confidently, effectively and independently. It is important that we develop a culture where the use of ICT becomes a natural choice for pupils. The computers in each classroom enable small groups to have access during any lesson. All classes are time tabled to have access to the computer suite for an hour or two half hours a week. These sessions enable specific skills to be taught to the whole class as well as developing curriculum work.

OUR GENERAL AIM

The staff at Wellgate Primary School will

- Meet the requirements of the National Curriculum 2000 as fully as possible and enable all children to achieve the highest possible standards.
- Recognise that in addition to being an important curriculum requirement, the ability to use IT effectively is a vital skill in modern society.
- Enable all children to develop the skills of using ICT independently and with purpose and enjoyment.
- Give children the opportunities to use ICT creatively in its own right and in support of their learning in other areas.
- Enable all children to evaluate the benefits of ICT and its impact on society.
- Use ICT to develop partnerships beyond the school by fostering links with the local community and parents and with schools outside of the area or country.
- Interpret the term ‘information technology’ to include the use of any equipment which allows users to communicate or manipulate information.
- Celebrate success in ICT.

TEACHING AND LEARNING STYLES

Teachers are expected to employ a range of strategies and use their professional judgement to decide on the most appropriate.

These will include:

- Using the computer to demonstrate to a group of pupils or the whole class.
- Leading a group or class discussion about the benefits and limitations of ICT.
- Individual or paired work using worksheets or help cards.
- Collaborative writing and design work in groups.

Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.

Activities using ICT are planned in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work. The teacher will intervene where appropriate to reinforce an idea or teach a new point.

Groups will be selected to ensure that all children are equally active and involved in the task and that all have equal access to the computer keyboard.

PLANNING FOR ICT

The QCA units are used as the basis for planning the delivery of instruction in ICT skills. These can be accessed at:

<http://www.standards.dfes.gov.uk/schemes2/it/>

These are intended as guidance and teachers are expected to adapt the ideas to take account of the developing ICT skills of children at Wellgate and possible cross-curricular links.

Foundation teachers use the Early Years Foundation Stage document and use the ICT column to plan appropriate activities for the children.

CROSS CURRICULAR ISSUES

ICT is a tool that allows teachers to teach and pupils to learn some things more effectively in each and every area of the curriculum. Similarly there will be opportunities in all areas of the curriculum for children to use ICT to carry out tasks more effectively or efficiently.

In their planning across all areas of the curriculum teachers will be expected to consider where the use of ICT will be appropriate and opportunities for children to make their own choice of when to use ICT in their studies.

KEY SKILLS

Within the teaching of ICT we will cover the following key skills:

- Communication.

- Working with others.
- Improving own learning and performance.
- ICT.
- Problem solving.

DIFFERENTIATION

It is the policy of Wellgate Primary School to meet the needs of every child. The National Curriculum programs of study set out what most pupils should be taught at each Key stage but teachers should teach the knowledge, skills and understanding in ways which suit their children's abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress.

For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary.

For pupils whose attainments significantly exceed the expected level of attainment, the teachers will need to plan suitably challenging work.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Curriculum planning and assessment for pupils with special educational needs will take account of the type of and the extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirement for curriculum access will be met through greater differentiation of tasks and materials consistent with school-based intervention as set out in the SEN Code of Practice. Teachers will take specific action to provide access to learning for pupils with special educational needs by

- Providing for pupils who need help with communication, language and literacy.
- Planning, where necessary, to develop pupils' understanding through the use of senses and experiences.
- Planning for pupils' full participation in learning.

- Help pupils to manage their behaviour, to take part in learning effectively and safely.
- Help individuals to manage their emotions and to take part in learning.

CLASSROOM ASSISTANTS

Classroom Assistants will be aware of our medium term planning and our short term plans. They will be aware of what children are to do and what children are to learn. They will observe carefully the responses of the children they will be working with later in the lesson to inform the support they will give.

EQUAL OPPORTUNITIES

All children have equal access to the use of computers regardless of race, gender, special needs or disability in order to develop their personal IT capability.

It is recognised that the use of ICT can have a positive motivating effect on many boys. However, teachers will ensure that group or paired work is supervised to ensure that all children are participating in the discussion of the work and in the operation of the computer.

Children with computers at home with email facilities will be allowed to email work done at home to themselves at school.

It is recognised that some children will not have access to computers outside of school. Children should be made aware of the computer facilities available at the local libraries. It is hoped that the school will be able to develop plans for pupils' access to the computer suite outside of teaching hours.

HEALTH AND SAFETY

Staff should ensure that children do not sit looking at a monitor screen for periods exceeding half an hour. Children should be encouraged to sit in a comfortable position and height to reduce the likelihood of strains from using the keyboard. The reasons for these precautions should be pointed

out to children so that they develop an awareness of health and safety issues.

Children are only allowed to access the internet after their parents or guardians have signed the agreement for using the internet. Children need to be made aware of the care that needs to be exercised when using the internet and email. Each year, before these facilities are used children should be reminded of the need to exercise care when searching on the internet and the need to report any unexpected emails that arrive in their in box. Any opportunities for reinforcing the ideas of politeness as a sender and caution as a receiver of messages should be taken.

ASSESSMENT

Assessment is a continuous process of judging a child's work which:

- a) Improves and assists learning and development by showing what is achieved and what needs to be done next.
- b) Identifies strengths and weaknesses and therefore challenges and supports all children.
- c) Is a measure of a child's efforts.
- d) Informs future planning.

Strategies for assessment include:

- a) Planning the assessment techniques in conjunction with the teaching and learning programs;
- b) Interacting with children as they work by talking with them and posing questions;
- c) Working alongside children, listening and observing;
- d) Observing specific/individual groups;
- e) Observing processes in action as well as end products;
- f) Collecting evidence;
- g) Annotating work with details such as context and the amount of support given;
- h) Encouraging reflection and self / group assessment;
- i) Using integrated tasks to determine if children can apply skills they have learnt.

Normally an assessment will be carried out at the end of a unit based on the integrated task to determine how well children can use and apply the

skills they have been taught. Teachers can adapt these tasks to fit in with other curriculum considerations. The children will carry out these tasks individually with the teacher keeping a record of how the children perform. A record of the class results will be sent to the ICT coordinator after each assessment.

RESOURCES

The school has one PC in every classroom including the nursery. All the classes in the main school have an interactive whiteboard connected to the PC. There is a PC in the Head teacher's office, another in the office for the secretary's use and a further PC in the office for the use of TAs. There is a computer in the spare classroom which can be used by anyone in school. There is a computer suite with a further 16 PCs. All these PCs are networked and connected to the Barnsley intranet.

Each member of the teaching staff has a laptop.

There are six digital cameras in school.

Two scanners are available.

A range of software was installed on the computers by Barnsley LEA and further software has been purchased by the school to help cover the range of activities that need to be covered.

The following programs are installed for all year groups:

Word	Starspell
Publisher	Compose World 2
Excel	Music Box
Outlook	i-Read
Internet Explorer	Pawprint
Dazzle	2-Simple suite
Revelation Natural Art	PercyParker
MyWorld	Kar2ouche
SuperLogo	Flexitree
Textease	Flowol
PinPoint Junior	Developing tray
PowerPoint	

Also accessible for all classes are the internet sites:

Espresso

Education City

An ICT manager is employed who is responsible for making sure that frequently consumed items, such as printer inks, are ordered as necessary. The manager can also provide support for limited ICT issues during the week.

Technical support is provided by Barnsley LEA for the maintenance of the hardware installed in the classes, for dealing with any software complications and for maintaining internet and external email access. A technician attends school each Friday morning to carry out whatever ICT tasks and maintenance are required. Jobs for the technician should be written in a book stored in the computer suite.

DEVELOPMENT OF VIRTUAL LEARNING ENVIRONMENT

Barnsley LEA have made Studywiz available to all schools in Barnsley. Wellgate Primary is using Year 5 to pilot the introduction of this during the second half of the 2008-2009 school year. 20 mini-laptops have been purchased to enable pupils to access Studywiz in lessons.

The results of the Year 5 pilot will be considered in the final half term and plans made for extending the its use to further year groups in the 2009-2010 academic year.

THE ROLE OF THE ICT CO-ORDINATOR

The ICT Co-ordinator is responsible for:

- Monitoring the teaching of ICT, continuity and progression throughout school and the progress of the pupils through
- half termly collection of medium term planning and samples of pupils' work.
- To coordinate with the ICT manager, who will receive information from other staff regarding any problems with equipment or software and then to deal with the problem or if necessary contact the Barnsley IT helpdesk, and provide extra support if necessary.
- Identifying training and INSET needs of staff within the school.

- Purchasing resources when the budget allows.
- Reviewing the ICT policy.

TEACHING STAFF AND THE ICT CO-ORDINATOR ARE RESPONSIBLE FOR:

- The assessment of pupils.
- Meeting the statutory requirements of the ICT National Curriculum.
- Curriculum Development.
- Ensuring the consistent implementation of the ICT policy.
- Ensuring continuity and progression between year groups.

MANAGEMENT INFORMATION SYSTEM

Email is used as a regular communication method between staff. Staff are encouraged to look at their email on a daily basis. This provides a method of disseminating and sharing information between SMT and other staff and vice versa. It is recognised that urgent messages need another method of passing to staff.

In the shared area of the system are stored templates of planning documents and SEN documents.

Registration is carried out electronically using Sims on the classroom PCs.

The Studywiz calendar is to be trialled during the Spring Term 2009 to facilitate sharing of information.

STAFF USE OF INTERNET FACILITIES

As the school has broadband permanent connection to the internet all staff are encouraged to use the internet and email facilities as this will develop their own skills.

Staff are reminded that internet use is monitored by the local authority and that sensible judgement should be exercised as to the sites which are visited. Inappropriate access contravenes the school's and local authority's code of conduct and could result in disciplinary action.

Similarly use of email should be considered carefully. All emails are held on record. No emails should be sent which could bring the school into disrepute. Staff need to be aware that parents have a right to see the contents of any emails which make reference to their children and should ensure that any comments sent by email are treated with the same thoughtfulness as paper messages.