

# Paisley Primary School - ICT Policy

## **Philosophy**

Through information technology the school aims to prepare pupils to participate in a rapidly changing world. Increased ICT skills promote independent learning and gives greater access to a wide range of ideas and experiences. It enhances the quality of children's work across the curriculum and should enhance and enrich the learning process. All children from Nursery to Y6 have access to information and communications technology.

## **Aims**

To give all children the opportunity through the ICT scheme of work and other curriculum areas to develop ICT skills. To encourage children to design, develop, explore and evaluate models of real or imaginary situations. To measure and control physical variables and movement. To make informed judgements about ICT applications and their effect on the quality of life for society and the individual. The school aims to ensure that children become familiar with ICT in many contexts. Children are encouraged to take greater responsibility for their own learning and to decide when it is appropriate to use ICT. The school aims to develop children's skills and confidence in using ICT in a wide range of situations.

## **Objectives**

The children are encouraged to develop confidence in using hardware and software and other IT equipment.

- to use ICT to manipulate and present written work, images and sounds to convey information effectively
- to store information, retrieve it and present it in ways which enhances interpretation and analysis
- to be aware of the role of ICT in the control of equipment encountered in daily life
- to be able to discuss the use of ICT and its place within real contexts

Through providing appropriate experiences, children will achieve ICT competence, acquiring knowledge about the application and implications of ICT, the necessary skills to apply ICT in a variety of contexts and a better understanding of the role and potential of ICT.

## **Equal Opportunities**

ICT is appropriate for both boys and girls from all backgrounds and abilities. All children are encouraged to become competent in the use of ICT skills. The image of computers being a 'masculine' interest is discouraged. All teachers are role models for children and female teachers should be aware of their influence. All teachers are encouraged to display a positive attitude towards ICT. Groups are mixed sex and ability and the class teacher ensures that no one child dominates within a group.

## **SEN/Differentiation**

ICT can be a great motivator for children with behaviour difficulties and can enable greater access to the curriculum for children with learning difficulties. Word processing skills can enhance the presentation of work and improve the self-esteem for children who have coordination difficulties. Interactive books can reinforce independent reading skills and phonic and spelling games can improve basic literacy skills. Software specifically recommended by SEN professionals is used with individuals and groups. Each subject Co-ordinator should consider how ICT can enhance access to the curriculum for children with difficulties.

## **Planning**

It is desirable in ICT to have a high level of reinforcement to ensure competence and confidence. Information technology has a strong cross-curricular element and this is reflected in planning and timetabling for ICT activities. The medium term plan identifies the progression of skills and highlights the area each teacher needs to focus on each half term to achieve this.

Each class has at least one, often two, sessions timetabled in the computer room to allow the class teacher to focus on targets within the medium term plan and leaving time for cross curricular activities. Each half term the medium term plan highlight cross curricular links and the class teacher is encouraged to identify relevant links themselves as opportunities arise. Subject co-ordinators are also expected to make subject links with ICT. It is intended that these cross curricular links will be strengthened as the curriculum develops. As children develop their ICT skills it is important to use and reinforce these skills in other curriculum areas.

Skills developed in the computer room should be reinforced in the classroom where this is possible. The Long Term Plan identifies broad skill areas linked to the National Curriculum (2000) It has also been cross referenced to the QCA Scheme of work. The Medium Term Plan links this with programmes available on the networked system and other programmes available in school.

Each class teacher has a file containing Long and medium term plans and related documents.

## **Whole School Action Planning**

The ICT Development plan is updated annually for inclusion in the schools strategic plan for the year. All staff are encouraged to contribute to the development plan either individually or through year group/key stage teams, subject co-ordinators, staff meetings etc. The ICT Co-ordinators take overall responsibility for ICT within the school. Regard has been given to the ICT Response to OFSTED in the development of ICT throughout the school to date and will continue to be based on good practice and evidence from BECTA, OFSTED etc.

## **Monitoring**

The effectiveness of planning is monitored at key stage planning meetings. The LTP and MTP are reviewed annually. The policy is reviewed annually and the Development plan is reviewed prior to its inclusion in the school's strategic plan, also annually. The ICT Coordinator monitor the quality of teaching and learning as part of a two year cycle of monitoring linked to School Self Evaluation. Evidence of monitoring is kept in the Coordinator's file. An annual audit of resources is carried out to enable long term planning to be effective.

A portfolio of children's work is kept by the ICT Co-ordinator with the support of other staff as appropriate. The portfolio is available to all staff to moderate children's work and provides evidence of achievement and progress across the age range.

## **Assessment**

The class teacher is aware of skills and targets set in the medium term plan and should provide ample reinforcement for learning to take place. The class teacher is expected to identify children who are underachieving in a particular area and direct extra support. A more structured assessment programme will be developed to assist in this.

## **Recording**

Teachers will record progress through comments in their marking books and short term plans, and on termly assessment sheets. Pupils will keep pieces of work for their records of achievement.

## **Reporting**

An annual comment is made on the individual school report to parents in the summer term. Termly target setting meetings with parents give an opportunity for comment on progress if needed.

## **Homework**

Homework for ICT is not set on a regular basis but children are encouraged to use ICT when appropriate, to assist them in research or the presentation of information for example. Teachers use their own discretion when setting ICT homework.

## **Resources**

The networked system provides the children with the opportunity to develop word processing, spreadsheet, database and drawing skills. The system extends to include LOGO and control applications, desk top publishing and design packages relating to technology, art and music. The system uses a variety of professionally produced software titles, which have the flexibility to allow differentiation of task and progression within and between applications. Children have access to the INTERNET and there is a separate INTERNET policy in place.

The ICT co-ordinator responds to recommendations from subject managers on purchasing software relating to other curriculum areas. The long term plan for resourcing includes adding classroom computers to the networked system, in order to meet the ratio of 1: 8 by 2004/5 (or as soon as possible). Interactive whiteboards and the associated multimedia equipment are a high priority. Additional and/or updated software will be added as appropriate. As existing equipment becomes obsolete it will need to be replaced and this needs to be reflected in the ICT budget allocation.

## **Health and Safety**

All cabling, networking and electrical work is carried out by professionals. Children have been supplied with adjustable chairs for comfort at the work station and sessions on the computer are limited to one hour not continuous working. Pupils are supervised closely and access to the internet is restricted through the LEA intranet provision. Lighting has been specifically designed for the computer room and the carpet is anti-static. All software used has the appropriate site licences.

## **Security**

All equipment throughout the school is security marked. All security numbers are recorded. The ICT network was located in a specially chosen room for its security. There are no windows facing the street and access is limited due to an indoor courtyard. Windows onto the internal corridor have been boarded up and there is a security door as access. Insurance is covered through the schools normal insurance arrangements. The system is backed up regularly and virus protection systems are in place.

## **Maintenance**

The network is managed, maintained and supported by CMS who have offered good service to date. The ICT co-ordinators also give support on occasions but this should not be the norm.

## **Professional Development**

Delivering a successful ICT curriculum depends as much on well trained and confident teachers as on appropriate hardware and software. One of the school's greatest investments is in the training of teachers with the new technology. ICT capability for all staff must be seen

as a natural precursor to ICT capability for all pupils. Opportunities are provided for staff to take advantage of Inset arrangements and access to ICT resources for personal practice.

The school has undertaken an extensive programme of staff development. The RM Network system came with vouchers which were used to train teaching and support staff in using the system. The school has a good relationship with HUMMEC who have provided high quality and relevant training over a number of years. Support staff, parents and governors have all been involved in training programmes. During the spring term 2000 the staff embarked on its NOF training through the Schools Learning Programme. ICT will continue to be an important element of our professional development programme, particularly as new software and technology is purchased.

### **The Role of the Co-ordinator**

- To write the ICT Policy with the support of the ICT Development Team
- To write Long Term and Medium Term Planning
- To support staff in the planning process
- To monitor progress and the quality of teaching and learning
- To keep a portfolio of children's work
- To organize a relevant programme of staff development
- To liaise with other subject leaders to support ICT across the curriculum
- To liaise with governors
- To audit regularly to identify future needs and policy
- To inform and support the staff on ICT issues

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