

ICT VISION STATEMENT

ICT is crucial for everyone's future in modern society and at St. Gilbert's it is an integral part of learning, teaching and communicating in an interactive way.

At St. Gilbert's we aim to develop the 3 "I"s for all:

- ICT skills of everyone in the school so that they are confident and independent.
 - Interactive learning for adults and children through a range of current technologies
 - Independent learning for life
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Policy Aims and Objectives

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

- providing all pupils with their National Curriculum entitlement and helping children to achieve the highest possible standards of achievement.
 - helping all children to use ICT with purpose and enjoyment whilst increasing their motivation and confidence
 - To prepare pupils to participate in a rapidly changing world.
 - To use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.
 - To help pupils with special educational needs to increase their independence in all areas of the curriculum.
 - To encourage the flexibility needed for children to adjust to and take advantage of future developments in ICT.
 - To enable pupils to take greater responsibility for their own learning and provide opportunities for them to decide when it is appropriate to use ICT in their work.
 - To be able to talk about their use of ICT and its place within real live contexts.
 - To enable children to access a wider variety of resources throughout the world, thereby enriching their experiences.
 - Using ICT to develop partnerships beyond the school
 - Helping all children to become autonomous users of ICT
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Key Personnel

The role of senior management

The overall responsibility for the use of ICT rests with the senior management of the school. The Head, in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum;
 - decides the provision and allocation of resources ;
 - decides ways in which developments can be assessed, and records maintained ;
 - ensures that ICT is used in a way to achieve the aims and objectives of the school;
 - ensures that there is an ICT policy, and identifies an ICT co-ordinator.
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The role of the ICT co-ordinator

The designated teacher should:

- promote the integration of ICT within appropriate teaching and learning activities, develop and monitor the contributions of subjects to its cross-curricular use ;
- manage the provision and deployment of resources and give guidance on classroom organisation support
- encourage colleagues
- act as a contact point between the school and support agencies ;
- have an in-depth knowledge of the area.
- support and advise other members of staff.
- audit resources within the school.
- order and organise resources in a way in which they are easy to use and accessible to all members of staff.
- ensure that there is progression and continuity in Information and Communication Technology across both Key Stages.
- work alongside teachers to ensure that there is good practice, and to gain an overview of practice in all Key Stages.
- develop record keeping and assessment procedures for Information and Communication Technology.
- provide in service training as and when required.
- keep up-to-date with changes in the National Curriculum and commercially available resources.
- develop and implement a scheme of work.

The role of the teacher

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT. It is therefore the responsibility of the teacher -

- to ensure that Information and Communication Technology is incorporated into their medium and short term planning.
- To discuss the children's work and make appropriate interventions to improve their skills and knowledge.
- to encourage children to share, discuss and reflect on their work with other children.
- to help the children draw on skills and knowledge they have learnt in other areas of the curriculum.
- to help children assess and evaluate their own work and the work of others.
- to be aware of Health and Safety issues connected with the use of Information and Communication Technology equipment.

The Organisation and Implementation of ICT

Information technology is unique within the National Curriculum, as it is the only cross-curricula element with its own attainment target. Although there are times when skills have to be taught as pre-cursor to cross-curricular use it is not intended that ICT will be delivered in isolation. Children's learning experiences in ICT across the curriculum must support and reinforce each other. This requires planning for coherence of learning experiences. This ensures that available time and resources are utilised effectively.

- ICT will be implemented through the guidelines laid down in the National Curriculum and Early Learning Goals.
- Careful planning is necessary to ensure that all children have sufficient time to develop and implement their computer skills and are able to access the latest hardware and software available in school.
- Careful monitoring of children ensures that all individual skills are developed.
- Teachers should be aware of their influence on children and, with support and guidance, develop their own competence in the use of technology.
- The use of the ICT suite is timetabled to enable all children to have equal access to its facilities.
- The school has a wireless network with internet and e-mail access
- Opportunities to enhance the presentation and participation of teaching and learning are sought through the use of interactive whiteboards, digital projectors and other relevant hardware.

Progression within ICT

The emphasis of ICT is its use as a tool to provide experiences that enrich children's learning within the context of the whole curriculum. In terms of the strands of ICT experience, the context of the activity is just as important as the activity itself. Therefore it is important to offer reinforcement of activities so that children gain ICT capability in a variety of contexts.

- The QCA scheme of work is used as a resource to develop the children's ICT skills and understanding. These skills are not necessarily taught in isolation but where appropriate are taught through other subject areas.
- The QCA units are used annually but with a key focus for each term whilst making reference to the remaining units. This covers the two year cycle.
- Cross-curricular planning identifies the use of ICT to enhance teaching and learning.

The type of hardware used and the machine specific skills are not significant in the quest for ICT capability. It is the context in which ICT is being applied that is of most importance. Progression can be afforded by working in different contexts, providing more challenging tasks, increasing the complexity of the situation in which the skills are applied and in some cases by utilising more varied software facilities.

Assessment

- Teacher assessment of skills are made continuously which informs target setting and future work.
- Assessment criteria for QCA schemes of work are used as formal assessment.
- Self-assessment of skills by children is on going and is monitored by the staff when appropriate.

Software policy

Educating children in and through ICT demands that one identifies the curriculum needs, selects appropriate software and then considers the hardware. In choosing the software tools, there has been a strong emphasis on content free and general software which are appropriate within a cross-curricular context. Therefore it is intended all children have access to the following software :

- a word processor
- a database
- a spreadsheet

- a drawing/art package

The Granada Toolkit package provides all the software listed above.

Additionally it is intended that there should be opportunities to:

- explore LOGO and control applications;
- develop Desk-top Publishing;
- use design packages relating to technology, art, music;

There are many different packages available in the software library for the tasks listed above.

A Hardware Policy

Equipment which supports the use of mouse driven, graphic interfaces with windows, icons, menus and pointers is seen as providing a supportive environment for children's work. Such hardware allows the opportunity to narrow the gap between the software of the classroom and that of the world of work, whilst giving access to a much wider variety of professionally produced software titles, which will have the flexibility to allow differentiation of task, and progression within and between applications.

Opportunities to work with non-computer ICT are essential. This includes knowledge of remote control TV'S, video and tape recorders, cameras and the like.

Replacement / New equipment / Security/Maintenance

The falling cost of new equipment and the rising cost of repairs mean that there will come a point where the equipment may have to be written off over a set period of time. New equipment will be purchased on a rolling program.

Serial numbers have been recorded in the school inventory and equipment is security marked, including keyboards, printers and other peripherals.

Great importance is attached to the security of programs and data backups. Hardware can ultimately be replaced if stolen or vandalised; however our schools data is unique to us. Procedures for making backups and virus protection systems (weekly) are in place.

Maintenance contracts are in place for both server and client machine hardware.

Internet and the National Grid for Learning (NGfL)

The advent of the World Wide Web and National Grid for Learning will have a huge impact upon the teaching and use of ICT within schools. It will facilitate the access of information via libraries and other establishments across the globe, with up to date data on line 24 hours a day. It will enable transfer of data by electronic means, affording pupils the opportunity of sending and receiving e-mail as the norm. It will revolutionise administration in terms of working practices.

St Gilbert's Primary School intends to be part of this revolution. However it will not be an overnight transformation. The foundations are being built now. These include:

- The school subscribes to the LEA Managed Internet service (NetLinc). This ensures shielded access.
- Staff will be trained in the Internet although some are already using their own machines at home. They are encouraged to use resources of NGfL.
- There will be in place a signed agreement between students/parents and the school, acknowledging clearly defined guidelines relating to use of the Internet.
- Network and server design to allow multi-user access (i.e. more than one pupil/adult being active on the Internet simultaneously).
- All children and staff have an e-mail address, and will be encouraged to develop contacts with children in other areas of the world (e.g. 'pen pals'). The LEA will offer as part of its 'managed service', an e-mail filtered option, using official government allocated addresses. The school will subscribe to this service.

- The school will eventually set up its own Intranet and web site in order to deliver our 'anytime learning' vision.

School Internet Policy

Today millions of people regularly use the Internet and e-mail to communicate. Their usage is predicted to continue to rise, as global communications become part of our daily and social economic life. Already there is a huge wealth of educational resources available on the Internet and this too will continue to grow. At St Gilbert's Primary School we believe that pupils should have the opportunity to access these resources to support their learning.

The Internet provides access to a greater library of resources than could ever be provided in school. However, whereas the resources in school are carefully designed to be consistent with national and school policies those on the Internet are not. Teachers will therefore always be on hand to help pupils choose appropriate Internet resources.

The Internet also contains materials of a potentially offensive nature. The school will only connect to the Internet through the LEA service provider that will employ measures that will make access to such material difficult. The school will take appropriate action against anyone attempting to or succeeding in accessing such materials using school facilities. The school will therefore reserve the right to monitor pupil folders and work stored on the school ICT equipment. Pupils will not be allowed to access the Internet or e-mail unsupervised. Media is not to be brought in from home without the prior consent of a teacher. All St Gilbert's Primary pupils have an e-mail address, which will be publicly accessed by all.

Parental permission will be sought for each child before they access the Internet or electronic mail. A tear off reply slip to be filed with each pupil record (see Appendix 1). Each class teacher will keep a record of pupils who are entitled to use the Internet and e-mail and who are not. Pupils will need to have understood the school rules concerning Internet and e-mail use (see Appendix 2). Teachers will regularly remind pupils of the rules.

The ICT co-ordinator will provide guidance to teachers and pupils on their use of the Internet and e-mail. The ICT co-ordinator will work towards the development of school web pages, which include pupils' work, and also resource listings of other suitable web sites. These should help to guide pupils towards resources, which are appropriate for their age range and ability. It is intended that pupils will be closely monitored whilst on-line.

Staff Development

Teachers need to become familiar with the educational uses of ICT as well as with the hardware / software which supports ICT. These will constantly change as teaching and learning methodologies evolve and technical developments allow ICT to be used in new curriculum applications. One of the greatest investments is in the training and familiarisation of teachers and adult support staff with the new technology.

All teaching staff will have had access to training opportunities. Adult support staff will have access to in-house courses.

Access to the curriculum

The strength of ICT is that it can provide equality of access to the curriculum for all children, which allows them to function at their optimum level, either as an aid to communication or a means of controlling their environment, as well as an integrated aid to learning. The provision of resources should also take into account the needs, abilities and interests of individual children, especially:

- younger children

- younger who have a special skill or talent
- children who speak a language other than English children who experience difficulties with learning children from ethnic backgrounds
- children with physical and sensory difficulties
- offering equality of opportunity for both girls and boys

Equal Opportunities and the use of ICT

Computers are becoming an everyday fact of life for the children in our schools. It is important, therefore, that all children, girls and boys, those with low attainments and those with high attainments, irrespective of ethnic and social background, feel comfortable with them.

Familiarity gives confidence and confidence breeds enjoyment and motivation. This has been demonstrated to be particularly evident for children with special educational needs.

Careful planning is necessary to ensure that all children have sufficient time to develop and implement their computer skills. To ensure each child is catered for, the following points should be taken into consideration

Groups should be mixed sex and / or ability wherever possible. Careful monitoring of these groups is necessary to ensure that no one child dominates and that individual skill development is recorded.

All teachers are role models for children. Teachers should be aware of their influence on children and develop their own confidence and competence in the use of the computer.

Welfare, Health and Safety Issues

The following issues have been considered and included in the installation of ICT equipment.

- Annual Electrical Safety Check
- Maintenance of Hardware (server and client contracts)
- Electrical Supply Systems to include cabling and networks.
- The IT Workstation to include its design and environment, the seating position and its location.
- The Data Protection Act 1984 to include registering the Governing Body and the Head Teacher and who may access the data, - any Parent & Person with Parental Responsibility or Child
- Internet and E-mail – shielded and filtered systems and signed agreements. (NetLinc)
- Software copyright with regard to Networks, Single copies and Licences.

Policy Update

The speed and nature of technological development is such that a major update will be undertaken each year.

Appendix 1

Internet Parent Permission Form

Please complete and return this form to the head teacher.

Pupil

As a school user of the Internet, I agree to comply with the school rules on its use. I will use the network in a responsible way and observe all the restrictions explained to me by the school in the "Responsible Internet Use" policy.

Pupil Signature _____ Date: __/__/__

Parent

As the parent or legal guardian of the pupil signing above, I grant permission for my child to use electronic mail and the Internet. I understand that pupils will be held accountable for their own actions. I also understand that some materials on the Internet may be objectionable and I accept responsibility for setting standards for my child to follow when selecting, sharing and exploring information and media.

Parent Signature _____ Date __/__/__

Name of Pupil _____ Date __/__/__

Form class _____

Home Telephone _____

Responsible Internet Use

We use the school computers and Internet connection for learning. These rules will help us to be fair to others and keep everyone safe.

- I will ask permission before entering any Web site, unless my teacher has already approved that site.
- On a network, I will use only my own login and password, which I will keep secret.
- I will not look at or delete other people's files.
- I will not bring floppy disks or CD ROMS into school without permission.
- I will only e-mail people I know, or my teacher has approved.
- The messages I send will be polite and sensible.
- When sending e-mail, I will not give my home address or phone number, or arrange to meet someone.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.
- I know that the school may check my computer files and may monitor the Internet sites I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.

The school will exercise this right, by electronic means, to regularly monitor the use of the school's computer systems. This includes; the monitoring of web-sites, the interception of E-mail, the deletion of inappropriate materials in circumstances where we believe unauthorised use of the school's computer system is or may be taking place, or the system is, or may be being used for inappropriate purposes, or for storing text or imagery which is unauthorised.