Little Sutton Primary School
I.C.T. Policy

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Information Communication Technology (I.C.T). I.C.T. plays a huge part in every day life and, therefore, this is reflected in our school. It is a high priority for us here at Little Sutton and is embedded throughout the curriculum.

"I.C.T. 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, educational establishments will also be helping students become knowledgeable about the nature of information, comfortable with new technology and able to exploit its potential."
(HMI Information Technology from 5-16)

What is Information Technology?

Information Communication Technology is concerned with the means by which information is gathered, organised, stored, processed, preserved and communicated using micro-electronic systems. There is an abundance of equipment that carries out these processes. Such equipment includes computers, voice operated equipment, programmable toys, calculators, sensors, electronic musical instruments, video recorders, cassette players, DVD players, photocopiers, digital cameras, film projectors, interactive whiteboards, washing machines, telephones, fax machines and scanners.

How do we define I.C.T. capability?

Pupils should be able to effectively use I.C.T. equipment and tools. They should be employing these to analyse, process and present information, to model, measure and control external events and make informed judgements about the application and importance of I.C.T., and its effect on the quality of life.

Our Aims

Our aims are that:

a) I.C.T. be presented as a process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills.
b) Pupils appreciate the relevance of I.C.T. in our society and see it as an essential tool for learning, communicating, researching and controlling and understanding their environment. They will be able to decide when it is appropriate to use I.C.T.
c) Pupils develop confidence and satisfaction in the use of I.C.T.
d) All pupils are extended in each area of the I.C.T. curriculum so that they reach their full potential.
e) Opportunities for I.C.T. are incorporated into all areas of the National Curriculum on a daily basis.
f) Children will be encouraged when communicating with others and accessing a variety of data to evaluate information appropriately.
g) All staff receive appropriate training and support to enable them to enhance and extend teaching and learning using I.C.T. and further develop personal confidence and knowledge and understanding.

Our Objectives

In order to achieve the aims set out above, I.C.T. is incorporated into the whole curriculum.

Computers will be used to enable pupils/staff to:

- Appreciate that computers can be used to store, retrieve and manipulate information in a variety of forms.
- Provide alternative effective methods of carrying out tasks which may be carried out in other ways.
- Manipulate, communicate and present information in the form of word and pictures through the use of word-processing, graphics and desk-top publishing packages.
- Store, manipulate, interpret and communicate information through the use of information-handling packages of various kinds including spreadsheets.
- Gain insights into the ways in which computers may help them and ways in which they are used in society.
- Understand that there are a variety of ways, though the use of mice and interactive whiteboards, to communicate with computers.

Interactive Whiteboards will be used to:

- Provide an interactive, stimulating and highly visible classroom resource that can be incorporated into all subject areas.
- Provide another way of communicating with computers.
- Develop alternative/enhanced ways of teaching and learning catering for all styles of learner.

Floor turtles and other control equipment will be used by pupils to:

- Formulate sets of instructions, test the effects these produce and amend the instructions depending on the outcome.

Audio visual equipment will be used to:

- Provide alternative means of communicating.
- Develop an understanding of how this equipment is used in everyday life.
- Explore alternative teaching and learning opportunities, utilising motivating technology.

Electronic music equipment will be used to enable pupils to:

- Store, manipulate, organise and present information in the from of sound.

The National Curriculum

The National Curriculum for ICT requires that I.C.T. capability be developed and applied during the study of National Curriculum subjects. At Little Sutton, opportunities are planned into Specific I.C.T. lessons and then skills and attitudes are reinforced, built upon and extended during other subject lessons. The scheme of work outlines opportunities for these cross-curricular links, for example, the use of databases in Science and Maths topics. The I.C.T. co-ordinator will liase with specific curriculum subject co-ordinators to ensure these opportunities are maximised.

The I.C.T. curriculum is split into four main areas:

a) Finding things out
b) Developing ideas and making things happen
c) Exchanging and sharing information
d) Reviewing, modifying and evaluating work

The school has a scheme of work which details the coverage, progression and content for these four areas, breaking them down further and providing specific guidance on hardware/software to be used and possible activities. The skills

associated with these headings have been divided between the year groups to ensure full coverage, age suitability, progression and a wide range of technology based experiences. The teacher will always try to be flexible within this scheme of work and always start from the pupils' abilities.

Equality of opportunity

The I.C.T. curriculum will be accessible to all pupils. In line with the Special Needs and Equal Opportunities policies of the school it will be necessary to present work appropriately differentiated to meet the need of the individual pupils bearing in mind the entitlement of:

a) Children with S.E.N.
b) Gender and positive encouragement of girls to improve I.C.T. skills
c) Children with specific physical needs
d) Pupils from all cultures

Assessing, Monitoring and Recording I.C.T. capability

As I.C.T. is skills based the assessment needs to be ongoing so that the teacher can match work to the abilities and needs of the pupils as they progress. Much of this will be teacher observation , but may also be based on product/outcome. The formal assessment of I.C.T. will take place once during the academic year. Copies of these assessments will be held in assessment folders and in the co-ordinator's folders.

Three pupils from each class are also tracked during each academic year to ensure progression. Each pupil has a folder containing samples of all I.C.T. related work, this is assessed against National Curriculum levels of attainment and moderated in staff meeting time. A report is given on I.C.T. at the end of each school year, in line with the school's policy on Reporting to Parents.

I.C.T. teaching and learning is evaluated by the I.C.T. co-ordinator and senior management team through non-contact time to observe teaching of skills and monitor the planning. Samples of pupils' work are gathered on a yearly basis to form a portfolio of exemplar work. This is displayed in the I.C.T. suite, along with displays from each year group.

Teaching and Learning styles

We aim to cater for a variety of different learning styles by encorporating a variety of different teaching strategies. By using a variety of different hardware/software and related activities all main style are catered for.

Possible strategies include:

a) Teacher modelling/demonstration
b) Individual/paired work
c) Collaborative work in groups
d) Class discussion
e) Pupil participation during whole class activities

Managing Resources

HARDWARE –

Little Sutton has both class based computers and a purpose built I.C.T. Suite. Each Key Stage 1 classroom has two networked computers at a permanent I.C.T. bench. Key Stage 2 classrooms have 1 permanent networked work station and two wireless laptops. These can be pooled within the key stage/year group to support larger quantities of pupils. Each classroom has its own projector and interactive whiteboard, stereo, combined video/DVD player and listening centre. A digital VCR camera and 5 child-friendly video cameras are also available for use.

The I.C.T. suite has 32 networked work stations that were updated in Term 2, 2005. The suite also has an interactive whiteboard with a projector. The server room is also an integral part of the suite. Master copies of manuals for programs, licences, additional software and spare peripherals are also held in the server room. A mobile projector is available with a VCR for flexible use.

Roamers are stored in the Multi-media area cupboard. Each key stage has a digital camera which is stored in a centrally agreed location. The MMA is also equipped with a projector linked to a computer/VCR/DVD and terrestrial television channels for class/year group use.

SOFTWARE-
Edit Ability software package runs across the network. A wide range of other software is also available across the network to support specific I.C.T. skills and other curriculum areas. Each class teacher has a specific software list appropriate to their year group. Lightbytes Plus and Keybytes are used to teach specific I.C.T. skills, which are then applied in meaningful learning situations.

Health and Safety
I.C.T. offers a range of benefits for teaching and learning, but all computers and devices need to be used with care. The following points must be considered by all users of I.C.T. within the school environment.

- All electrical installations must be carried out by a qualified electrician.
- All equipment must be of a reliable standard and checked annually by qualified electricians.
- Ensure that no cabling is trailing on the floor.
- Ensure that seating is suitable for the size of child using it.
- Ensure that benching is sturdy enough to withstand the weight of hardware and peripherals.
- Height, position and distance of monitors and keyboards from pupils when working must be considered.
- Ensure that children are able to reach interactive whiteboards safely.
- When using data projectors and interactive whiteboards, ensure that pupils never look directly into the beam of the projector. If presenting to the class and entering the beam, pupils must not look towards the audience for more than a few seconds. Ideally, backs should be kept to beams at all times.

This information was provided by Becta. Further guidance can be found at www.ictadvice.org.uk/index.

Future Priorities
The school has an annual I.C.T. development plan which outlines future developments. This includes training, hardware updates and website issues. A 3 year hardware plan is also in existence to ensure constant replacement/development of hardware.

Roles and Responsibilities
Mrs C Hawkes is ICT Co-ordinator.

I.C.T. technicians are employed within the cluster and are available on a weekly basis to provide technical support and development of I.C.T. within the school.

Review and Evaluation
This policy will be reviewed and evaluated on an annual basis.

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