

ICT Policy Document

Black Firs School

Introduction

The development of Information and Communications Technology is changing at home and in the community and pervades every aspect of our lives. The impact of ICT on the lives of our pupils continues to grow and it is essential that they can take advantage of ICT opportunities and understand its effects. So that in the future they will be confident and competent users.

Therefore, it is important that pupils in our school gain the appropriate skills, knowledge and understanding to have the confidence, creativity and capability to use ICT throughout their lives. All pupils in our school should be encouraged to become originators and creators rather than passive users of information technology systems. This will often involve the development of high level skills such as multimedia authoring, developing internet resources, research skills and the capability to design control systems.

ICT will be used in all subjects where appropriate. ICT is a cross-curricular competence, which is, concerned which the acquisition, storage, manipulation, interpretation and telecommunication of information and involves creating, collecting, organising, storing, processing and presenting information for specific purposes by electronic means.

The implementation of this policy is the responsibility of all members of staff.

Aims of Information and Communications Technology in our school

To provide pupils with opportunities to develop their ICT capabilities in all areas.

To allow pupils to gain confidence and enjoyment from their ICT activities and to develop skills which extend and enhance their learning throughout the curriculum.

To develop pupils' awareness of the use of computers, in the classroom, in everyday life in a variety of contexts.

To develop pupils who are critical users of ICT capable of evaluating the potential of computers and also their limitations.

To develop logical thinking and problem solving skills and research techniques.

To provide opportunities for pupils to gain knowledge about ICT tools. These may include CD-ROM, word processors, databases, control devices, spreadsheets and software for processing sound and images.

To offer pupils and teachers opportunities to search for information from a wide range of sources based throughout the world via Internet and email. To develop an awareness of bias in reporting and to check for authenticity.

To encourage pupils to become autonomous, independent users of ICT both as a learning resource and as a discipline in its own right.

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To develop a whole school approach to ICT ensuring continuity and progression for all pupils

To foster positive attitudes towards ICT, understanding its potential and show confidence and enjoyment in its application.

Strategic Management

Role of the ICT Coordinator

- Highlight areas for the development of ICT within the School Development Plan.
- To assist the Headteacher with the purchase and maintenance of equipment and software licences.
- Ensure that all equipment is safe to use.
- Review and keep a record of Continuing Professional Development needs of all staff and provide suitable training opportunities.
- Disseminate relevant information to all members of staff.
- Keep up to date with developments and new technologies through relevant documents, magazines and internet sites.
- Ensure a whole school approach to the planning, recording and assessment of ICT.
- Ensure that this policy is successfully implemented throughout the school.
- Review and update this policy periodically.

Continuing Professional Development.

This will be provided as school based training or through courses run by the LEA via Cheshire Micro Unit or other providers. The ICT coordinator will discuss with colleagues their training needs and encourage them to attend relevant courses or plan whole staff INSET through staff meetings or a Staff Development Day.

Implementation & Curriculum Organisation

Pupils whether working at Foundation level, Key Stage One or Two in the core and foundation subjects will be encouraged to develop ICT capability with the appropriate hardware and software and Internet access. The pupils will be encouraged to develop their knowledge skills and understanding to facilitate :

Finding things out

Developing ideas and making things happen

Exchange and share information

Review, modify and evaluate their work as it progresses, as outlined in the National Curriculum orders for ICT.

While planning, colleagues should consider whether pupils are:

1. Developing ICT skills, knowledge and understanding
(i.e. discrete ICT lessons)

2. Using ICT to enrich and extend their understanding of another area of the curriculum
(e.g. using a CD-ROM to research a topic in History)

3. Developing or using their existing ICT skills whilst working in a different curriculum context (e.g. reinforcing word processing skills when working on a Geography project, using a computer to develop a graphical image).

Progression

The school recognises that progression in ICT involves four main aspects: -

- ♦ The progressive development of pupils' skills, knowledge and understanding
- ♦ Breadth of ICT applications
- ♦ Increased complexity of contexts in which ICT is applied

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- ♦ The growing autonomy of the pupil in their learning

Differentiation

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example pupils who are progressing rapidly should be encouraged to extend their ICT experiences either through use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the task, which has been set.

Assessment, Recording and Reporting

Pupils' ICT capability and work are assessed during each major experience in line with the School's programmes of study and reported to parents at the end of each academic year.

Equal Opportunities

Priority will be given to ensure equality of access and quality of experience for all pupils irrespective of race, gender, disability, age or class to develop their own level of ICT capability.

We must ensure that all our pupils:

1. Have equal access to ICT resources
2. Have equal opportunities to develop ICT capability
3. Use software, which is appropriate to their ability

Pupils with Special Educational Needs

Pupils with Special Educational Needs benefit from using ICT as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise ICT should be maximised.

Health and Safety

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

1. Pupils should not be allowed to switch on the power at the mains.
2. Equipment should be situated away from water and blackboards.
3. Pupils should always be supervised when using electrical equipment.
4. All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with County Council guidelines.
5. Pupils should not be allowed to carry heavy equipment.
6. Appropriate seating and work surface heights should be ensured appropriate to the size of pupils using them.
7. Adequate levels of lighting and ventilation should be ensured at all times.

Resources

The school is committed to an ongoing programme of replacement and enhancement of ICT equipment and software to deliver the requirements of the School Curriculum to our pupils and to match the DfEE guidelines for baseline provision of ICT resources.

(See ICT Audit for current levels of ICT equipment)

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