

WINTON PRIMARY SCHOOL



INFORMATION & COMMUNICATION TECHNOLOGY POLICY

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Information and Communication Technology Policy

AIMS

In addressing the requirements of the National Curriculum, it is our aim at Winton Primary School to provide, for all our pupils, a broad and balanced experience of ICT. This should enable them to become confident and effective users and be able to apply their developing skills purposefully and critically in a range of contexts.

ROLES AND RESPONSIBILITIES OF STAFF

The Head Teacher is responsible for ensuring that there is an ICT Policy and that it is implemented.

The ICT Co-ordinator is responsible for:

- monitoring the delivery of the ICT policy and the scheme of work
- organising and maintaining resources
- providing advice on appropriate use of ICT in the National Curriculum
- supporting colleagues through the school-based Inset programme
- using the particular strengths and interests of colleagues to the best advantage of the children
- keeping up to date with developments in ICT

The Class Teacher is responsible for:

- developing pupils' ICT capability in line with school policy and the scheme of work
- teaching the children to take proper care of ICT equipment and ensuring that they do so
- ensuring safe use of ICT resources in accordance with the 'Acceptable Use' policy

RESOURCES

The current list of hardware and software is in Appendices 1 and 2, attached.

Each class teacher is issued with an "ICT Guide" [green ring binder] which details the use of the key software and hardware in use in the school and contains information on basic computer skills.

An information sheet will be available in the "ICT Guide" concerning the safe use of computer hardware and advice on its care and maintenance. This includes relevant health and safety information.

Each year group will be presented with a list of available applications when they log on to a computer using their individual or year group username and password. These applications are available through the 'start' menu on Windows machines.

Original copies of discs, CD-ROMS, as well as some peripherals, are kept in the year 5/6 ICT area.

SPECIAL EDUCATIONAL NEEDS

Information Technology provides particular opportunities for the support of pupils with Special Educational Needs. The Code of Practice on the identification and assessment of Special Educational Needs makes explicit references to the place of ICT in helping to address the needs of pupils with SEN. The effective use of ICT resources supports access to the curriculum and the integration of pupils with special needs into the life and work of the school. In particular, ICT can support the development of basic skills and support the presentation of written work.

EQUAL OPPORTUNITIES & INCLUSION

Every child should have the opportunity to develop ICT capability and use ICT to develop skills in other areas. Teachers should ensure that all pupils have equal access to computers and that no individuals or groups dominate the use of the hardware.

ASSESSMENT, RECORDING AND REPORTING

Examples of children's work which include links with a variety of curriculum areas are kept by the child or by the teacher as appropriate during the current academic year.

At the conclusion of each QCA unit pupils are assessed against the 'expectations' for that unit. Attainment is recorded on a class tick sheet and children are given a score of one, two or three. In line with the QCA document, a 'two' is what 'most children' should have attained, a 'one' is given to those children that have exceeded the expectation and a 'three' is given to those who are working towards it. This information is collated in a spreadsheet and used to inform future planning and to report to parents. It is also analysed and used by the ICT co-ordinator to measure the strengths and weaknesses of particular units for future action. Class teachers are presented with this analysis annually and given a list of each child's prior performance in ICT so that they can plan suitable work.

CONTINUITY AND PROGRESSION

It is essential that children develop greater confidence and competence in the use of ICT as they progress through the school. They should be able to progress from simple instructions to more complex operations whilst still experiencing the same programs.

To ensure continuity, it will be the school's policy to use certain standard software packages. These will be selected by the ICT co-ordinator in consultation with staff.

The school ensures progression by using the QCA scheme of work for ICT as a basis for short term planning.

The scheme of work, which will be periodically reviewed, will contain details of software packages to be used by year groups. New introductions of software should be brought to

the attention of the ICT co-ordinator so that their suitability for development of ICT in the school can be assessed.

TEACHING AND LEARNING STYLES

Teaching and learning styles in ICT should be appropriate to the task within the limitations imposed by the availability of equipment and its location. Children may be involved in individual, paired or collaborative group work (for example, the production of individual sections for a group publication or multimedia presentation).

It should be recognised that the term "ICT" includes many items of technology over and above the computer keyboard, for example, Roamers, calculators, digital cameras and tape recorders. Children should have the opportunity to experience as broad a range of these items as possible.

CROSS CURRICULAR LINKS

Pupils should be given opportunities to use ICT in their study of all appropriate curriculum areas. Details of how ICT can be used to enhance activities should be found in the relevant Schemes of Work. The ICT co-ordinator will liaise with other curriculum co-ordinators to jointly ensure the appropriate application of ICT in other curriculum areas.

STAFF DEVELOPMENT IN ICT

The need to update and develop staff expertise in ICT is reflected in the five year School Development Plan and the annual School Improvement Plan process. Training and support will need to be made available to enable staff to be confident in using software and hardware appropriate to their year group and also for their own needs. The ICT team will provide support with the basic skills in the use of software and hardware as the need arises. This may from time to time involve the provision of training by external agencies.

All curriculum leaders should aim to keep themselves up to date with current ICT developments in their own specialisms.

LINKS OUTSIDE THE SCHOOL

The school subscribes to Lexicon Lifeline which offers a technical and curriculum consultancy service.

Last reviewed / updated April 2002

Appendix I – Long term plan.

Year group	Term 1	Term 2	Term 3
Year R	1a – Introduction to modelling 1b – Using a word bank and word processor 1c – Information around us	1a – Introduction to modelling 1b – Using a word bank and word processor 1c – Information around us	1a – Introduction to modelling 1b – Using a word bank and word processor 1c – Information around us
Year 1	1c – Information around us 1a – Introduction to modelling	1e – Representing information graphically: pictograms 1f – Understanding instructions and making things happen	1b – Using a word bank and word processor 1d – Labelling and classifying
Year 2	2d – Routes: controlling a floor turtle 2e – Questions and answers 2a – writing stories	2a – Writing stories 2b – Creating pictures	2c - Finding information 2e – Questions and answers
Year 3	3a – combining text and graphics	3b - Manipulating sound 3d – Exploring simulations	3c – Introduction to databases
Year 4	4e - Modelling effects on screen 4d - Collecting and representing information	4a - Writing for different audiences 4b - Developing images and using repeating patterns	4a - Writing for different audiences 4c - Branching databases
Year 5	5b - Analysing data and asking questions: using complex searches 5d - Introduction to spreadsheets	5c - Evaluating information, checking accuracy and questioning plausibility 5a - Graphical modelling	5e - Controlling devices [5f - monitoring environmental conditions and changes]
Year 6	6b - Spreadsheet modelling 6d - Using the Internet to search large databases and to interpret information.	6a - Multimedia Presentation	6c - Control and monitoring

Appendix 2 - Hardware resources

The school has the following curriculum computer hardware:

Curriculum Hardware			
Location	Hardware	Quantity	Approx.age (years)
Cupboard	Windows 2000 Server	1	4
Reception	Acorn A3020	3	8
	Personal Computing PC	5	4
	Canon BJC620 Printer		4
Year 1/2	Personal Computing PC	6	4
	HP 940c Printer	1	0
Year 2/3	Personal Computing PC	6	4
	Epson scanner	1	0
	HP 940c Printer	1	0
Year 3/4	Personal Computing PC	5	4
	HP 940c Printer	1	0
Year 5/6	Personal Computing PC	7	4
	Fujitsu PC	17	0
	Epson Printer	1	1
	HP Laserjet 1100 Printer	1	3
	Epson Scanner	1	0
	Fuji Finpix 4800 Digital Camera	1	0
Library	Compaq Presario PC	1	1

1.3 Software resources (curriculum and teaching staff administration)

The following table is not an extensive list, but shows the packages in most frequent use. The Internet is also being increasingly used as a source for information and online interactive activities. Web sites have not been included in the list.

Software	Publisher	Platform	License	Main curriculum use
123 CD	Sherston	PC	5 user	Numeracy
Aspexdraw	Aspex Software	PC	Site license	Art / Technology
Bitfolio Edition 7 Clipart	Logotron	PC	20 user	Generic
Castle Explorer		PC		History
Compose World		PC		Music
Counter for Windows	Black Cat	PC	15 user	Numeracy
Crystal Rainforest	Sherston	PC	Site licence	Geography / ICT
Dazzle	Semerc	PC	20 user	Art

Developing Number	ATM	PC	Site license	Numeracy
Dorset Photographic Atlas	Dorset County Council	PC	Site license	Geography
Flowol	Data Harvest	PC	Site licence	Technology / science
Freddy Teddy		PC	Multiple copies	Numeracy
Grammar Show	Sherston	PC	20 user	English
Granny's Garden		PC	Multiple copies	ICT
Hyperstudio 4	Tag	PC	15 user	ICT / Generic
IEP Writer		PC		SEN
Inspiration		PC	15 user	ICT / Generic
Junior Pinpoint		PC	20 user	Generic
Map Detectives	Sherston	PC	5 user	Geography
Maths Explorer		PC	Site licence	Numeracy
Milly's Maths House		PC	15 user	Numeracy
Music Box		PC	Site licence	Music
My World		PC	Site licence	ICT
Numberbox	Granada	PC	20 user	ICT / Numeracy
Office Standard	Microsoft	PC	20 user	Generic (staff)
Ollie Recycles		PC	Site licence	Geography
Patch the Puppy		PC	10 User	
Primary CAD	REM	PC	1	Technology
Punctuation Show	Sherston	PC	20 user	English
Retreeval	Kudlian	PC & Acorn	Site license	Science
Rhyme and analogy. Vol A.	Sherston	PC	20 user	English
Science Explorer		PC	Multiple copies	Science
Sensing Science	Data Harvest	PC	Site	Science / ICT
Sherston Clipart	Sherston	PC	Site licence	Generic
Simple Circuits	SoftTeach	PC		Science
Spelling Show	Sherston	PC	20 user	English
Superlogo	Logotron	PC	20 users	Numeracy
Superspell		PC		English

Testbase	Doublestruck LTD	PC	Site license	Numeracy (staff)
Textease Studio (including spreadsheet and database)	Softease	PC	50 user	Generic (pupil and staff)
Tizzy's Toybox	Sherston	PC	20 user	Numeracy
Word Shark		PC	Site licence	English
World Religions		PC	15 user	RE