Greenhill School

ICT
Policy
2014-2015

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communications Technology (ICT). It will form the basis for the development of ICT in the school over the next four years.

This policy was developed in the winter of 2011 by the ICT co-ordinator, Daniel Godfrey. This document is for staff and governors. It is available to parents. One copy is held by the ICT coordinator and can be viewed by visitors on request.

What does 'Information and Communications Technology' (ICT) cover?

As well as being an important national curriculum requirement, the ability to use ICT effectively is a vital life skill in modern society.
This includes use of:
- computers and associated softwares;
- programmable toys and control kits eg Turtle, Roamer;
- electronic musical software;
- telephone and fax;
- digital cameras, scanners;
- the Internet.

The School's Aims for ICT: 2011-2014

ICT is seen as an integral part of the school curriculum. Greenhill School aims to meet individual needs so that all pupils have access to the curriculum. ICT is used within each area of the National Curriculum and is a means of teaching across the curriculum, reinforcing learning, enhancing and extending learning opportunities for all pupils.

Greenhill School aims to ensure that all pupils have access to ICT, through the use of appropriate aids where needed, thereby enabling pupils to be confident and effective users of ICT.

We strive to achieve this aim through:
- a variety of subject contexts;
- developing staff skills to enable them to enhance and extend their teaching and pupils' learning;
- assessing & monitoring pupils' progress to ensure continuity and progression;
- providing and maintaining appropriate ICT;
- helping all pupils to access the curriculum through the use of ICT;
- helping all pupils to use ICT with purpose and enjoyment;
- meeting the requirements of the National Curriculum;
- helping all pupils to reach the highest possible levels of achievement;
- helping all pupils to develop the necessary skills to exploit ICT resources and tools;
- helping all pupils to become independent users of ICT;

- helping all pupils to consider the benefits of ICT and its impact on society;
- ensuring pupils use and gain experience of ICT equipment and software;
- celebrating success in the use of IT.

The school also aims to:
- increase perseverance and self esteem;
- foster curiosity and creativity;
- enable greater pupil autonomy;
- support individualised learning;
- support collaborative and co-operative learning;
- encourage flexibility, openness and awareness of changes and developments in ICT;
- develop pupils' communication skills;
- develop understanding of cause and effect;
- provide ongoing training opportunities and support for all staff.

The School's Curriculum Organisation

To ensure continuity and progression, we provide guidance to staff on key ideas for using ICT in the curriculum. We ensure that pupils in each class have access to ICT as an everyday communication tool and learning aid.

Each class will be allocated at least one multimedia computer to provide access to data handling, problem solving etc. The use of ICT is tailored to the individual educational needs of the pupils, as well as meeting the requirement of the National Curriculum.

Teaching and Learning Styles

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on those most appropriate for each pupil. Such strategies could be:
- using the computer to demonstrate to a group of pupils or the whole class;
- leading a group or class discussion about the benefits and limitations of IT;
- individual or paired work using worksheets and help cards;
- collaborative writing and design work in groups;
- co-operative activities in groups.

Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.
Where pupils work in groups, they should be selected to ensure that all pupils are equally active and involved in the task and that all have equal access to the computer keyboard, the 'doing', and the 'thinking'.
Teachers are expected to intervene as appropriate to reinforce an idea, teach a new point, challenge and extend pupils' knowledge and understanding. Pupils should not be left unattended for long periods on the computer.

School ICT Implementation Plan: 2011-2014

This outlines our proposed developments over the next four years, 2011-2014

<u>Improve resourcing</u>
We will endeavour to improve our ICT resources over the next four years, ensuring that every class has a multiple multimedia PC's in each room. Also look to invest in Apple IPADS.

<u>Enhance teacher training</u>
We will ensure that all teachers are given training in ICT through both in-house training and LEA courses.

<u>Raise pupil achievement</u>
We will ensure that ICT is used to support pupils' learning and that where appropriate, pupils are taught the National Curriculum requirements. We will continue to monitor and record pupil ICT attainment annually.

Overview of Targets and Success Criteria Outcomes

Monitoring and review
The ICT policy document and ICT implementation plan will be reviewed annually.
Teaching is monitored by SLT, observing lessons at least once a year.
Using ICT to support literacy and numeracy
We believe that Information and Communications Technology provides a key medium for developing literacy and numeracy skills. For example, if pupils are to work successfully with word processors, desk-top publishing software, data bases, spreadsheets, CD-ROM, the Internet, control, modelling and data logging equipment, they need to have a range of literacy skills. These include:
- ability to communicate with others;
- ability to express themselves clearly in standard written English;
- ability to apply their knowledge of spelling;
- ability to re-draft their writing;
- ability to think about and engage reader (consider audience);
- ability to locate information using simple techniques, such as alphabet, visual clues, common formats for categorising information;
- ability to read for meaning using various skills such as scanning for key words;
- ability to retrieve, extract and collate information, eg by highlighting, cut and paste, searching, completing a table;
- ability to 'talk about' mathematical problems, or data handling work.

Pupils also need a range of numeracy skills. These include:
- ability to recognise and understand numbers;
- ability to collect record and enter data, (data handling);
- ability to work with basic statistical functions, such as sum, means;
- ability to ask 'what if ...?' type questions;

- ability to analyse simple data;
- ability to draw conclusions from simple data;
- ability to interpret simple graphs;
- ability to present information to others using simple graphs;
- ability to question whether data is plausible or reliable and recognise that poor quality information yields unreliable results.

We will endeavour to teach the above skills to our pupils as and when appropriate. These are taught across the curriculum which is supported by IT. We ensure that those pupils who are capable will have access to ICT supported data handling and word processing activities. We also try to ensure that such pupils' work with control and data logging equipment and software and are introduced to modelling.

Assessment, Recording and Reporting

Where there is individual pupil printed output, eg a piece of redrafted writing, a design for a Christmas card, the work will finally be stored in their subject folders/books. Staff will use AFL processes to monitor pupil's progress in ICT against NC Level Descriptors. We will continue to include a comment on pupils' attainment in IT on their annual reports to parents.

Specific ICT Policies

Hardware faults
If teachers have a fault with their computers or printers, they must first undertake basic checks themselves.
If these checks do not solve the problem staff must notify the ICT co-ordinator/ technician.
The ICT co-ordinator will try to help but if the problem cannot be solved, a SITS technician will be called.
Health and safe
We follow LEA advice. This is outlined in the school's health and safety document. Class teachers are responsible for checking that there are no obvious breaches in health and safety. We ensure that all monitors are appropriately placed, that chairs are of an appropriate height, that work surfaces are sufficiently large, that there are no trailing leads, etc. We ensure that our equipment is given an annual electrical check by the LEA electrical testing officer. Both premises and Health and Safety Governors sub-committees meet termly and walk the school annually.
Copyright and data protection
We will ensure that we have a legal licence for all our software and will not undertake any illegal copying. Our software inventory is kept by the IT co-ordinator. We will not re-publish any scanned or digitised images without checking copyright and/or permission from the author. We will follow LEA guidelines with respect to the security of pupil data transferred electronically. We will ensure that class teachers use their professional judgement when creating personal data files for pupils to use, for example on Ourselves, to ensure that sensitive data, such as religious belief and disability, is only included where appropriate. It would be a disciplinary offence to make sensitive data, eg address, available to others outside of the school.

Computer virus protection
We will use the LA provided virus protection on all PCs.   Only software originals from manufacturers will be used for installing software.   Installation is restricted to the ICT co-ordinator. Pupils generally store their work on the school network.
All computers used for administrative purposes have anti-virus software installed as recommended by the LEA and in accordance with the Schools IT Support Service Statement.
Security
We strive to make equipment readily available and yet secure. The school is alarmed out-of-hours.
Internet Web site
We have an Internet web site at *Greenhill School*.   The aim is to promote the school, give pupils opportunities to publish for an external critical audience and provide a forum for pupils to undertake work activities out of school hours/during their own time the aim is to update the schools home page on a weekly basis.   Every department has their own section on the website.
Policy on protecting pupils from on-line access to undesirable materials
We will ensure that we use an educational Internet Service Provider (ISP) with a filtering service. We will have an e-safety policy in place, which is also available on the school website.

The Headteacher is responsible for:
- meeting statutory IT requirements;
- ensuring that there is an ICT policy, validated by the LEA, and that it is implemented;
- that the budget for ICT is maximised to ensure the school is adequately resourced and equipment maintained;
- that teachers are appropriately trained;
- that overall Health and Safety procedures are in-place;
- ensuring that the ICT co-ordinator is effectively line managed and supported.

The ICT coordinator is responsible for:
Co-ordination:
- co-ordinating the writing of the school's ICT policy;
- ensuring consistent implementation of ICT policy;
- establishing collaboration between year groups to ensure continuity and progression;
- ensuring that class teachers undertake assessment and recording of each pupil's IT capability.

Resources:
- organising resources to support the ICT policy and its priorities;
- ensuring staff access to ICT;
- co-ordinating the purchasing and maintenance of equipment.

Staff development and support:
- identifying what ICT support is needed by individual staff;
- assisting staff to incorporate ICT into their planning and lessons;
- arranging in-service support.

Monitoring and review:
- monitoring and reviewing ICT practice and provision;
- involving staff in the review and development of ICT policy.

External liaison:
- keeping up-to-date on the use of relevant ICT;
- liaising with LEA advisory staff and other agencies;
- liaising with other schools.

The class teacher is responsible for:
- developing the pupil's IT capability in accordance with school policy;
- ensuring that each pupil has equality of access to ICT resources;
- monitoring and evaluating each pupil's experiences;
- determining the next stage in each pupil's use of IT, ensuring continuity and rigour;
- keeping records of pupils' IT achievements and assessing each pupil's attainment;
- developing their own capability to support their teaching and pupils' learning.

Classroom assistants and adults other than teachers are responsible for:
- working with the class teacher to ensure pupils develop their IT capability;
- developing their own capability to support teaching and learning.

Professional development
We believe that ICT is a basic core skill for teachers to have, so that they can develop pupils' ICT capability. In addition, the Internet offers an important medium for broadening teachers' professional development, particularly for:

Physical Resources

Hardware and software replacement policy
We will review hardware and software annually. We will replace PC hardware every five years and laptops every three years.

Whole School Policies

Equal opportunities
We operate within the whole-school equal opportunities policy. We challenge prejudice as it arises and have a consistent approach to dealing with racist or sexist incidents.
All pupils should have equal access to IT in order to develop their personal IT capability.
When pupils are working in groups, they are carefully selected by the teacher, to meet the needs of the task. We endeavour to ensure that 'hands-on' and 'thinking' experience is equitable.

We check all information eg software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

We expect teachers to be careful in their use of language. This is for several reasons. For example, to avoid reinforcing stereotypical views of society. Teachers also need to be careful with their language to ensure that pupils understand what is being taught. Therefore technical words must be explained and supported. In addition careful questioning is needed to help 'scaffold' pupils' responses and support them in expressing higher order ideas.

All pupils should have equal access to ICT in order to develop their personal ICT capability.

Pupils with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate if it sought by directly by parents. Efforts are made to ensure that text created at home can be transferred to a classroom computer once a teacher has been notified.

Differentiation

Differentiation can be achieved by four general methods
- Task - the teacher sets different tasks within a common area of study.
- Outcome - teacher sets common task, with pupils producing different outcomes.
- Resource - the stimulus, or worksheets etc, are varied to meet pupil needs.
- Support - teacher sets common task but gives differing support to pupils, strategic careful use of pupil grouping.

Behaviour and Teacher Intervention

Pupils are expected to behave in accordance with the school's Behaviour Policy in classrooms. In particular, they should be careful and sensible with computer equipment and peripherals. For example, pupils should be reminded not to hit keys on keyboards, play with mice or disks, or touch monitors! They should not switch computers on and off, unless the teacher gives them permission.

Teachers must intervene regularly with pupils working on the computer to ensure they are working sensibly and to enable the teacher to monitor the learning that is happening. Teacher intervention is vital to challenge pupils and questioning should therefore enable the teacher to check pupils' understanding, extend work and thus provide formative assessment information.

Cross-Curricular Themes

[Our medium term planning highlights key places where the ICT work supports these.]
Spiritual, moral, social and cultural development
Pupils should be supported and encouraged to work sensibly and sensitively with others, through pair work and co-operative activities. Therefore, strategic grouping of pupils is important, as is the opportunity for pupils to work in different ways, such as to collaborate or co-operate. Work set should enable cultural diversity to be appreciated, eg through IT art and music work, Logo patterns, etc.

Teachers should get pupils to know and understand some of the social implications of the growing use of ICT in society, so that by the [end of key stage 3] they have awareness of a range of aspects such as: how ICT helps and supports them with their work and the work of some others, data protection, Internet issues, copyright awareness, the importance of responsible e-mailing to others, same ways ICT is used in business, etc.

REVIEW DATE:

SIGNED: _____
Jayne Cowan – Chair of Governors