ICT POLICY - MARCH 2007

Rationale
The role of ICT has an ever increasing contribution to make to learning and teaching, employment and everyday life. It has an increasingly important presence within overall learning and teaching strategies.
The purpose of this policy is to promote a consistent approach to planning an ICT curriculum which is coherent, manageable and which provides continuity and progression in each child's learning at Broomlands Primary School. The term ICT is used in this policy to mean the application of various forms of technology to collect, store, organise, process, present and communicate information.
This policy is based on the recommendations of the revised ICT 5-14 National Guidelines (2000) and regular reference should be made to this in planning and implementing ICT activities.

Aims
It is our intention that our pupils will enjoy the experience of using a wide range of ICT hardware and software to support and enhance their learning and grow in confidence and competence as they progress through the school.
We aim to achieve this by:
- Supporting all pupils to use ICT with purpose and enjoyment.
- Support all pupils to develop the necessary skills to exploit ICT to the full.
- Teaching them to evaluate the benefits of ICT.
- Following the SBC 5-14 programme of work.
- Developing pupil’s overall competency and confidence in ICT whilst promoting their motivation and self-esteem
- Using ICT to develop partnerships beyond the school.
- Ensuring appropriate and equal access to ICT for all pupils regardless of age, gender, ethnicity or ability.
- Developing and reinforcing a cross-curricular approach to ICT.

As a staff we need to develop/maintain the following characteristics in order to realise the potential of ICT.
- Positive attitude to ICT
- Understanding of the educational potential of ICT
- Ability to make effective use of ICT in the curriculum.
- Ability to evaluate the effectiveness of ICT hardware and software
- Ability to ensure purpose and differentiation.
- Technical ability.

Learning and Teaching
Pupils will have varying levels of access to and experience of ICT and this needs to be acknowledged at the forward planning stage. We endeavour to take account of the prior learning that pupils bring to the area of ICT. We should ensure that information from the Nursery is passed onto the Primary 1 teacher. The importance of noting and acting on prior learning and experience lies in developing continuity and progression and setting of appropriate ICT next steps for pupils. Attainment levels in ICT capability may vary considerably within classes. As ICT permeates the 5-14 curriculum it performs the dual role of developing ICT skills in context, while at the same time using ICT capability to contribute to learning and teaching within other 5-14 curriculum areas.
Challenges posed by ICT and the resulting sense of achievement stimulate pupils and will contribute to the general educational process by developing:

- Communication and language skills
- Presentation skills
- Analytical and problem-solving skills
- Mathematical skills
- Skills in independence and personal research
- Skills in effective collaboration with others
- Skills in critical evaluation and making informed judgements
- A sense of social and environmental responsibility
- Learning skills for personal development

There are no particular approaches or methods in learning and teaching ICT – we use ICT flexibly as a learning and teaching tool.

ICT is proving to be very effective in supporting group and individual work and facilitating a much greater variety of stimulating and challenging tasks across the curriculum.

The pupils are given planned opportunities to use and learn about a variety of ICT devices, e.g. computers, word processors, database systems, spreadsheets, graphics packages, music systems, digital cameras, internet, emailing, TV and video equipment. All of these learning experiences support teaching and learning and problem-solving across the 5-14 curriculum.

**Continuity and progression**

In order to achieve the above, we follow the SBC ICT programme of work based on 5-14 guidelines.

**Cross Curricular:**

As has been highlighted earlier, ICT is an area which will be used to support learning and teaching across the other curricular areas, for example:

- In Language: text processing, simulations, written communication through emailing.
- In Mathematics: spreadsheets, databases, graph work, turtle graphics, reinforcing number and maths concepts.
- In Environmental Studies: control packages (in Technology), data handling packages to collect, store, interpret information, internet to access information.
- In Expressive Arts: graphics, drawing/music making packages.
- In Religious and Moral Education: text processing, simulations.

**Methodology/Classroom Management:**

There is no method or style of classroom management that is right or wrong, but the nature of ICT usually involves access to a piece of equipment, e.g. computer, listening centre, TV, so much of the work is done individually, in pairs or in small groups. All classrooms have access to PCs.

It might be the teacher focuses on identified skills and the pupils are given a task or programme to work through themselves. As ICT is integrated into all curricular areas, it might be that a teacher through an aspect of topic work on ‘Journeys’, asks the pupils to search for travel information about place, modes and times of transport. Teachers may plan using a software package to consolidate or extend knowledge and understanding of an area.

However, all pupils will be able to use core computer programmes like Textease and/or Word, Spreadsheet/Database programmes, and Power Point to learn a systematic way of using word processing, databases and spreadsheets and preparing a presentation.

Differentiation can be by task, outcome, teacher input or by resourcing. Reference to SBC ICT programme of work will help in differentiating tasks.
Planning:
We use the SBC 5-14 ICT programme of work as our medium-term forward planner. Teachers highlight pupil assessment criteria, skills, assessment evidence, contexts for learning and resources that will used.

Assessment and Record Keeping:
Evaluation of assessment criteria on the programme of work/forward planner will be used to plan next steps for learning and teaching and note pupils’ strengths and development needs.
Effective assessment in ICT should be well matched to curricular targets as well as ICT skills and the effectiveness of using ICT within curricular areas will be evaluated on the ICT and/or other curricular programmes of work.
It may be that acquisition of knowledge and understanding can be demonstrated by the completion of certain practical ICT-focused tasks or it may be to assess knowledge and understanding of an aspect of ICT separately through an oral or written task. Assessment is mainly from observation of how activities are completed, from monitoring of completed tasks and evidence of completed work.
The Highland Council ICT programme of work identifies assessment methods/ evidence that will be used to assist assessment. Teachers will evaluate progress of assessment criteria and identify next steps for learning and teaching . Assessment evidence pupils can take the form of printed work from the computer, e.g. story, graph, information. This will be put in the pupil profiles. The pupils save their computer work on floppy disks and these form a record of work completed. Pupils’ own self-evaluation will also form part of recording progress.
Reporting of progress in ICT is included in pupil reports to parents.
(See whole school Assessment, Recording and Reporting Policy)

Inclusion and SEN
ICT has a special role to play in Support for Learning across the curriculum. It provides a wide range of tools and aids that can be used to support the learning of all abilities of pupils, from pupils with learning difficulties to the more able.
ICT provides teachers with the means to access advice, information and resources to support pupils’ specific and individual needs as well as tools to assess pupils’ abilities and learning. Most importantly, ICT will provide a unique and powerful means for pupils to access and engage in learning, in communication, in reading, in recording and throughout the whole curriculum.

We can access support and advice for the IT/SEN advisor in Dingwall regarding any specialised IT equipment and other agencies involved in supporting pupils with specific difficulties. (See whole school Support for Learning Policy). In order to include pupils with disabilities and learning difficulties within the class activities we will endeavour to provide them with portable aids like electronic note-books to support communication, writing etc.
We have a number of computer packages designed to particularly aid learning for the less able. The Learning Support teacher can be consulted for advice on those and how ICT may support pupils with particular needs. Many of our software packages contain differentiated activities. Some pupils with recording difficulties receive help with computer keyboarding skills.

Staff development and training
All teaching staff have undergone ICT Training under the National Grid for Learning Programme.
As was stated earlier we have identified the ongoing need for staff development and training. This will be through action points identified by the school body as a whole, from Quality Assurance or through individual action plans identified by self-assessment. Development of ICT and staff competencies will feature in future School Development Plans.

Time allocation
For all pupils, learning in and through ICT will be essential experiences. Using ICT is a core skill of growing significance that will be embedded across the whole curriculum. It is important that sufficient time is allocated to allow pupils opportunities both to acquire skills but also to use them in contexts that are meaningful. For this reason no fixed minimum time allocation will be given specifically for ICT but we will ensure that in the overall time allocations for the curriculum areas sufficient time is included for ICT.
Internet/Email:
The school has access to the Internet, and e-mail through the programme, “First Class”. All computers are networked together. Guidance on rules for using the Internet is issued to parents and pupils and both sign consent forms agreeing to these. Parents have the opportunity not to allow their children to have access to the Internet, have their work or photographs published by same. Class teachers keep a note of who is/is not allowed the aforementioned. The Council provides a restricted access to the Internet to safeguard against pupils accessing offensive materials, but it is the responsibility of staff to supervise and monitor access at all times.
By using the internet and ‘First Class’, staff will access a wealth of material and information that can be applied to learning and teaching within the classroom.
(See separate school policy on ‘Internet Access’).

Equal Opportunities
The school is committed to providing equality of opportunity in all aspects of school life. Our aim is to offer all pupils ICT opportunities that are relevant and differentiated to their needs and to encourage each pupil to achieve their highest possible potential.
All staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity, culture and social circumstances have equal access to ICT. Software will be monitored to ensure it promotes equal opportunities.

Support
Faults/difficulties should be reported to Mrs Fairbairn DHT.

Resources
PCs and laptops are located at the end of class bases and are a shared resource. The Nursery class has a PC. We have a digital camera, multi-media projectors and interactive whiteboards.

School website
The school website provides information about varying aspects of the school.

Monitoring and Review
Monitoring and review will be carried out according to the whole school procedures on ‘Quality Assurance, Monitoring and Review’. It will also be monitored on an annual basis and areas to be developed will be identified to ensure that ICT is embedded into the workings of the school over the foreseeable future. (See School Development Plan)

(March 2007)