





St Marychurch CE Primary and Nursery School
ICT Policy
(Updated October 2007)

There are four main purposes to this policy:

-  To establish an entitlement for all pupils;
-  To establish expectations for teachers of this subject;
-  To promote continuity and coherence across the school;
-  To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of information and communications technology to the curriculum

Information and communication technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work, both now and in the future.

Expectations

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to achieve level 2.

By the end of Year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to achieve level 3.

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4.

The aims of information and communication technology and how these contribute to the school's aims

The school aims to:

- 🖥️ provide a relevant, challenging and enjoyable curriculum for ICT for all pupils;
- 🖥️ meet the requirements of the National Curriculum Programmes of Study for ICT;
- 🖥️ use ICT as a tool to enhance learning throughout the curriculum;
- 🖥️ respond to new developments in technology;
- 🖥️ make ICT a valued environment in our school, which promotes the public image of the whole school and assists pupils in developing a positive self-image;
- 🖥️ use ICT to create the flexibility needed to meet the individual needs and abilities of all pupils;
- 🖥️ promote access for pupils with learning difficulties to otherwise inaccessible areas of the curriculum such as group work and collaborative learning
- 🖥️ use ICT to present information in new ways which help pupils to understand, assimilate and use it more readily.

Strategy for implementation

Entitlement and curriculum provision

At Key Stage 1 32 hours per year (4 per cent) and at Key Stage 2 45 hours per year (5 per cent) are allocated to the curriculum. This time is used to cover the units of work in the QCA scheme of work. All pupils develop their knowledge, understanding and skills appropriately across the different elements of ICT. The school uses the National Curriculum documents to identify relevant links with other subjects, and up to two hours a week are available for pupils to use ICT in support of teaching and learning in other subjects.

Teaching and learning

Pupils are taught about ICT through whole-class teaching using IWBs, involving teaching presentations and practical activities as they progress through the QCA scheme of work. They use ICT for independent and collaborative tasks for enquiry and research when learning in other subjects.

Assessment and recording

The assessment of ICT is based on pupil self-assessment. All pupils have a set of assessment parameters stored in the network area, which are updated as appropriate. All staff assess the skills, knowledge and understanding of pupils' ICT using the expected outcomes identified in the QCA scheme of work. Children have their own self-assessment booklets that they update at the end of each unit.

Continuity and progression

Continuity and progression is defined clearly in the scheme of work. Consolidation of the skills, knowledge and understanding in ICT is carried out by its use to support learning in other subjects, such as literacy and numeracy.

Inclusion

Teachers provide differentiated resources for each task, with extension activities for the higher attainers. Additional classroom support is provided to ensure that all pupils have appropriate access to the ICT curriculum.

For pupils with IEPs that identify the use of ICT to support their learning, teachers must include this in their planning. In these cases, the ICT subject leader and SEN co-ordinator monitor the use of ICT. Where teachers are unable to match ICT provision with the requirements of IEPs, they should bring this to the attention of the ICT subject leader and SEN co-ordinator.

Organisation

The school recognises two types of activities using ICT. ICT is taught as a discrete subject, following advice from OFSTED, QCA and the LEA, as a whole-class activity. This is seen as giving all pupils the opportunity to gain ICT skills, knowledge and understanding in a structured way, using contexts the pupils are familiar with.

ICT is also used to support learning across the curriculum, but particularly literacy and numeracy. These activities consolidate ICT skills, knowledge and understanding by using familiar tools to help pupils develop understanding in unfamiliar contexts, in whole class, collaborative group and individual research-based activities.

All teachers are expected to teach ICT, and to use ICT in teaching and learning activities across the curriculum. Learning support assistants are given the opportunity to attend training to support pupils in ICT.

The curriculum

The QCA scheme of work for ICT forms the backbone of the ICT curriculum. The use of ICT to support learning in other subjects has been planned from the annotations in each of the National Curriculum Orders for each subject, and by support from Devon Curriculum Services.

Learning resources

We currently have a suite of 10 PC's and 6 laptops and each class has a PC; these are all connected to a network and have shared access to printers and

external access to email and the Internet. We are looking to replace the PC's in the ICT suite with a set of 16 laptops and a server capable of supporting our network. Each class has an Interactive Whiteboard (SMART Board) and a laptop that is used to run the IWB. There are additional computers in communal areas e.g. libraries.

Software and hardware are available for all tasks in the QCA scheme of work; Each unit has a resource folder containing the scheme of work, list of resources, assessment opportunities and examples of work.

We receive technical support from ScoMIS and have an experienced learning support assistant who helps with trouble-shooting from staff around the school.

The ICT subject leader manages a budget comprising of an annual maintenance budget and funds to keep software, additional peripheral equipment and sundry materials up to date.

Refer to appendix A for lists of hardware and software resources.

Staffing

Teachers are responsible for ensuring that all tasks in the QCA scheme of work are carried out. At Key Stage 1 each class is allocated two half-hour sessions and Key Stage 2 is allocated a continuous hour session. The ICT subject leader is responsible for training colleagues and for monitoring attainment. Day-to-day troubleshooting of systems (e.g. checking paper and inks in printers) is the responsibility of the class teachers with support from the ICT Co-ordinator and the learning support assistant assigned to support the ICT suite. More serious technical issues are covered by a support contract with ScoMIS.

Safe practice

The school follows the health and safety recommendations made by Devon County Council in its publication "Computers in Educational Establishments". Health and safety awareness forms an integral part of pupils' learning in ICT.

The school implements policies for acceptable use of the Internet and email as recommended in Devon County Council documents. Pupils are shielded from inappropriate materials on the Internet by means of the filtered router provided by SWGFL as part of the Information Devon service.

Extension or extra-curricular opportunities

We hope that we will soon be able to allow pupils to use ICT outside normal school hours, at lunchtimes when supervision is provided e.g. SAT's revision. A booking system will hopefully be available during the summer term, and parents may work alongside their children.

The role of parents and carers

Parents and carers may be involved with their pupils' learning in ICT through the after-hours' club. If there are appropriate ICT facilities at home, teachers give advice so that the home use of ICT complements and consolidates pupils' experience in school.

The contribution of ICT to other subjects in the curriculum

Literacy

ICT is used for the consolidation of skills e.g. drafting and revising texts, for word recognition and to present work in different formats to extend literacy activities. It is also used to develop speaking and listening skills, through the use of cine-literacy and in the creation of multi-modal texts. The IWB is used to share texts, images, video clips and sound bytes with the class.

Numeracy

ICT is used to support the collection and analysis of data, the investigation of number, angles shape and space to provide a flexible approach to numeracy. The IWB is used to reinforce methods visually, using a range of software and games.

Science

ICT is used in the research, collection and presentation of information. We have a digital microscope and packs of sensors, which are particularly effective for science experiments. The IWB can be used to show simulations to enhance learning that cannot be carried out in class.

ICT

The use of the QCA scheme of work to develop pupils' skills, knowledge and understanding in ICT equips them to become autonomous users in supporting learning in curriculum areas such as literacy and numeracy.

Leadership and management

Staff development and training opportunities

All members of staff are consulted annually to identify their ICT skills' needs. The ICT subject leader addresses these needs through after-school training sessions. Staff can also be funded to attend courses when the budget allows.

Leadership and management roles

The management of ICT is huge in every school and cannot be dealt with solely by the ICT coordinator; therefore we have allocated specific areas where they can be supported:

- 🖥 Ensuring policy is implemented – ICT coordinator, Headteacher, Key Stage coordinators and Governors.
- 🖥 Purchasing and organising – ICT coordinator, Headteacher, School Administrator.
- 🖥 Arranging in-service training – ICT coordinator, Headteacher.
- 🖥 Assessment of pupils – All class teachers, ICT coordinator.
- 🖥 Curriculum Development – ICT coordinator, Headteacher, Governors.
- 🖥 Overseeing equipment maintenance – ICT coordinator.
- 🖥 Reviewing ICT policy – ICT coordinator, Headteacher, Governors.

How the subject is monitored and evaluated

The governor with responsibility for ICT, the Headteacher and the ICT subject leader monitor the implementation and effectiveness of the ICT policy as a basis for pupils' learning. The impact of the tasks within the QCA scheme of work on pupils' ICT capability, and their ability to use ICT to support learning in other subjects, are measured against the success criteria within each unit of work.

Where the impact is less than expected, the contributory factors are identified and addressed. Teaching staff are asked to use their assessment data to evaluate the effectiveness of the scheme of work.

Review

This policy will be reviewed annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Links to administrative systems

Currently, the school uses ICT for storing assessment data and reporting to parents. The administrative and curriculum systems are not linked to the same network although the intention is to do this. This enables teachers to enter and analyse data more easily.

Useful Publications

A Scheme of Work for Key Stages 1 and 2 - ICT Published by QCA ISBN 1 85838 333 1

Appendix A

Hardware Audit

We have:

- 11 Class based IWBs
(1 Nursery, 4 Infants, 3 L.Juniors, 3 U.Juniors)
- 11 Class based laptops (used to run the IWBs)
- 11 Class based PCs
- 1 Library based PC (Infants)
- 1 Library based PC (L.Juniors)
- 1 Library based PC (U.Juniors)
- 2 Curriculum PCs (U.Junior Library)
- 10 ICT suite based PCs
- 1 laptop (screen blown- used for projector)
- 1 projector screen
- 1 computer projector
- 1 SEN laptop
- 5 Curriculum laptops
- 1 Laptop charging unit
- 1 set DM2 mixing decks
- 2 Roamers
- 1 Pixie
- 1 Bee Bot
- 3 sets of sensing equipment
- 1 set of modelling equipment
- 1 set of K'NEX modelling equipment
- 2 Sony Mavica Digital Cameras
- 3 Sony Cybershot Digital Cameras (Infants)
- 3 Sony Cybershot Digital Cameras (L.Juniors)
- 1 Samsung Camera and Battery Unit
- 1 Panasonic Digital Camcorder
- 1 Laser printer (Infant Library)
- 1 colour printer (L.J)
- 1 Laser printer (L.J)
- 1 colour printer (U.J)
- 1 Laser printer (U.J)
- 1 Laser printer (ICT Suite)
- Various colour printers in Nursery, Infants and ICT Suite

There are also televisions, video recorders, DVD players, CD and tape recorders, headphones and OHP's, available within each planning team. We also have a Freeview box and DVD Recorder, webcam and microphone available for use.

Timetables and rotas are used to ensure effective continued use of equipment such as laptops and use of suite. It is each teacher's responsibility to organise and implement these.

Generic software is loaded onto all machines and specific software and CD ROMs are kept in the ICT Cupboard.

Software Directory 2006

Subject	Programme name and description	Target Age	No. of copies/licensed for	
Literacy	My First Incredible, Amazing Dictionary	3-7	1	
	The Dorling Kindersley Children's Dictionary		1	
	Animated Talking Dictionary		1	
	Rhyme and Analogy – Activity Software Vol A		2	
	Rhyme and Analogy – Activity Software Vol B		2	
	Discovery Tree (Jump Ahead)	4-8	1	
	Literacy Box R	Inf	1	
	Literacy Box 1	Inf	1	
	Literacy Box 2	Inf	1	
	Literacy Bank 3	Yr 3	1	
	Literacy Bank 4	Yr 4	1	
	Literacy Bank 5	Yr 5	1	
	Literacy Bank 6	Yr 6	1	
	Starspell 2001		4	
	Maximania – Learning to read		1	
	I can write		5	
	Simple Spelling		1	
	Serious Spelling		2	
	Stanley's Sticker Stories		2	
	Bailey's Bookhouse		3	
	Discover a World of Wonder – Kinder Surprise		1	
	Young Writer's Workshop		1	
	Toddler Reader Rabbit		1	
	Pre-school Reader Rabbits		1	
	KS1 Yr 1 Reader Rabbit		1	
	KS1 Yr 2 Reader Rabbit		1	
	Timon & Pumba Typing Skills		1	
	Start Write 2			
	Talking Books	Henry's Party (The Farmyard)		1
		Green Eggs and Ham – Dr Seuss (Living Bks)		2
		Just Grandma and Me – Mercer Mayer (Living Bks)		2
		Little Monster at School – Mercer Mayer (Living Bks)		2
The Tortoise and the Hare – Aesop's Fable			1	
Noddy – The Magic of Toytown			1	
Payuta and The Ice God			1	
The Sherston Naughty Stories – Vol 1			1	
Stage 2 Talking Stories			1	
Oxford Reading Tree Stage 8 & 9 Talking Stories				
Teaching Resources	Writing Frames – Fiction		1	
	Writing Frames – Non-fiction		1	
	Pelican Interactive Big Books Yr 1 Vol A		1	
	Pelican Interactive Big Books Yr 1 Vol B		1	
	Pelican Interactive Big Books Yr 2 Vol A		1	
	Pelican Interactive Big Books Yr 2 Vol B		1	
	Pelican Interactive Big Books Yr 3 Vol A		1	
	Pelican Interactive Big Books Yr 3 Vol B		1	
	Pelican Interactive Big Books Yr 4 Vol A		1	
	Pelican Interactive Big Books Yr 4 Vol B		1	
	Pelican Interactive Big Books Yr 5 Vol A		1	
	Pelican Interactive Big Books Yr 5 Vol B		1	
	Pelican Interactive Big Books Yr 6 Vol A		1	
	Pelican Interactive Big Books Yr 6 Vol B		1	
	Ginn Interactive Literacy Texts Yr 1		1	
	Ginn Interactive Literacy Texts Yr 2		1	
	Ginn Interactive Literacy Texts Yr 3		1	
	Ginn Interactive Literacy Texts Yr 4		1	
	Ginn Interactive Literacy Texts Yr 5		1	

	Ginn Interactive Literacy Texts Yr 6		1
	Word Work – Support for Word Level Work in Lit Hr		1
	SATs Tests – English KS 1		1
	Sassoon Fonts		6
SEN	Word Shark 3		1
	Number Shark 3		3
	Clicker 3		1
	Clicker 4		25
	Crick Software Resource Package		2
	Textease		5
	Talking Textease		1
	PenDown Wordprocessor		1
	Inclusive Writer		2
Numeracy	RM Maths		6
	Maths KS1		2
	Maths Factory	7-12	1
	Millie's Maths House		1
	Maths Rabbit		2
	Terrapin Logo	7-12	Site
	MicroWorlds – Maths Links, My Make Believe Castle, Turtle Math, My Make Believe Treasure Isle		2
	Maths Circus		Site
	Mad About Maths – Numbers & Fractions		3
	Times Tables		1
	MathSphere		1
	First Logo		2
	All About Shape and Space		1
	Maths Explorer Number		1
	Serious Sums		1
	Outnumbered		1
	Mighty Maths – Carnival Countdown		2
	Adding and Taking Away		2
	Simple Multiplication		1
	Simple Fractions		1
	Amazing Maths		1
	Sharing & Division		2
Teaching Resources	Maths Pack 1		Site
	Maths Pack 2		Site
	Maths Pack Teaching Time		Site
	Maths Pack Teaching Measures		Site
	Maths Pack Teaching Tables		Site
	Maths Pack Teaching Money		Site
	NNS – Using ICT to Support Mathematics: Programs CD Rom		1
	Counting Machine		Site
	NNS Support for Planning and Teaching Mathematics		1
	Maths – One Million Worksheets		2
	SATs Tests – Maths KS 1		1
	SATs Tests – Maths KS 2		1
	SATs Tests – Mental Arithmetic KS2		1
	Vocabulary Wordbank		1
	Interactive Calculator		1
Data Handling	Information Workshop		5
	ReTeeval		1
	Picture Point - Datahandling		5
SEN	Number Shark		1
Science	Body Works 6.0		3
	Science – Prepare for SATs at Age 11		1
	SATs Test – Science KS 2		1
	Kids Science Fair		1
	Ace Monkey's Science	7-11	1

	Fun with the Human Body	7-11	1
	Ace Monkey's - Our Bodies	4-7	1
	All About Weather and Seasons		1
	Encyclopaedia of Science 2.0		1
	The World of Nature - Explorapedia		1
	Compton's Encyclopaedia of Animals & Nature		1
	KS 1 Living and Growing		2
	Sammy's Science House		1
	Thinkin' Science		1
	Simple Circuits		5
	Interfact - Plants		1
	Interfact - Electricity and Magnetism		1
	Interfact - Air		1
	Interfact - Storms		1
	Interfact - Weather		1
	Daydream Science Posters		Site?
	BBC Science Simulations 3	Yr 5/6	1
RE	Bible Stories		1
	Exploring World Religions		1
History	Exploring Castles		1
	Zig Zag: The Romans		1
	This Week in History		3
	History of the World		2
	Past Lives - A Royal Bank Account		1
	World War 2		1
	Trudy's Time and Place		1
	Jurassic Park		1
	Discover Egypt		1
	Ancient Egyptians		1
	Ancient Greece		1
	Romans	Juniors	Site
	The Tudor Trail		20
	Interfact - Vikings		1
	Interfact - Aztecs		1
	Interfact - Ancient Greece		1
Geography	Compton's 3D World Atlas		3
	British Countryside		1
	Map Detectives		1
	Encarta '97 World Atlas		1
	Interfact - Coral Reefs		1
	Interfact - Polar Lands		1
	Interfact - Rainforest		1
	Interfact - Oceans		1
	Local Studies	Juniors	20
	Saira's Life in Lakhabawal (India)	Juniors	20