

	<b>Name of School</b>	<b>Hanover Primary School</b>
	<b>Policy review Date</b>	<b>17/11/09</b>
	<b>Date of next Review</b>	<b>17/11/10</b>
	<b>Who reviewed this Policy?</b>	<b>Frankie McGowan, Amanda Reese</b>

## ICT Policy

### 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.

It is important that pupils at Hanover 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 skills such as multimedia authoring, developing Internet resources, research skills and the capability to design control systems.

The National Curriculum Orders require ICT to be used in all subjects where appropriate. ICT is a cross-curricular competence, which is concerned with 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.

This policy reflects the consensus of opinion of the whole school teaching staff and has the support of the governing body. This document was agreed at the meeting of the governing body on .....The implementation of this policy is the responsibility of all members of staff.

### Aims of Information and Communications Technology at Hanover School

To provide pupils with opportunities to develop their ICT capabilities in all areas specified by the National Curriculum 2000 Order.

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-ROMS, 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.

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 and be aware of the annual budget available for this.
- Coordinate the purchase and maintenance of equipment and software licences.
- Ensure that all equipment is safe to use.
- Review the Continuing Professional Development needs of all staff and provide suitable training opportunities.
- Disseminate relevant information on ICT developments to all members of staff.
- Keep up to date with developments and new technologies.
- Take a lead in implementing and teaching the QCA scheme of work through Years 1 to 6 based on the lesson plans provided by CEA @Islington, ensuring 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 every 2 years.

## **Implementation and 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 specific website to research a topic in IPC)

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 IPC project, using a computer to develop a graphical image).

## **Progression**

Curriculum planning should ensure continuity and progression following the National Curriculum level descriptors at the end of each Key Stage supported by QCA scheme of work guidelines. 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
- ◆ 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 programmes of study and reported to parents at the end of each academic year. Pupils from Years 1 to 6 will be assessed at the end of each unit taught using the guidelines provided by the CEA@Islington Assessment and Levelling pack. Annotated examples of pupils' work outlining achievement in three different categories will be used as exemplars to help teachers and the ICT Co-ordinator make both formative and summative judgements on pupil progress. Records will be kept of significant ICT activities and outcomes (printout, video, recordings etc). These will demonstrate appropriate coverage of the themes within the Programme of Study and will also be used as display materials to celebrate success in ICT

## **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
4. Can access ICT equipment at school (in lunchtimes etc) when these facilities are not available at home

## **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.
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 health and safety guidelines (Dates these have been tested are indicated on plugs)
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.

## **The Safe Use of the Internet**

Guidelines for the safe use of the Internet are detailed in E-Safety policy.

## **Internet Security**

The school has an E-Safety policy to protect all parties – the pupils, staff and the School.

Children will only have access to the Internet when supervised by a responsible adult.

Responsible adults within the school should ensure that when children send emails there is awareness of their intentions. E-mail accounts provided through the London Grid for Learning Portal have built-in safeguards for a system of approved / vetted addresses for children's own security.

Children should NEVER communicate or arrange to meet someone without approval or to divulge private phone numbers, addresses or full names.

The purpose of access to the Internet is for pupils to further their education and for staff to enhance their professional activities, research, administration and teaching.

There are agreed procedures for dealing with undesirable and inappropriate materials found accidentally by the pupils during school time. This includes contacting Equinox Solutions, the filtering software provider.

## **Resources**

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

## **Monitoring, Evaluation and Review**

The ICT Coordinator in consultation with the head teacher and staff will present the next review and evaluation of this document to the Governors for discussion and agreement on the effectiveness of this policy on .....