



Molescroft Primary School Information and Communications Technology Policy

April 2004
Reviewed September 2010

1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Information and Communications Technology (ICT) and is presented to the Local Education Authority and the Governing Body in the Spring term 2003.

It is a working document, which reflects the ethos and practice within the school in relation to ICT. It has been written with due regard to the requirements of the QCA schemes of work, the National Curriculum and advice from BECTA and the LEA. It will be monitored and evaluated according to changes within these documents as and when they arise

The ICT coordinator: Mr Matthew Britton

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race, culture or gender.

Molescroft Primary School believes that :

At each key stage, children are entitled to the opportunity to developed ICT capability through activities that arise in all curriculum areas, undertaken individually or in groups, as well as being appropriate to both boys and girls. Children should use ICT to:

- Communicate and handle information
- Design, develop, export and evaluate models of real or imaginary situations
- Measure and control physical variables and movement
- Make informed judgments about ICT applications and their effects on the quality of life for society and the individual.

Additionally, by encouraging ICT developments through the strands teachers can:

- Enable children to become familiar with ICT in many contexts
- Develop children's confidence and satisfaction in the use of ICT
- Broaden children's understanding of the effects of the use of ICT
- Encourage the flexibility needed for children to adjust to and take advantage of future developments in ICT



In the context of the developments of the two ICT strands, it is envisaged that ICT will enhance the process or the teaching and learning in all areas of the curriculum. In particular, children should achieve the following skills and abilities:

- Confidence in handling hardware, software and other ICT equipment
- The ability to use ICT equipment to manipulate and present written word, images and sounds so as to convey a message effectively
- The ability to use ICT equipment to store information, retrieve information and then present it in ways which enhance interpretation and analysis
- An awareness of the role of ICT encountered in daily life in the control of equipment
- To be able to talk about their use of ICT and its place within real live contexts

3. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the head teacher, determine the school's general policy and approach to ICT.

What is the role of a school governor in ICT?

It is recommended that schools look to appoint a specific governor who is responsible for ICT, in the same way that they may have previously appointed literacy and numeracy governors. The role of an ICT governor is to specifically take interest in all matters pertaining to ICT, including:

- consider funding and training requirements to meet ICT targets
- contribute to the formulation of ICT policy and plans
- monitor legal requirements for ICT
- monitor the development of ICT as a curriculum subject
- the development and implementation of internet safety and an acceptable use policy
- realise the potential of ICT as a resource for governors.

What do school governors need to know about ICT?

There is an increasing use of information communications and technology (ICT) in schools both as a management tool and as a classroom resource. Used appropriately, ICT in schools can transform teaching and learning.

Governors should be aware of the many ways in which ICT can help to raise standards in schools. Key benefits that have been identified include:

- improved subject learning
- increased differentiation
- the development of network literacy – the ability to use electronic networks to access and create resources and to communicate with others
- improved motivation and self-esteem



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- the development of independent learning and research skills, creative thinking and problem-solving
- social development.

In addition, ICT has benefits for the whole school in terms of:

- improved efficiency in terms of transferring data such as exam entries, statistical and financial data
- improved teacher effectiveness, if they can access school data at home via the network
- improved communication between teachers, pupils, governors and parents.

The governing body should be providing the school management team with advice concerning the procurement and implementation of ICT. This knowledge usually has a commercial background, and it is important that at least one governor fully understands the educational issues that permeate ICT development within schools. The 'critical friend' aspect of the governing body is, as ever, extremely important. There are a number of questions which a school needs to address including:

- Is there sufficient knowledge of the ICT requirements for NGfL funding?
- Where are the main sources of advice and guidance?
- Is the governing body aware of all the grants available?
- Has the school sufficiently taken account of 'best value' principles whilst making best use of all the available funding?

The governor with responsibility for ICT should, in cooperation with the ICT coordinator, review progress and developments in ICT at Molescroft and inform parents about them in the governors' Annual Report to Parents.

The ICT coordinator should :

- Write and update on a regular basis the school's ICT Policy to cover new initiatives
- Prepare a document outlining the progression in basic ICT skills throughout the school so that every teacher understands what skills they have a responsibility to teach at each year group stage. This information will be linked with planning and assessment processes
- Encourage subject coordinators to ensure that ICT support is written into their subject schemes of work and that they understand their role in determining useful ICT resources/web sites across the curriculum. Again, this information will be linked to planning and assessment as above
- Prepare relevant School Development Plans as required for specific purposes (National Grid for Learning, hardware and software development issues and NOF training)
- Ensure that ICT enhances the curriculum process and that teachers and children use internet and email facilities to share ideas with other children and resources
- Develop clear assessment opportunities for ICT and work with the school's assessment coordinator to produce comparable recording mechanisms to other curriculum areas
- Monitor the use of ICT as an educational process throughout the school, in particular the teaching of ICT (with special reference to ICT suites and ICT in the classroom)
- Work closely with the governor with responsibility for ICT
- Monitor the progression of basic ICT skills by children throughout the school



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- Make use of ICT to prepare reports, both internally and to parents
- Support the development of ICT as an administrative tool throughout the school
- Manage all hardware/software resources
- Work with the community to ensure higher standards of access for all connected with the school, in whatever capacity
- Keep up to date with the latest ICT developments and work with colleagues in the area as well as East Riding ICT personnel
- Help appoint and manage, if determined, a technician to support hardware and software development within the school
- Manage the ICT budget
- Raising standards of ICT capability for all children irrespective of background and ability
- Using ICT to raise children's understanding of and attainment in all areas of the curriculum
- Using ICT to improve home/school/community communication
- Motivating staff to understand and make the best use of ICT in their teaching
- Stimulating children's learning
- Ensuring that children with specific IT needs (ie those with no home access to a computer or whose home access is limited for whatever reason) are not disadvantaged

Subject Coordinators should:

- Ensure that ICT is incorporated into their schemes of work
- Ensure that subject specific ICT resources are budgeted for
- Find suitable ICT resources for their subject (suitable websites, software)

Class Teachers :

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT.

Teachers' own use of ICT in lessons is also an essential part of preparing engaging, fast moving, motivating lessons for pupils. The ICT co-ordinator will keep teachers up to date on the latest uses of ICT as a teaching tool; individual teachers then need to decide the best ways to use the technology in their lessons.

4. CURRICULUM ORGANISATION

ICT is unique within the national curriculum, as it is the only cross-curricular element with its own attainment targets.

Although there are times when skills have to be taught as a precursor to cross-curricular use it is not intended that ICT will be delivered in isolation.

Children's learning experiences in ICT across the curriculum must support and reinforce each other. This requires planning for coherence of learning experiences, thus ensuring available time and resources are utilised effectively.



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- How NC ICT capability is planned, monitored and delivered for all pupils

There is a long term spiral plan. Each of the units from the QCA document is assigned a place within the long term plan and allocated a time budget. Some of the Year1 units are assigned to reception. Most of the units covered in Years 1 and 2 are visited twice to allow for consolidation of skills and concepts.

In Years 3,4,5 and 6 the units follow the QCA model, except for the addition of an extra unit at Years 3 and 4, Introduction to the Internet.

The main themes from the QCA plans have been addressed in our ICT long term plans, but specific activities are continually adapted to fit with appropriate software and hardware available at that time.

The short term plans are written on the school's Accelerated Learning Lesson Plan proforma and are agreed by the planning teams.

Monitoring is carried out in the following ways:

1. The Headteacher, Deputy Headteacher and the ICT Coordinator observe lessons. Constructive feedback is given with regard to the content of the lesson, the teaching methods used and learning styles accessed.
2. The SMT and the ICT coordinator will monitor the children's work on a regular basis.
3. It will be expected that ICT work produced by the children will be displayed in the ICT suites and that these displays will be changed regularly.
4. The ICT Coordinator will keep a portfolio of children's work to illustrate how the ICT curriculum is being taught across the school. (Much of this work is stored locally on the server)

- How ICT is used to support the curriculum and integrated with it

ICT skills (i.e. features available through the computer or in individual pieces of software) will be targeted on a half termly basis. All activities involve using the computer but are linked with planning for other subjects, topics or units of work. This will reinforce IT skills by giving pupils opportunities to revisit them in a range of activities and contexts. It is intended that all planning for other areas of the curriculum will include a variety of short ICT tasks which will reinforce and support learning in that subject.

Staff make use of the resources available on the Internet in preparing their work and they use internet facilities to share their pupils work with other schools.



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All classes will be timetabled into the ICT Suite for a one week block of Literacy and Numeracy each Term.

- How differentiation is planned and supported

Most of the software used is appropriate for pupils with Special Educational Needs, and teachers may use software from another year group to challenge or support their pupils' learning where appropriate. Where pupils have a physical disability which precludes them from using ICT for some activities, the school will try to purchase or borrow appropriate devices to assist their use.

All pupils are encouraged to make use of the communication opportunities offered by the availability of email, within the bounds of the school's Internet policy.

- How schemes of work are reviewed and monitored

The new Long term plan will be reviewed at the end of its first cycle. Medium term plans will be adjusted or changed if they are found to be inappropriate. New Medium term plans will be written where there is a perceived gap in provision.

5. EQUAL OPPORTUNITIES

- All pupils, regardless of gender, race or Learning needs will be given equal access to the ICT curriculum.
- The ICT curriculum will be differentiated according to the needs of the pupils.
- If a pupil needs specialist hardware / peripherals in order to access the ICT curriculum the School will liaise with ESPD to source the appropriate equipment.
- If a child is Statemented and not able to access the curriculum at the same level as his/her peers then provision will be made for the pupil to access the curriculum at their own level.
- Pupils will not be discriminated against because they do not have access to a computer outside of school.

6. CURRICULUM ADMINISTRATION

- The teaching and learning styles that are encouraged
- How you support, monitor and evaluate them
- How you ensure that all pupils are challenged appropriately
- How you ensure that all staff use an appropriate range of strategies

See :

Effective Teaching and Learning Policy
Accelerated Learning Policy



7. RESOURCE MANAGEMENT - HUMAN

7.1: PROFESSIONAL DEVELOPMENT

- How we provide appropriate IT training for all staff
 1. Targeted training for Teachers and Teaching Assistants
 2. Individual support given as needed
 3. Relevant training given to Admin Officers as required.
 4. ICT coordinator to keep up to date through appropriate training.

- How we provide ongoing support for all staff
 - Staff are supported by the ICT coordinator as required.
 - Staff meetings timetabled for updates in ICT skills

- Training needs are identified through:
 1. The ICT Competency audit
 2. Lesson observations
 3. Monitoring of planning
 4. Discussions with teachers

- The provision we make for staff to have personal access to ICT
 1. All members of the teaching staff have their own personal laptop for use in lessons and in lesson preparation.
 2. All members of staff have free and unlimited use of the ICT equipment, Email facilities and Internet. (To do this staff will need to sign the School's guidelines on Responsible Internet Use)



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- How you develop the ability of staff to use IT competently

There are four distinct areas for consideration:

1. Curriculum training.
2. Technical support and training for teachers including a strategy for optimising the opportunities fund allocation. On induction to the school all new members of staff will be encouraged to develop their own confidence and competence in ICT.
3. Administrative user support.
4. Management of ICT within the classroom environment.

A number of activities will be planned according to the staff's and the school's changing needs.

7.2: TECHNICAL SUPPORT

- Who is responsible for providing technical support
 1. iMacs and Access Points – Jennings Ltd (York and Scarborough)
 2. PCs – ICT Coordinator
 3. Admin Pcs – ERYC IT Services
 4. ICT Coordinator will make the decision as to when outside help is required. (projectors, audio-visual equipment etc)
- How you deal with technical problems
 - 1) Turn the device on and off!
 - 2) The ICT Coordinator will be the first port of call. The Coordinator will then decide whether to call on outside help.



8. RESOURCE MANAGEMENT - PHYSICAL

8.1: MANAGING RESOURCES

- Budget allocation

Harnessing Technology Grant is spent according to the needs of the school. This includes investment in new technologies, and in upgrading existing provision.

8.2: HARDWARE RESOURCES

The list of hardware available in school is constantly changing as hardware is upgraded, replaced or new technologies are brought in. The current (2010) basic provision includes:

- A laptop for every teacher
- 30 Desktop Curriculum machines (iMacs)
- 15 Midi keyboards for Music Composition
- A set of various portable computer devices including netbooks, laptops and iPod Touches, iPads for curriculum use.
- Digital cameras for every year group
- Digital video camera with hard drive
- School SLR camera
- Projectors and SmartBoards in every classroom
- Several Control Devices (Pip, Roamer, BeeBot)



8.3: SOFTWARE RESOURCES

Software for use in the classroom develops very quickly and a static list of the software we currently use would be of little use. When a unit of work is planned, we consider the most effective piece of software to fit the objective. Sometimes this could be free software that needs installing on curriculum machines, sometimes it could be 'Cloud' software that runs online.

Teachers requiring support with choosing the most appropriate software should see the ICT coordinator for support.

Software purchases are funded by Harnessing Technology Grant

8.5: HEALTH & SAFETY

- See Health and Safety Policies



9. MANAGEMENT INFORMATION SYSTEMS

- Is the MIS integrated or separate from Curriculum development/usage?

The MIS is separate from the curriculum development and usage.

- Is there a separate MIS policy document?

- Is it necessary to use the same hardware/software?

The MIS all run on PCs. The curriculum software runs on Apples.

- Who is responsible for the MIS?

ICT Coordinator

- Who provides support for the MIS?

ERYC IT Services

- Who monitors whether MIS is used effectively?

Headteacher / SMT

- Who has access to the MIS?

Headteacher, Deputy Headteacher, SMT, Admin Officers.



- How is training provided?

By the ICT Coordinator and through courses run by the East Riding

10. EVALUATION

10.1: ASSESSING, RECORDING AND REPORTING

- See Assessment, Recording, Reporting and Target Setting Policy.

13. INSET

The ICT coordinator will attend courses organised by the ICT advisers and inspector in the Riding. The ICT coordinator will deliver INSET on changes to National and East Riding policy. The ICT coordinator will support other coordinators in the delivery of subject specific ICT training.

14. LIAISON WITH OTHER SCHOOLS

The ICT Coordinator will share good practice with other schools and will look at good practice and resources in other schools. Potential for links with other schools via online facilities (learning platforms, blogs, document sharing sites) will also be explored.



COORDINATOR'S JOB DESCRIPTION

Molescroft Primary School

Name: Matthew Britton

Date: September 2010

Post Held: ICT Co-ordinator

1: To monitor and evaluate practice by aiming to:

- a) Be aware of our current classroom practice and evaluate this against school aims and values.
- b) Discuss needs and concerns with colleagues.
- c) Look at ICT Policy in the light of the National Curriculum and the QCA ICT schemes of work.
- d) Keep the Headteacher aware of standards of achievement.

2: To organise resources through negotiation and agreement with colleagues by:

- a) Carrying out a resources audit and monitoring and organising these resources.
- b) Establishing criteria and priorities for selecting resources.
- c) Ordering new resources, taking into consideration budget restraints and the school's purchasing policy as outlined in the School Development Plan.
- d) Managing your Curriculum Budget effectively as delegated by the Headteacher through the School Development Plan.
- e) Liaising with ICT service providers.

3: To support other members of staff by aiming to:

- a) Demonstrate good practice, commitment and enthusiasm.
- b) Be involved in INSET and organising INSET for colleagues.
- c) Plan and lead curriculum development meetings, as negotiated and agreed in the School Development Plan.
- d) Advocate your subject and maintain its profile as detailed in the School Development Plan.
- e) Advise on assessment and recording for ICT.

4: Communicating school policies and practice by:



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- a) Writing and reviewing curriculum policies in consultation with other staff and appropriate outside agencies as negotiated and agreed in the School Development Plan.
- b) Liaising with other Curriculum Co-ordinators. Assisting colleagues in planning and delivery of the curriculum area where appropriate to do so.
- c) Talking to parents about school policies and practices in particular the area one co-ordinates.
- d) Talking to Governors about school policies and practices in particular the area one co-ordinates. Introducing Governors to curriculum policies as appropriate at Governors Meetings and through liaison groups and working parties.
- e) Preparing the necessary documentation for talking to Inspectors during an Inspection Period
- f) Maintain the Curriculum Co-ordinators file to provide evidence of school development.
- g) To keep up to date with developments in ICT.
- h) To oversee extra-curricula activities that relate to ICT.

To whom responsible:

The Headteacher has the overall delegated responsibility of the school and as such you are responsible directly to him. However as a Curriculum Co-ordinator one is responsible to all members of staff to support one another and share in the corporate responsibility of the school.

Notes:

This job description will be reviewed at the start of the financial year or earlier if necessary on an annual basis. In addition it may be amended at any time in consultation with you and the Headteacher of the school.

Headteacher: Mr. M.A. Loncaster

Signed: Headteacher:

Date:

Signed: Curriculum Co-ordinator:

Date: