



## 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 Andrew Dolman

The role of the co-ordinator: *See Appendix I \_\_\_\_\_ Job Description*

## 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



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

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
- co-ordinate the ICT plan across the curriculum
- co-ordinate the ICT plan for administration with the curriculum plan
- 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. The National Grid for Learning (NGfL) is a Government initiative to help learners and educators in the UK to benefit from ICT. The NGfL is intended to increase and widen access to learning opportunities for everyone in both formal and informal learning environments. It is part of the Government's commitment to create a connected learning society in which learning is accessible and adapted to individual needs.

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



## Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

- 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)
- Work closely with the governor with responsibility for ICT
- Monitor the progression of basic ICT skills by children throughout the school
- 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



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

- 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.

## 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.

- 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 QCA plans are used, and adapted as necessary, as the medium term plans.



## Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

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.
- 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 World Wide Web (WWW) facilities to share their pupils work with other schools.

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

- Curriculum IT audit  
The curriculum ICT Audit was carried out in December 2001 and revised in June 2004. See Appendix ii.
- 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

- IT skills audit
  1. All new staff are asked to do an ICT competency self assessment. (See Appendix iii)
- How you provide appropriate IT training for all staff
  1. Training provided for Teachers and Teaching Assistants through the New Opportunities Fund.
  2. Targeted training for Teachers and Teaching Assistants
  3. Individual support given as needed
  4. Relevant training given to Admin Officers as required.
  5. ICT coordinator to keep up to date through appropriate training.
- How you provide ongoing support for all staff
  - Staff are supported by the ICT coordinator as required.
- How you identify individual teachers' training needs  
Training needs are identified through:
  1. The ICT Competency audit
  2. Lesson observations
  3. Monitoring of planning
  4. Discussions with teachers
- The provision you make for staff to have personal access to ICT
  1. All members of the senior management team have access to a laptop, as does the maths coordinator.
  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)



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

- 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. Apple Computers and network – Matthew Stone
  2. PCs – BMP Solutions
  3. Admin Pcs – ERYC IT Services
  4. ICT Coordinator will make the decision as to when outside help is required.

- IT technical skills training

Only the following technical skills will be taught:

1. How to change the Ink cartridges on printers
  2. How to check cables are plugged in correctly
  3. How to set up 'mobile' data projector
  4. How to download PDF files to the staff folder
- How you deal with technical problems

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
  1. NGFL funds are earmarked until 2006 to pay for new ICT suites
  2. E Learning Credits will be spent on highlighted priorities in the ICT action plan
- The acquisition process (including needs analysis/audit)

See Approaches to best value policy

- How IT resources are deployed

ICT resources are deployed in the following manner:

1. KS 2 ICT suite : 16 EMacs, Epson 1900c network printer, Ibook
2. Staff Room : Interactive white board, data projector, 1 EMac
3. Admin Office : 2 PCs, HP laserjet 1200 network printer, 1 laptop
4. Headteacher's Office: 1 IMac, Data projector
5. Hall : 1 Data projector
6. South East Room : 1 EMac, 3 PCs
7. South Room : 1 EMac, 3 PCs
8. South West Room : 1 EMac, 3 PCs, Hp Laserjet 1100 network printer
9. West Room : 1 EMac, 3 PCs, 1 Data projector
10. Centre Point Room : 1 EMac
11. Reception Room : 1 EMac, 1PC, Cannon BJC 4200
12. North Room : 1 EMac
13. North East Room : 1 EMac
14. Headteacher : 2 Laptops
15. Deputy Head : 1 Laptop
16. KS 1 Coordinator : 1 Laptop
17. KS 2 Coordinator : 1 Laptop
18. Maths Coordinator : 1 Laptop

- Staff training and support
  1. Internal support

ICT Coordinator / Headteacher

2. External support



NOF Training, ICT advisers, ICT CPMs

## 8.2: HARDWARE RESOURCES

- Whether the school has completed an IT equipment audit

Completed May 2004 – Kept in Admin Office

- How equipment needs are identified

Equipment needs are identified through curriculum mapping and through the coordinator keeping up to date through ICT training.

- Maintenance plan

The Educational ICT equipment is maintained by BMP

The Apple Network is maintained by Matthew Stone

The Administration ICT equipment is maintained by ERYC IT services

- Whether you have a replacement plan

All of our Curriculum computers have been bought on a hire purchase scheme. When the hire purchase has been completed the school will then evaluate the effectiveness of the computers in delivering the ICT curriculum at that time.

- Whether your plans are 'future proofed'

Our plans for ICT development are as future proofed as possible. As long as software is being developed for eMacs running on Mac OS 9.22, Windows Xp is still the appropriate operating system for SIMS, and the National Curriculum doesn't change with regard to ICT!!

In thinking about the future there is a rough rule of thumb where-by if you are trying to look forward 5 years, you look back 10. The aim is not to see the trends that will shape the future, (although some of these will also emerge) but to remind us of just how much can change in a relatively short time.

The problem is that we are very good at adapting to change and major changes become the norm very quickly. Hence we need to look back and remember. Pick a year and see for yourselves how much has changed - on a personal, social, educational or organizational level.

"Change may be triggered by numerous external influences such as ever decreasing technology cycles, demographics and globalisation, but change ultimately begins in the mind. It starts with new ways of thinking about the future that are later translated into and shaped by new ways of behaving."



### 8.3: SOFTWARE RESOURCES

- Software audit

Completed December 2001, Revised June 2004 – See Appendix ii

- How software needs are identified

Pupil software needs are identified through the Long Term plan. Any gaps in provision are then planned for.

Admin software needs are identified through need and when packages such as SIMs are updated.

- How appropriate software is identified

Once a gap in software provision has been identified appropriate software is searched for through a combination of methods; use of Internet, Catalogues, Advice from LEA, Talking to other ICT Coordinators about the software that they use.

- How software purchases are funded (centrally and/or by department)

Software purchases are funded by E credits, ICT budget, NGFL budget and Subject budgets.

### 8.4: ACCESS TO INFORMATION TECHNOLOGY

- Whether equipment is portable or fixed

The following are portable, everything else is fixed:

1. 1 eBook
2. 1 data projector
3. 1 big track
4. 6 laptops
5. 1 digital video camera

- Loan of equipment

Staff may borrow ICT equipment. It needs to be signed out in the office and then signed back in on return.

- Any differences between supervised/unsupervised usage

All class access is supervised. All pupil internet and email access is supervised.



- Whether access is available outside school hours

The ICT suite is available outside of school hours for staff use, clubs and adult ICT courses. At present we are unable to offer unsupervised access to parents outside of school hours.

## 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

- Are your systems year 2000 compliant?

Yes, all MIS are run on Microsoft XP.

## 10. EVALUATION

### 10.1: ASSESSING, RECORDING AND REPORTING

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

## 11. DOCUMENTATION

Files Kept :

- Coordinator's file
- Coordinator's portfolio of children's work
- Beta Research

## 12. SPECIAL FACILITIES

## 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.

## 15. TARGETS TO BE MET BY JULY 2005

1. Second ICT suite will be operational
2. New classrooms will be fitted with Smartboards



## 16. LIST OF APPENDICES

- I. COORDINATOR'S JOB DESCRIPTION
- II. CONTACT LIST
- III. ICT COMPETENCY
- IV. SOFTWARE AUDIT
- V. USEFUL PUBLICATIONS
- VI. USEFUL WEBSITES
- VII. LONGTERM SPIRAL PLAN



## I. COORDINATOR'S JOB DESCRIPTION

### Molescroft Primary School

**Name:** Andrew Dolman

**Date:** March 2002

**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:**



## Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

- 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.

March 2002

*See also Deputy Head Teacher, SENCo and Child Protection Co-ordinator.*

Headteacher: Mr. M.A. Loncaster

Signed: Headteacher:

Date:

Signed: Curriculum Co-ordinator:

Date:



# Molescroft Primary School Information and Communications Technology Policy


20 May 1994  
April 2004

## II. CONTACT LIST

NAME	COMPANY	PHONE	EMAIL/SPECIAL NOTES
Matthew Stone	Apple network management	07950703650	
BMP solutions	maintenance	01482 581949	
ERYC IT Services	maintenance	01482 394444	Log call under Judy Bowes or Christine Heap's name.
Trish Goldberg	ICT CPM	01482 392473	

### III. ICT COMPETENCY

A member of staff is deemed to be competent in ICT if they can meet the criteria for **Expert** in each of the following areas that cover the ICT curriculum:

 <b>ICT COMPETENCY</b>	<b>Starting out</b> (Makes an effort, basic understanding)	<b>Apprentice</b> (Tries hard, can accomplish most tasks with assistance)	<b>Practitioner</b> (Strong, clear understanding)	<b>Expert</b> (Excellent understanding, can work independently)
<b>Logging on</b>	I know I have a password to log on to computers.	I know when and why logging on is important.	I know how to log on to the Network <i>and</i> the Internet.	I can help others to log on to the Network and the Internet.
<b>Saving</b>	I know that work can be saved to work on later.	I am able to save work to my folder.	I know how to access my folder and open up saved work.	I can show others how to access their folder and open up saved work.
<b>Typing</b>	I know how to type using Word.	I am able to use Word to type sentences and paragraphs.	I know how to apply formatting to my writing so it looks attractive.	I can show others how to format their writing so it looks attractive.
<b>Graphics</b>	I can paint and draw using tools in Kid Pix.	I can add Clip Art and Word Art to a document.	I can make my own graphics and import them into a document.	I can show others how to create graphics and import them into a document.
<b>Email</b>	I have used Email at school.	I know how to access my EMail by myself.	I know how to send and receive Email messages.	I can help others access their Email account and send Emails.
<b>Internet</b>	I know what the 'My Internet' page is.	I know how to access Websites from links I have been given.	I am able to use Search Engines (like Google) to find Websites myself.	I can show others strategies for finding information on the Internet.



## Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

<b>Multimedia</b>	I have used Kid Pix or Power Point.	I know how to make a basic slideshow presentation.	I can make interactive slideshow presentations or web pages.	I can help others make interactive slideshow presentations or web pages.
<b>Information</b>	I can find information using a computer.	I use searching techniques to find information using the Internet and CD-Roms.	The information I find using computers improves my understanding of a topic.	I am able to find, read and select appropriate information. I include references to the sources I use and I can show others how to do these.
<b>Learning Technologies</b>	I have taken photos using the digital camera.	I am able to export my photos into a document from the digital camera.	I can confidently use the digital camera or the scanner or the video camera / iMac.	I can show others how to use some or all of these learning technologies.
<b>Control Technology</b>	I have used PIP or PIXIE with support. I have used the data logging equipment with support.	I can independently: Program PIP and PIXIE Use the LogIT Explorer USB and its software Use the LogIT Live Datalogger Interface	I can confidently: Program PIP and PIXIE Use the LogIT Explorer USB and its software Use the LogIT Live Datalogger Interface	I can show others how to: Program PIP and PIXIE Use the LogIT Explorer USB and its software Use the LogIT Live Datalogger Interface
<b>Data Projector</b>	I have used a data projector in my teaching.	I am able to set up a data projector to use with a computer or a video input.	I am able to use a data projector in conjunction with a smartboard.	I can show others how to use a data projector and a smartboard.



## IV. SOFTWARE AUDIT

### Software for the QCA scheme of work

Revised December 2001 & June 2004 by Andrew Dolman

Year	Unit title	Programme of study ref.	Software Apple Mac	Hours + Comments
FY	1 A	Assembling Text	1a,2a	Clicker 4
FY	1 B	Using a word bank	1a,2a	Clicker 4
FY	1 C	The Information Around US	1c,2a,3c	Sound tapes Assorted pictures Talking book <i>An adventure game</i>
FY	1 D	Labelling and Classifying	1a,2b	Clicker 4 Pictures of objects on cards Pick a Picture A variety of large + small coloured balls + blocks Clicker 4 <i>word processor with a word bank + graphics insert facility</i>
				<b>Total hours Foundation Year</b>
1	1 A	Using a word	1a, 2a	Clicker 4  3



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

		bank			
1	<b>1 E</b>	Representing information graphically i.e pictograms	KS1 2a, 3a, 3b		3
1	<b>1F</b>	Understanding instructions + making things happen	KS1 2b, 2c,	tape recorder battery operated toys PIXIE (Programmable Robot)	3(X2)
<b>Year 2</b>	<b>2 A</b>	Writing Stories, comm..info using text	KS1 1a 1c 2a	Clicker 4 Appleworks WP	3(X3)
2	<b>2 B</b>	Creating Pictures	KS1 1a, 1c, 2a, 2b	Kid Pix Deluxe 3	3(X4)
2	<b>2 C</b>	Finding Information	KS1 1a, 1c, 2c, 3c	New Oxford Infant Atlas	3
2	<b>2 D</b>	Routes Controlling a floor turtle	KS1 1a, 2b, 3a, 3b	PIXIE	3(X2)
2	<b>2 E</b>	Questions and Answers	KS1 1b,1c, 2c ,4a, 4c,	Soft ease branch (Granada Learning) Use an Index, or contents page on a CD	3(X2)
				<b>Total hours KS 1 allocated over 2 years</b>	<b>48</b>
<b>Year 3</b>	<b>3 A</b>	Combining Text and graphics	KS2 1a, 1b, 2a, 2b, 3a, 4b	Appleworks wp Clicker 4 Clip art files Kid Pix Deluxe 3	3(X2)
3	<b>3 B</b>	Manipulating Sound	KS2 1a, 1b, 2a, 3a, 4a		4



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

3	<b>3 C</b>	Introduction to databases	KS2 1a, 1b, 1c, 2b, 2c, 2d, 4a		4
3	<b>3 D</b>	Exploring simulations	KS2 2c, 3d	adventure program e.g. Granny's Garden Mission Control Crystal Rainforest	2
3	<b>3 E</b>	E-mail	KS2 1a, 1b, 2a, 3b, 4c	Email Detectives	4
¾	<b>3 F</b>	Introduction to the Internet		Internet Explorer	3
<b>Year 4</b>	<b>4 A</b>	Writing for different audiences	KS2 1b, 1c, 2a, 3b, 4c	Appleworks WP MS Word Clicker 4	6
4	<b>4 B</b>	Developing Images using repeating patterns	KS2 1a, 2a, 2b, 2c, 3a	Kid Pix Deluxe 3	6
4	<b>4 C</b>	Branching database	KS2 1b, 1c, 2b, 2c, 4a	Soft ease branch (Granada Learning)	4
4	<b>4 D</b>	Collecting and presenting info; questionnaires + pie charts	KS2 1b, 1c, 2a, 2c, 2d, 3b,	Appleworks spreadsheet MS Excel	5
4	<b>4 E</b>	Modelling effects on screen	KS2 1a, 1c, 2a, 2c, 3a, 3c, 3d	Terrapin Logo	2(X2)
				<b>Total hours for Years 3 &amp; 4 over 2 years</b>	<b>48</b>
<b>Year 5</b>	<b>5 A</b>	Graphical modelling	KS2 1a, 1c, 2a, 2c, 3a, 3b, 3c,		2



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

			3d		
5	<b>5 B</b>	Analysing data and asking questions using complex searches	KS2 1a, 1b, 1c, 2b, 3d	Junior Viewpoint	3
5	<b>5 C</b>	Evaluating Information, checking accuracy and questioning plausibility	KS 2 1a, 1b, 1c, 2a, 2b, 2d, 3a	Junior Viewpoint	2
	<b>5 D</b>	Introduction to spreadsheets	KS2 1b, 2b, 2c, 3d, 4a	Appleworks spreadsheet  MS Excel	3(X2)
5	<b>5 E</b>	Controlling devices)	KS2 1a, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 4b, 4c	Flowall Software  Flowgo interface  PIP (ROBOT)	3(X3)
5	<b>5 F</b>	Monitoring environmental conditions and change	KS 2b, 2c, 4b, 4c	LogIT Explorer  Junior Insight  LogIT Live	3
<b>Year 6</b>	<b>6 A</b>	Multi media presentation	KS 2 1a, 1b, 2a, 2b, 3b	MS Powerpoint	4(X2)
6	<b>6 B</b>	Spreadsheet modelling	KS2 1b, 2c, 3c, 3d	Appleworks spreadsheet  MS Excel	3(X2)
6	<b>6 C</b>	Controlling + monitoring - What happens when?	KS2 1a, 2a, 2b, 3a, 3b, 3c, 4a, 4b	Flowall Software  Flowgo interface  Flowgo model pack	3(X2)
6	<b>6</b>	Using the Internet to		Internet Explorer	4



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

	<b>D</b>	search large Databases and to interpret information		Word Publisher Powerpoint	
				<b>Total hours for Years 5 &amp; 6 over 2 years</b>	<b>48</b>
<b>CROSS CURRICULAR SOFTWARE – not included in the main ICT units</b>					
		Literacy		Bailey’s book house  Matti moles summer holiday  DK Children’s Dictionary	
		Numeracy		Millie’s Math House  Trudy’s time and place house  DIY Decimals  DIY Fractions  DIY Percentages  Thinkin’ things collection 1,2,3	
		Science		Sammy’s Science House  Thinkin’ science	



# Molescroft Primary School Information and Communications Technology Policy

20 May 1994  
April 2004

		Geography		New Oxford Infant Atlas Map Detectives	
		History		Castle Explorer	
		RE			
		DT		The way things work 2.0	
		Music			
		Art			
		PSHCE			



## V. USEFUL PUBLICATIONS

### Further reading

The materials listed below may provide further support for teaching pupils with learning difficulties.

DfES/QCA, *Curriculum guidance for the foundation stage*, QCA, London, 2000

DfES/QCA, *Supporting the target setting process*, DfES, London, 1998

DfES/QCA, *The National Curriculum: Handbook for primary teachers in England*, HMSO, London, 1999

SCAA, *Planning the curriculum at key stages 1 and 2*, SCAA, London, 1995

QCA, *Maintaining breadth and balance at key stages 1 and 2*, QCA, London, 1998



## VI. USEFUL WEBSITES

<http://buildingthegrid.becta.org.uk/docs/schgovernors.pdf>

[www.nc.uk.net](http://www.nc.uk.net)

[www.qca.org.uk/](http://www.qca.org.uk/)

[www.dfes.gov.uk/governor/index.htm](http://www.dfes.gov.uk/governor/index.htm)

[www.becta.org.uk/start/governors.html](http://www.becta.org.uk/start/governors.html)

[www.dfes.gov.uk/standardsfund/index.cfm](http://www.dfes.gov.uk/standardsfund/index.cfm)

<http://www.becta.org.uk/ictsn/index.cfm>

[www.e-gfl.org](http://www.e-gfl.org)

## VII. LONGTERM SPIRAL PLAN

### Molescroft Primary School - Long Term Plan

SUBJECT	ICT
KS1 % TIME	3
Hours per year	24
Total Hours	48
Hours Spent	48
Hours Left	0



TERM	Unit	Notes
<b>AUTUMN 1</b>		
Using a word bank		3
<b>Health week</b>		
Questions and answers		3
<b>Citizenship Week</b>		
Writing Stories		3
<b>SPRING 1</b>		
Understanding Instructions		3
Creating Pictures		3



**European Week**

**Multi-cultural Week**

**SUMMER 1**

Questions and Answers	3
Controlling a Floor Turtle	3

**Britain Week**

Finding Information	3
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**Environment Week**

**AUTUMN 2**

Understanding Instructions	3
Creating Pictures	3

**Health week**

Writing Stories	3
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**Citizenship Week**

**SPRING 2**

Creating Pictures	3
Controlling a Floor Turtle	3
Writing Stories	3

**European Week**

**Multi-cultural Week**

**SUMMER 2**

Creating Pictures	3
Representing info graphically	3

**Britain Week**

**Environment Week**

**Molescroft Primary School - Long Term Plan**

<b>SUBJECT</b>	<b>ICT</b>	
<b>Y3/4 % TIME</b>		<b>3</b>
<b>Hours per year</b>		<b>24</b>





Total Hours	48
Hours Spent	48
Hours Left	0

<b>TERM</b>	<b>Unit</b>	<b>Notes</b>
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**AUTUMN 1**

e mail	2
Modelling effects on screen	2

**Health week**

**Citizenship Week**

**SPRING 1**

Collecting and presenting Information	3
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**European Week**

Introduction to the Internet	2
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**Multi-cultural Week**

Combining Text and Graphics	3
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**SUMMER 1**

Writing for different audiences	2
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**Britain Week**

**Environment Week**

Collecting and Presenting Information	3
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**AUTUMN 2**

Developing images using repeated patterns	3
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Modelling effects on screen	2
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Branching databases	4
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Exploring simulations	2
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e mail	2
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**Health week**

**Citizenship Week**

**SPRING 2**

Combining text and graphics	3
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**European Week**



<b>Multi-cultural Week</b>	
Developing images using repeated patterns	3
 <b>SUMMER 2</b>	
Manipulating sound	4
Introduction to databases	4
Writing for different audiences	2
<b>Britain Week</b>	
Introduction to the Internet	2
<b>Environment Week</b>	

## Molescroft Primary School - Long Term Plan

<b>SUBJECT</b>	<b>ICT</b>
Y5/6 % TIME	3
Hours per year	24
 Total Hours	 48
Hours Spent	48
Hours Left	0



<b>TERM</b>	<b>Unit</b>	<b>Notes</b>
<b>AUTUMN 1</b>		
Introduction to Spreadsheets		3
Spreadsheet modelling		3
<b>Health week</b>		
<b>Citizenship Week</b>		
 <b>SPRING 1</b>		
Controlling devices		3
Control and monitoring		3
Monitoring environmental conditions and change		3
<b>European Week</b>		
<b>Multi-cultural Week</b>		
 <b>SUMMER 1</b>		
Multimedia presentation		4
Using the Internet to search large databases and to interpret information		2



**Britain Week**

**Environment Week**

Graphical modelling 2

**AUTUMN 2**

Analysing data 3

Introduction to Spreadsheets 3

Spreadsheet modelling 3

**Health week**

**Citizenship Week**

**SPRING 2**

Controlling devices 3

control and monitoring 3

Using ICT - PE 2

**European Week**

**Multi-cultural Week**

**SUMMER 2**

Evaluating information 2

Multimedia presentation 4

Using the Internet to search large databases and to interpret information 2

**Britain Week**

**Environment Week**