

Parkside Middle School

Information Communication Technology Policy

Introduction

- This document is a statement of the aims, principles and strategies for the use of Information Communication Technology at Parkside Middle School. It will form the basis for the development of ICT in the school over the next five years.
- It was reviewed in March 2009.
- It was approved by the governing body.
- This policy will be reviewed.

Rational

The school recognises the importance of Information Communication Technology in the school curriculum both as an experience of skills and concepts in their own right and as a means of enriching, enhancing and extending the delivery of all subjects across the curriculum.

“The modern world requires new skills. Understanding ICT and, more importantly, being able to apply it to the problems we face is one of the most important. Increasingly, ICT will be vital for our individual prospects and for our economy’s future.”

Lord Dennis Stevenson, Prime Minister’s Adviser on ICT and Education.

What is Information Communication Technology?

- Information Communication Technology (ICT) comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but ICT also includes programmable robots, tape recorders, calculators and video and digital cameras.
- The school recognises the importance of Information Communication Technology in the school curriculum both as an experience of skills and concepts in their own right and as a means of enriching, enhancing and extending the delivery of all subjects across the curriculum.

Aims

- Our aim in using Information Communication Technology is to produce learners who are confident and effective users of ICT.
- We strive to achieve this aim by:
 - helping all children to use ICT with purpose and enjoyment
 - helping all children to develop the necessary skills to exploit ICT
 - helping all children to become autonomous users of ICT
 - helping all children to evaluate the benefits of ICT and its impact on society
 - meeting the requirement of the NC as fully as possible and helping all children to achieve the highest possible standards of achievement

The school's curriculum organisation

- ICT is incorporated in the planning of each scheme of work.
- When planning work involving the computer, teachers identify some activities in which the emphasis is on the development of ICT capability and others in which the emphasis is on the subject, which is being supported by ICT.
- The ICT co-ordinator consults with each teacher to ensure that the Programme of Study for ICT will be taught.

Roles and responsibilities

The roles and responsibilities with regard to ICT are as follows.

The following responsibilities are carried out by the head teacher:

- ensuring the consistent implementation of ICT policy
- ensuring staff access to ICT
- purchasing/organising ICT resources

The following responsibilities are carried out by the ICT co-ordinator:

- ensuring continuity between year groups
- ensuring ICT progression
- liaison with feeder and/or receiving schools
- identifying what ICT support is needed by individual staff
- arranging in-service support
- reviewing the ICT policy
- assessment of pupils
- meeting statutory requirements
- curriculum development
- overseeing equipment maintenance
- health and safety policy and practice

Teaching and learning styles

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate.

These will include:

- using the computer to demonstrate to a group of pupils or the whole class
- leading a group or class discussion about the benefits and limitations of ICT
- individual or paired work using worksheets and help cards
- collaborative writing and design work in groups.

Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.

Groups will be selected to ensure that all children are equally active and involved in the task.

Activities using ICT are planned in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work.

Teachers are expected to intervene where appropriate to reinforce an idea or teach a new point.

Access to IT

The school has a well developed and up-to-date ICT suite containing 29 multi-media and Internet capable machines. These are prioritised for pupils use and allow for each child to have their own computer during discrete ICT lessons. In addition to these there are 20 computers outside the Year 5 and Year 6 classrooms and 20 computers outside the Year 7 and Year 8 classrooms, which are for the pupils use during lesson times under supervision from the class teacher. The library is also equipped with 4 computers upstairs and 5 computers downstairs which are available for use at all times. Every classroom, including specialist classrooms, has a computer which is connected to an InterActive Whiteboard and projector and is used by the teacher to support learning in the classroom. The pupils also have access to all the computers at lunch time and after school. There are also scanning and digital camera facilities available. In the staff room there are a further 2 computers for use by all staff. All are on the school network.

Printing requirements are covered by a laser colour printer in the ICT room; one laser colour printer the upstairs corridor, one laser colour printer in the downstairs corridor and one laser colour printer in the staff room. In addition to these one of the computers in the staff room is connected to one of the photocopiers.

The children are encouraged to use the computer suite during lunchtimes and after school. There are two Gifted and Talented groups, one Year 7 and one Year 8 which meet during lunch times and after school to work on special projects.

Equal opportunities

All children should have equal access to ICT in order to develop their personal ICT capability.

When children are working in groups, we endeavour to ensure that their hands-on experience is equitable.

We check CD-ROMs, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

The SENCO and ICT co-ordinator jointly advise teachers on the ICT support which can be provided to individual children with particular educational needs, including high ability pupils.

Where appropriate, an external specialist is used to assess a child's specific needs.

Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate. Pupils have access to their own folders and files from home via the Internet and are able to upload work

Recording, assessment and reporting

Each teacher maintains a class checklist to record children's progress in acquiring basic computer skills.

Assessment of their ICT capability is achieved by planning appropriate curriculum activities in line with the school's general policy for assessment and reporting.

Managing resources

The budget for ICT resources is determined as part of the long term and medium term plans and is based on the needs of the school shown in the School Improvement Plan and agreed by the governors and finance.

The deployment of hardware is determined through discussion with staff according to the development plan.

Software resources are identified, acquired, updated and deployed through discussion with staff each year.

The school ensures that all staff have the appropriate skills to use ICT resources effectively by a continual professional development training programme and support from the ICT Co-ordinator.

External services, such as a technician employed for one day a week; support from the LEA consultant; and IBS are used to support ICT in the work of the school.

Monitoring and review

Current practice is by the LEA consultant, the SMT and subject meetings monitored to ensure that the existing policy is implemented.

ICT teaching is regularly monitored by the SMT and the subject head.

Planning and marking are monitored by subject meetings and sampling of work.

The use of ICT is monitored by regular meetings with subject heads and the use of a timetable in both corridors and the ICT room for staff to be able to book lesson time. This is regularly reviewed by the ICT Co-ordinator.

Schemes of work are regularly reviewed and developed in consultation with the LEA consultant in line with current guidelines and with discussion with members of staff.

Staff development needs are identified through meetings with subject heads and through regular Staff Appraisals.

There is an annual review of this policy by the ICT co-ordinator and a major review involving all staff will take place every three years.

The school adheres to all copyright agreements and if there is any doubt about copyright then members of staff should check with ICT Co-ordinator.