

Sir John Maxwell Primary School – Policy on Information and Communications Technology

Rationale

The term 'Information and Communications Technology' is applied to the various forms of technology and communications apparatus such as:

- computers
- scanners
- videoconferencing units
- digital cameras
- listening centres and audio and broadcasting systems used in our school.

As ICT in general is part of everyday life we need to ensure that all pupils acquire a knowledge and understanding, combined with the ability to use various forms of ICT throughout the curriculum.

Aim and objectives

- To create a climate within the school in which staff and pupils become comfortable and confident with ICT and its uses.
- To establish guidelines for each stage that will ensure a coherent progression from P1–P7.
- To ensure staff awareness of the availability of the hardware and software in the school and organise these resources with a view to the differing requirements of each stage and the unique requirements of pupils with special educational needs.
- To create opportunities for staff to acquire the necessary expertise in ICT, thus enhancing and assisting teaching in all areas of the curriculum.
- To identify clear roles for ICT coordinators.
- To establish effective liaison with the associated secondary school on the subject of information technology by using the available channels of ICT.
- To ensure staff, pupil and parent awareness of copyright, data protection and obscene publications acts.

Programmes of study and methodology

The computing programmes of study are as set out in the *Glasgow City 5–14 Environmental Studies Support Pack* and cover the areas of:

- hardware
- word processing
- graphics
- spreadsheets
- databases
- application of ICT in society.

(Programmes of study for using other areas of information and communications technology, for example scanner/digital camera/videoconferencing equipment are in the process of being established.)

Programmes of study should be delivered by the following methods:

- individual work
- small, manageable group work
- class/large group work where there is sufficient quantity of hardware.

Time allocation within the curriculum

In general the use of most ICT equipment will be cross-curricular however computer skills and internet research time will be allocated within the environmental studies element of the curriculum. Breadth and balance of the curriculum should be given due attention.

In Primary 4–7 the use of the computer suite will be timetabled and may be booked outside the scheduled timetabling by application to the HT or ICT Coordinator.

Resources

- Computers are available in each classroom and in the computer suite for use by P4–P7.
- Videoconferencing facilities are available.
- Scanner/printers/digital cameras and software are available.
- Catalogues of software and resources are available to staff on disc.
- Programmes of study are available for each stage to cover basic skills in computing.
- Staff should also be aware of and use the NGfL and SVTC as sources of educational material.

Security and maintenance

ICT equipment is usually expensive to buy and as such particular care and attention should be given to the security and maintenance of such equipment.

- The computer suite and cupboard is to be locked when not in use and keys are to be collected from the HT or ICT Coordinator.
- Classrooms containing computer or other ICT equipment are to be locked when unoccupied.
- Tape recorders and other ITC equipment are available from auxiliary staff for classroom use and are to be returned at end of the school day.
- Equipment should be handled with care.
- Faulty equipment is to be reported to the HT or ICT Coordinator.

Provision for equal opportunities/special needs

Teachers should ensure free access for both sexes when using ICT equipment. There should be no racist/sexist implications in the software being used or in the allocation of time. Resources are available for children with special needs and children from ethnic minorities, and teachers should familiarise themselves with the material to ensure the quality of provision within their own teaching situation.

Parental/community involvement

By arrangement with HT, the computer suite will be available during the day to:

- parent groups
- community groups
- neighbouring schools when not in use by school staff and pupils.

Through the use of its ICT equipment the school will endeavour to create links with other establishments that will broaden the learning experience for all pupils.

Assessment and recording

Assessment and recording will be carried out:

- in accordance with the 5–14 guidelines
- using checklists from the Glasgow City support pack as a record of progress
- with the creation of a portfolio containing evidence of ICT being used across the curriculum.

Recording checklists will be:

- completed at the end of each section of work
- passed on at the end of each academic year to the next teacher.

Monitoring and review

The HT will monitor progress by:

- reviewing forward plans
- requesting a sample of portfolios from each class at a prearranged time in the year
- monitoring displays of ICT work incorporated into classroom and corridor displays of language, maths, art & design and environmental studies.

This policy will be reviewed after one year in a staff consultation exercise and thereafter as part of a rolling programme of policy review.

Reporting

Reporting will be carried out:

by verbal reports to parents on parents' evenings/afternoons
by written reports to parents on report forms.

Staff development

Staff are encouraged to continue to improve and develop their skills. This may be done in the following ways.

- Staff may request or may be offered internal and/or external in-service courses.
- Staff may teach cooperatively or as part of a team.
- Staff may request the use of laptop computers to facilitate familiarity with computer skills during their own time.

ICT – Computer Monitoring

February 2000

Teacher: _____ Class: _____

Is there evidence of:

Children's work matching Forward Plans? Yes No

Computer skills being taught at levels appropriate to stage? Yes No

Children using ICT skills? Yes No

Children using ICT skills across the curriculum? Yes No

Appropriate use being made of internet? Yes No

Comment

There are three different encyclopaedia CD-ROMs – Encarta, Grolier and Comptons, which you can use for researching your Vikings topic.

You are making good use of the recording and assessment sheet.

Hyperstudio training will take place later this month.

Signed _____ Date _____

Policy Pointers to Working Groups

<p>Rationale</p> <ul style="list-style-type: none"> • This part of the policy is the statement of intent. • A statement about the understanding of the nature of the subject area. • An indication of the expected outcomes (i.e. in curriculum policies).
<p>Aim and objectives</p> <p>Include information about the appropriate 5–14 levels and the school’s customised programme of study.</p>
<p>Programmes of study and methodology</p> <p>Statement referring to what is to be taught and the teaching methods to be used.</p>
<p>Provision for equal opportunities/special needs</p> <p>Describe the provision for equality of opportunity, differentiation and arrangement for special needs.</p>
<p>Planning</p> <p>When and how the programme of study is to be taught.</p>
<p>Time allocation within the curriculum</p> <p>Time and flexibility element is to be allocated to the curricular area.</p>
<p>Assessment and recording</p> <ul style="list-style-type: none"> • Describe the assessment and recording procedures to be used. • Explain the evaluation criteria.
<p>Monitoring and review</p> <ul style="list-style-type: none"> • Outline the procedures for monitoring and review. • Who, what, when, why, how.
<p>Resources</p> <p>Statement about use and availability of resources.</p>
<p>Security/maintenance</p> <p>Statement about how equipment/books should be treated and looked after and arrangements for collection and return of equipment/books.</p>
<p>Parental/community involvement</p> <p>Describe the opportunities for involving parents, community or other schools.</p>
<p>Reporting</p> <p>Outline the procedures for reporting.</p>
<p>Staff development</p> <p>Describe the opportunities for staff development.</p>