



ICT Policy

Rationale

This policy document sets out Horizon Schools' aims, principles and strategies for the delivery of Information, Communication and Technology (ICT). It will form the basis for the development of ICT in the school over the next three years. This policy was developed in 2008 by staff and the school senior management team.

Information, Communication and Technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Children use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning. Children can make informed judgements about when and where to use ICT to best effect, and can consider its implications for home, school and work both now and in the future.

Aims

The overall aim for Information, Communication and Technology (ICT) is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to use ICT in the effective teaching of their subjects.

ICT at Horizon School will offer opportunities to children to

- ❖ Develop their ICT capability and understand the importance of information and how to select and prepare it.
- ❖ Develop their skills in using hardware and software so as to enable them to manipulate information.
- ❖ Develop their ability to apply ICT capability and ICT to support their use of language and communication.
- ❖ Integrate ICT skills and capabilities into other areas of the curriculum, in order to support or enhance learning in those curriculum areas.
- ❖ Explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.
- ❖ Develop good health and safety attitudes and practise.



ICT Organisation

During a term a year group will work on completing a number of ICT activities using the QCA ICT Schemes of Work as a foundation. The learning taken from specific ICT units of work is directed by the other curriculum areas being studied at that point in time by that year group. This ensures that ICT is integrated into the whole learning environment and delivers the required learning enhancement and support into those other curriculum areas, e.g. science, literacy and numeracy. Where an ICT skill is not attainable using this model, specific lessons of learning will be undertaken.

Individual ICT QCA units are used to form the basic ICT term plans and these include references to the Key Skills. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify additional resource needs and to indicate extension activities that can be undertaken.

Each class is allocated a time in the ICT suite to accomplish a task of work that includes an ICT scheme of work and the integration with other subjects or topics. Where the ICT timetable allows additional time is made available to classes to use the computer suite to apply the use of ICT to other subject areas. This is used in conjunction with the central areas and the library, within which there are 4 additional computers that can be use for such activities. The annual timetable for the ICT suite will be displayed in the ICT suite for staff to sign up for additional time where appropriate.

The individual machines in the classrooms and in the central areas support the development of ICT capability by enabling further development of tasks from the ICT suite; encourage research and allow for the creative use of ICT in subjects.

Each class is taught as a whole in the ICT room for one hour each week. Tasks can be adapted or extra support given whichever is appropriate for any individual child. Additional ICT tasks may be set as homework where practical, and where it supports an activity in ICT or in any other subject.

Learning in the ICT suite is led by the Class Teacher with the support of the ICT Co-ordinator. The ICT Co-ordinator acts as a facilitator for the use of ICT in the following ways:

- ❖ By updating the policy ;
- ❖ By ordering/updating resources;
- ❖ By providing INSET where necessary so that staff are confident with the ICT tools available to them;
- ❖ To be aware and share new developments;
- ❖ To take an overview of whole school planning to ensure opportunities occur for pupils to develop ICT capability and that progression is taking place;
- ❖ By supporting staff in developing pupil's capability;
- ❖ By attending courses to update knowledge of current developments;



- ❖ By contribution to the *School Improvement Plan*;
- ❖ By management of the technician onsite and any third party contractors who provide support services;
- ❖ By ensuring that the ICT facilities are made available for extra curricular activities and can support such activities.

Access to ICT

All pupils regardless of race or gender shall have the opportunity to develop ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. Children with a computer at home are encouraged to use it for educational benefit; however, a parent is offered advice about what and how long is appropriate.

Efforts are made to ensure that text created at home can be transferred to a classroom computer. Teachers will monitor the level of access available at home to ICT to ensure that pupils are not unduly disadvantaged.

The school recognises the advantages of the use of ICT with special educational needs. Using ICT can:

- ❖ Address children's individual needs
- ❖ Increase access to the curriculum
- ❖ Enhance language skills

If the situation arises the school will endeavour to buy appropriate resources to suit the specific needs of a child.

Recording, Assessment and Reporting

As a child learns through an ICT or other curriculum scheme (where ICT is used alongside the other scheme), the child will record their progress, using a child self assessment set of criteria. This criteria is determined and presented in a specially designed software package, called Primary ICTassessment. The teacher can also access the software and the child's record in order to record any additional information against that child and also record evidence where required. The assessment approach used is progressive and will remain with the child throughout their time at Horizon School.

A full set of reports are available from the software which highlight progress to date, who needs support, what has been achieved and what learning is still to be completed.

This assessment process will be used to support future learning and teaching.



Evidence may include a description of the context and an explanation of how the pupils completed the task. Photographs, discussion, saved work and print outs of work will also be used.

For reporting purposes, which will be at the end of January and at the end of year, an indication of the child's level of capability in ICT will be given.

Evidence of ICT work held on the computers in the ICT room is kept only for the current school year and removed before the start of the new academic year.

Monitoring and Review

Monitoring is carried out by a member of the senior management team, along with the ICT Co-ordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of displays where ICT has been included
- Looking at work of individuals
- Classroom observation

There is an annual review of the policy by the ICT Co-ordinator and by members of the senior management team.

A major review involving all staff will take place every three years.

Health and Safety

Before being allowed to work in the computer suite all children are made aware of the arrangements if they hear the fire alarm. A copy of the evacuation route can be found on the wall next to the door of the suite.

Children will also be made aware of the correct way to sit when using a computer and the need to take breaks if they are to spend any length of time on computers. Computer Room Rules are also on display within the ICT suite for reference along with specific rules on the use of Internet and Email, both types of activity are supervised at all times by adults. Access to the internet and restriction to particular internet sites are controlled by the school's firewall and also by restrictions imposed by the schools internet service provider (Etisalet).

The ICT suite and classrooms are locked at night. Each computer is password protected, has restricted access, and the files and network system are backed up on a nightly basis,

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except for weekends (Friday and Saturday). Back Up tapes are secured in a fire proof safe.
The virus checker is updated on a monthly basis.

This Policy was agreed by Management in *****.
It should be reviewed again in June 2009 by Head, Deputy and coordinators
and should be reviewed again in June 2010.