

HADDENHAM COMMUNITY JUNIOR SCHOOL

Policy for ICT

At Haddenham Community Junior School children learn to respect themselves and others. They become aware of their impact on the wider environment. They know how to succeed and their achievements are celebrated. Their skills are valued, whatever form they take. They learn to work both individually and as party of a team and take responsibility for their learning. They know the boundaries of acceptable behaviour and understand the consequences of crossing them. They are encouraged to work hard and achieve the best that they can.

The aims of our school reflect the aims of the Every Child Matters agenda:

Be Safe
Be Healthy
Enjoy and Achieve
Make a positive contribution
Achieve economic well being

ICT at Haddenham Community Junior School involves:

- Communication through text, pictures, sound and online.
- Information handling using software and the internet.
- An understanding of the use of ICT in the wider world and its impact on society.
- An understanding of computer monitoring and control and how it relates to uses in the wide world.
- An understanding of how the computer can be used to model real situations and the advantages this offers in the world of work.

Aims

Our aim is to produce learners who are confident and effective users of ICT. We aim to do this by helping children to:

- Use ICT with purpose and enjoyment,
- Develop the necessary skills to excel in ICT
- Become fluent and confident users of ICT,
- Evaluate the benefits of ICT and the impact ICT has on society.
- Meet the requirements of the National Curriculum as fully as possible and to help all children achieve the highest possible standards.

Curriculum organisation

The ICT curriculum has now been fully integrated into the different Year group's topics. Although the skills of ICT lessons are still explicitly taught, they are taught within the topic based curriculum. For example, in Year 5 children learn to use Microsoft Publisher whilst designing a care leaflet for the Remarkable Animal topic.

The children have access to the Internet where they are able to obtain information and research material for year group topics.

All classes have 2 timetabled sessions a week in the ICT suite. One session is for teaching the explicit ICT curriculum, the other is for research or cross-curricular work. There are also two banks of 30 laptops (one per area) for classes to use. These are timetabled and can be used to support other subjects. They are fully wireless and therefore can access the internet in the classroom.

Interactive whiteboards and visualisers are installed in all classrooms, the SEN room and the hall.

Due to the use of IWB in classrooms, ICT is now becoming more fully integrated in all subjects, especially Mathematics.

Teaching and learning strategies

Teachers are expected to employ a range of teaching strategies including:

- Using the computer together with the interactive whiteboard to demonstrate to the whole class.
- Leading a group or class discussion on the limitations and advantages of ICT.
- Individual or paired work.
- Curriculum topic research sessions using software and the internet.

Activities should be planned to allow for different levels of achievement. Teachers should intervene where appropriate to reinforce ideas and offer opportunities for extension work.

When sharing a computer, children should be clear of expectations. Only one child should be using the keyboard at a time. This will give other pupils the chance to oversee the work of their partner, checking for accuracy.

Equal Opportunities

We try to provide an equal entitlement to access to the computers for all children. We ensure that software and web sites are suitable for the children's use before being introduced to them. This is often overseen by the County Council web security filters. We use ICT to support inclusion. For example using software with different levels of access and web sites which offer a range of search facilities and using sound output.

Specialised computer software for use in support of Special Needs can be obtained from the SENCO or Learning Support TA.

Assessment

Peer assessment sheets are now used in every lesson, for each ICT topic. The children are being taught to assess their own and their peer's progress against the lesson's learning objective and success criteria. At the end of a topic, teachers record the children's level against a must, should, could, layered target sheet.

Staff development

The ICT coordinator will keep staff informed of new developments in ICT. They are also on hand before or after school to offer any help or training when required.

Repairs and Maintenance

A trouble shooting book is kept in the ICT suite. This book must be used to log any problems the staff have with any of the equipment or programs in the ICT suite or with classroom computers. The ICT coordinator will note problems and deal with minor issues. A technician is available in school for one morning per week to deal with specific, technical difficulties.

Health and Safety

The ICT coordinator and the Health and Safety coordinator will liaise on necessary issues related to the computer systems.

All staff should

- make quick visual checks when using equipment for any possible hazards e.g. frayed or trapped leads.
- Ensure children sit correctly at computers.
- Ensure children select a stool best suited for their height. Stools should be pushed under the counters at the end of the lesson.
- Ensure cables do not trail across walkways and are kept as far out of children's reach as possible.
- Use a trolley for transporting computers.
- Make sure their laptop is switched off at the end of the day and if left in school, then covered.
- Make sure the IWB and visualiser are switched off at the end of each day.

Copyright

Where possible, software has been installed on the hard disk.

CD ROMS are kept by subject coordinators for teachers to use in areas and classrooms.

A virus checker has been installed on the system and is updated regularly.

Software is not copied in any circumstances. All staff and children need to be aware that the copying of any software in the school is forbidden. Master copies of disks and manuals are kept by the ICT coordinator.

Data Protection

Any data files which contain information about living identifiable individuals must be registered under the Data Protection Act. Give details of any such files to the Secretary who will register them with the Local Authority.

Internet Policy

A letter is sent to parents to agree to instruct children to use computers and the internet wisely. An annual Internet Safety evening is held for parents. Children learn

about Internet Safety and Cyber Bullying during the annual anti-bullying week. Assemblies are also dedicated to the subject when needed.

Broadband is accessed through the Local Authority, who manages security protection.

Role of ICT coordinator

- Revising the ICT policy in conjunction with the teaching staff and presenting the policy to Governors
- Arranging repairs of computer systems in conjunction with ICT technician and Headteacher.
- Monitoring and evaluating the planning, teaching, assessment and policy for ICT.

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