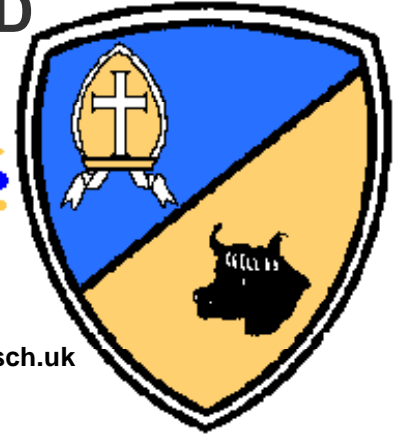


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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ICT Policy

Date of Policy: 2010

Review date: 2013

INTRODUCTION:

(ICT) Information and Communication Technology is an important and in many ways an essential feature of modern everyday life. Children will already be familiar with it in the home and in the environment.

New technology is continually developing and increasingly affects their lives. They need the confidence and capability to use it.

As our school's statement of philosophy states -

"We will design a curriculum within which our children will be entitled to develop the knowledge, skills and concepts necessary for life in a modern, technological society."

This policy has been drawn up by the ICT co-ordinator.

AIMS OF ICT

ICT is important as a subject in its own right but has additional importance as a tool to be used in all other curriculum areas.

Through the teaching and use of ICT we aim to help the children develop these skills and attitudes -

- Keyboard/mouse dexterity
- Flexibility of thought
- Adaptability (using various computer systems, control tools, etc)
- Understanding of the effects of the use of ICT
- Responsibility for own learning
- Sensible use of computer - as a tool, not a game
- Confidence
- Perseverance
- Ability to communicate confidently with others

Through the use of ICT children will develop skills in other areas, e.g. redrafting, design, problem solving, etc.

Through the use of ICT the children will develop their knowledge over a wide range of subjects.

Through the inclusion of the "C" (Communication) in ICT - the children will appreciate the effectiveness of the Internet as a communication & research tool

IMPLEMENTATION OF ICT

The ICT content of the curriculum is arranged into 2 strands, the first dealing with the Knowledge, Skills and Understanding and the second dealing with the Breadth of Study. This ensures that the children in our school receive both breadth and balance in their learning.

First Strand - Knowledge, Skills and Understanding

(1) FINDING THINGS OUT

- Gathering information, e.g. CD-ROM and Internet research
- Creating databases, storing information
- Retrieving and checking their information

Programs - databases, encyclopaedia type CD-ROMs & the Internet (also people, books, videos, TV)

(2) DEVELOPING THEIR IDEAS AND MAKING THINGS HAPPEN

- Using text, tables, images, sound, and animations to develop their ideas
- Selecting from and adding to their work, then organising it
- Planning and giving instructions and monitoring events
- Exploring real and imaginary situations

Programs - musical composition software, word processing, graphics, publishing & presentation software, databases and spreadsheets, adventure games and other problem solving software, control & monitoring software and tools (Roamer, etc.)

(3) EXCHANGING AND SHARING INFORMATION

- Collecting "live" information, e.g. Video-conferencing, audio cassette, digital camera, web cam, video camera,
- Presenting this information in different ways, e.g. displays, posters, PowerPoint presentations, e-mails
- Adapting the information to the needs of the audience

Programs - word processing, publishing, PowerPoint, e-mail, and video-conferencing.

(4) REVIEWING, MODIFYING AND DEVELOPING WORK AS IT PROGRESSES

- Looking back at the ICT that the children have done
- Considering its accuracy, its effectiveness and its impact
- Discussing how improvements could be made

Programs - all

Second Strand - Breadth of Study

(5) TEACHING KNOWLEDGE, SKILLS AND UNDERSTANDING THROUGH -

- Using information from a wide range of sources - books, computer, audio, video, and presenting it in a variety of ways
- Using a wide range of ICT tools & knowing which is appropriate for each purpose
- Knowing about the use of ICT inside and outside school, e.g. computer-controlled devices

Programs/devices - all school programs and devices - in and out of school - bar code scanners, faxes, remote-control toys, automatic machines, etc...

Breadth, Balance and Progression through the School

To ensure the breadth and balance of the children's learning and the smooth progression up the levels of ability, we identify the areas (and programs where appropriate) covered each year to check there are no gaps. This is done through the evaluation of key skills planning to ensure coverage.

Basic word processing and drawing skills are taught in the Foundation Stage and in KS1. In KS2 they are also taught

- How to combine text and graphics
- Further drawing skills; also taught to consider their audience- so this means they also use publishing software,
- To appreciate the graphics tools in a word-processor
- To combine word processing with graphics, data, sound, and animations in an effective way - using PowerPoint software.

The word-processors used in school progress in difficulty -

Clicker 4 (with talking word bank) → Talking WriteAway (with word bank) → Microsoft Word

And we have recently acquired new software that includes graphics for the very young -

2Create a Story.

By using these skills and programs in subjects other than the discrete teaching of ICT, children appreciate the versatility of the different programs and become expert in their use.

Information Handling and Graphing Skills are also taught in every year, again progressing in difficulty.

Software such as Pick a Picture → First Workshop → Information workshop

"Chart" in My world → Starting Graph → Number Box are used in the cross-curricular teaching of ICT.

"Modelling" skills (i.e. exploring a situation, problem solving) are taught throughout the key stages.

Experimenting with different features of the Paint program and enjoying an adventure game (Y1) → exploring musical composition & exploring simulations and how they're used in the world of work (KS2) → experimenting with the different aspects of spreadsheets and using them to solve problems (Y5/Y6).

Control and Sensing skills are again taught through a cross-curricular approach throughout school.

Reception use the Roamers and remote controlled toys → Y1 study sequencing of instructions & machines, how to operate cassette and video recorders, etc. → Y2 give the Roamer and Roamer World simple instructions → Y4 program both of these to perform remembered procedures → Y5 use at least 3 different programs or tools to control actions or to sense changes in the environment .

Skills of the exchanging of information start within school when ICT work is collated into green topic folders, displayed on walls, presented in assemblies and through the taking part of competitions within the local authority. For exchanging information beyond school, work goes onto the school website and also the children are introduced to the Internet and e-mailing. Every class has their own e-mail address. Our most recent exchanging of information has continued through the use of the video-conferencing unit, where KS2 children have taken part in a number of video-conferencing quiz's with other schools in the borough. KS1 have taken part in a 'Santa' video-conferencing session. Y3 have used the unit to take part in a community cohesion project, linking with another school within the Wigan authority. Each class are now going to link with another school to set up community cohesion projects which will include video-conferencing sessions.

When teachers are planning, they take note of the ICT skills to be covered in their year group. This is to ensure that each objective is covered throughout their theme planning in at least one topic.

HOW THE CHILDREN ARE TAUGHT:

The main ICT skills are taught through cross-curricular planning - themes. Weekly morning sessions have been created for each class when they will have the additional assistance of a teaching assistant skilled in this area.

After each teaching & discussion session, the class teacher & assistant then help the children acquire their new skills.

In addition to these am sessions, each class is also timetabled in the ICT suite for a weekly hour-long afternoon session with their class teacher. This can be used for the teaching of discrete ICT lessons.

The majority of the programs on the suite computers are also on the class-based computers so that the skills learned will be able to be perfected & utilised through their later class work.

During part of the mornings, the junior classes have the opportunity to send individuals or groups of children to use the suite computers to support their literacy and numeracy work.

Teaching groupings:

Whole-class teaching of ICT skills takes place in the ICT suite or using our new hardware - 61 Asus machines. Which can be used in classroom settings.

In the classrooms of the younger children, it is sometimes found that some programs are more suitable for small group work, e.g. adventure programs, and pair work is often useful to transfer the skills involved in a new program from one child to the next.

Whenever possible, especially in the Foundation Stage and in Key Stage 1, an adult such as a learning support assistant, a student or a parent will sit with the children to guide and monitor their work.

All children are taught the basic mechanics of how to use a computer, tape recorder, etc. sensibly & safely and care is taken to give all equal access.

Special Educational Needs

All children are given an equal opportunity to use ICT across the curriculum. Children with SEN may also be given extra opportunities to assist their learning & enable them to gain full access to the curriculum.

We also have specific programs to assist the Special Needs children in their literacy & numeracy work such as TalkingMaths etc...

Early Years

The computers in the Reception Class are available and in use from the children's first day in school. In this way, they view computers as an important but pleasant aspect of their learning and as an integral part of modern life. They are given the same opportunities in the classroom as the other children and are timetabled in the ICT suite but their full use of this facility is built up slowly.

As the children use the mouse and the keyboard, they learn manual dexterity and the use of the individual keys introduces them to both capital and lower case lettering. They learn how to print their work or how to save it to finish or to print later.

During this year they also begin to appreciate the Multimedia aspect of computers, as the laptop is used with the Interactive whiteboard across a broad range of topics.

They experiment with the control of robot-like toys, e.g. the Roamer, remote control cars, etc.

The newly introduced voice enhancing/sound system adopted by Reception teachers also helps the children accept that technology is a major part of their every day existence.

LEARNING OUTCOMES

The learning of ICT skills by the children from Y1 upward is based on the QCA scheme of work in ICT. We will also be introducing a new form of planning which will include all of the objectives that the children must cover but can be done through key skills planning.

At the end of Key Stage 1, our children should:

1. Understand that ICT applications have a purpose both in education and everyday life.
2. Have had some experience of a range of ICT applications -
 - Word-processing (including simple editing and amendment) and aesthetic packages (pictures/music) to organise and present their work
 - Sharing simple ideas with others
 - Giving simple instructions to control movement - e.g. Roamer
 - Saving, retrieving and using stored information
 - Modelling through simple simulations - adventure games, problem-solving.
3. Be able to identify & appreciate how many tasks have been enhanced by the application of ICT, e.g., word-processing, calculator use, tape, CD, video & DVD recording (including their remote-controlled operation), check-out facilities and on-line shopping, etc
4. Begin to select appropriate ICT applications to achieve identified objectives, e.g. word-processing to write a story, Roamer for direction control, databases for storage of information.

At the end of Key Stage 2, our children should:

1. Understand that ICT applications have a purpose both in education and everyday life.
2. Have had experience of a wide range of ICT applications and programs:
 - Word-processing, involving rearranging & changing text and combining it with pictures, etc.
 - Creative work, including adapting/amending it
 - Combining the above in varying ways, depending on the audience.
 - Finding information
 - Entering, checking, sorting, questioning and graphing information
 - Exchanging information and ideas with others
 - Numeric calculation
 - Monitoring and controlling and the need for precision
 - File management
 - Video-conferencing
 - use of the Virtual Learning Network/Virtual Learning Environment
3. Be aware of the principles and have mastered many of the skills involved within various ICT applications, e.g. text management, database usage
4. Be aware of the facilities ICT offers: - speed, efficiency, data storage, interrogation, ease of access, accuracy, time-saving, logic, problem-solving, etc. within the individual PC; communication and research possibilities within the net - but also be aware of its limitations.
5. Be able to select appropriate ICT applications to achieve identified objectives, e.g. word-processing, database, and spreadsheet.
6. Be aware of and have some understanding of the wide range of ICT applications, e.g. the Internet, e-mail, Teletext, fax, etc.

The teachers are aware of the minimum skills that should be taught to this age group but also frequently aim to introduce additional extender skills, e.g. keyboard shortcuts, hyper-linking, as their own expertise increases over time.

ASSESSMENT, RECORDING AND REPORTING

Examples of most of each class' work are displayed in the ICT suite.

As more work is produced for this display, the original work is transferred to a school ICT portfolio for that year. All portfolios are kept on display in the ICT suite. These portfolios are more of a

record of work accomplished, illustrations of what can be achieved by that age group, & a celebration of the children's achievement rather than an assessment portfolio.

Printouts of the children's ICT work are kept in folders that follow them through the school. The class teacher makes a fair assessment of each child's ability, noting where possible individual children's strengths or weaknesses on the printouts.

We use the assessment sheets provided by the local ICT advisory team, identifying, at the end of each unit, those children achieving below or above the taught level of the activity.

We will also be introducing a new assessment pro-forma using the help of 2simple software.

To aid the informing of the high school about the level of skills of our Y6 children, we do a KS2/3 ICT transitional project. This work is based on the presentation and researching skills that they study in Y6.

Each child's effort and attainment in ICT is reported to parents in their annual school report. (Progress in ICT in the Reception class is covered in the "Knowledge and Understanding of the World" section of their report, i.e. not identified separately.)

RESOURCES

We have a fully operational computer suite with 19 Multimedia computers all of which can access the Internet. This ensures that classes of up to 36 children can be accommodated with pairs or individual children at each computer. We have also recently purchased 61 mini-notebooks which the children can use in their own classes, and they all have access to the wireless internet.

Whole class teaching is aided by a link-up to a ceiling projector so that all activities and programs can be illustrated & explained on a non-interactive whiteboard.

Each class has, in addition, a fixed interactive whiteboard & ceiling projector and each teacher has a laptop computer for use with the above (and for their own preparation & research).

These interactive whiteboards have changed considerably the way children are being taught in numeracy, literacy & in many other subjects. Topics and concepts are more easily explained to the children. Learning becomes clearer and more enjoyable and frequently individual children can play an interactive part. In this way, they all learn ICT vocabulary & many additional ICT skills.

All the school computers, including these laptops, are connected to the Internet via a wireless network link so that up-to-date material can be accessed and used in an imaginative way.

This Internet connection has also been used very effectively for a pupil-to-class e-mail link up.

Each class or computer area in school has

- A colour printer
- At least one multimedia computer capable of running all the software necessary for their ICT and core skills curriculum.
- Computer/s, which operate the same word-processing, database, & spreadsheet programs used throughout the school.
- Access to a great number and variety of other programs on CD or via the Internet.
- A scanner (one for the suite, one for the lower juniors and one to be moved to the Infants - though staff need more training on their use.)

The library multimedia computer is linked to the Internet & also has the Junior Librarian bar-coding system installed. The older children learn how to operate this system and the intention for the future is for them to use the book & borrowing data for their research skills.

This library system is linked to a separate Infant library and an operating program and bar code scanner are on the computer in this room.

School also has a video-conferencing unit that is being used on a regular basis which the children will eventually be able to operate themselves.

Non-computer items:

- televisions and video recorders
- CD players, class listening stations (in some infant classes) and a selection of other audio recorders and players.
- Electronic keyboards (Multimedia computers incorporate musical software.)
- A fax machine in the school office.
- Control equipment - Remote controlled toys, Roamers (robots), control Lego
- Sensing equipment - Remote sensors, sensors to be used in conjunction with the Roamers.
- Calculators available for use in every classroom.

Human Resources

Staff are frequently consulted about their perceived level of ICT skill and their need for further training. As each new piece of hardware (and some new items of software) is acquired, training and sharing-skills sessions are planned into the time allocated for INSET

HEALTH AND SAFETY

As electricity is integral to the use of ICT, we observe strict safety rules in its use.

Care is taken over the length of cable and the use of adapters.

All portable equipment is tested for electrical safety annually. Only equipment labelled with a test certificate dated within 12 months will be used by the school.

In KS1 the teacher controls the electrical output and, under supervision, the children learn to operate the switches.

In KS2 the children are trained in its safe use.

The younger children are under close adult supervision in the ICT suite, as are the older children when accessing the Internet. A password must be used for the Internet.

We have a separate Internet policy.

ROLE OF CO-ORDINATOR

Organise the hardware, software and consumable items.

Advise staff on its best use, programs suitable for different areas of the curriculum, etc.

Help staff with individual software programs.

Keep up to date with new technology.

Correct problems/contact technical staff.

Liaise with school technical assistant, head-teacher and I.C.T. adviser.

