

## Draft Information Technology Policy

### 1. Introduction.

This document is a statement of the aims, principles and strategies for the use of Information Technology at Badock's Wood Primary School.

It was developed during the Spring Term 1997.

It has been agreed by teaching staff and approved by the governing body on .....

This policy will be reviewed in Spring 1999.

### 2. What is Information Technology?

Information Technology (IT) comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but IT also includes programmable robots, tape recorders, calculators and video cameras.

### 3. Rationale

#### 3.0 Why should our pupils do Information Technology?

⌘ Children need to develop a variety of IT skills which allow them to harness the power of technology and use it both purposefully and appropriately.

⌘ IT motivates the pupil because it is fun.

⌘ IT takes the laborious routine out of some text and information tasks, thus releasing the constraints on a pupils creativity.

⌘ Pupils need to recognise the power of IT in the world around them.

⌘ Pupils should become aware of the ethical implications and consequences for individuals and society posed by IT.

⌘ IT can enhance the learning process across the curriculum.

⌘ IT enables pupils to undertake activities which would be difficult to pursue in any other way.

⌘ IT supports collaborative learning, discussion and groupwork.

### 4. Aims

Our aims in using information technology are that all children will

⌘ enjoy using IT and tackle all applications with confidence and a sense of achievement

⌘ develop practical skills in the use of IT and the ability to apply these skills to the

solving of relevant and worthwhile problems.

↳ understand the capabilities and limitations of IT and the implications and consequences of its use.

↳ extend and enhance learning in all subject areas of the National Curriculum and beyond.

↳ select and use IT appropriate to the task.

↳ recognise that IT affects the way in which people live and work.

## 5. Principles for the use of Information Technology

### 5.1 Information Technology is important because -

↳ its use is widespread in the modern technological world and likely to continue to grow

↳ it is an important medium for learning and study at all educational levels.

### 5.2 Categories of IT

Information Technology is a component of the Technology curriculum which has its own programmes of study and attainment target level descriptions. The fundamental skills, knowledge and concepts that children need to use IT effectively are currently set out in "Information Technology in the National Curriculum" under three categories

↳ applications and effects

↳ communicating and handling information

↳ controlling, monitoring and modelling

Information Technology is also seen as a cross-curricular strand in the National Curriculum and indications for its use are given in most subjects.

## 6. Strategies for the use of Information Technology

Information technology is not taught as a distinct subject but is seen as a tool to be used as appropriate throughout the curriculum to support and enrich children's learning. In order to ensure that valuable areas of experience are covered

### 6.1 Curriculum

↳ IT use is integrated into the programme of topics followed throughout the school

↳ all classes offer children experience in each of the three areas of IT in the national curriculum except for Nursery and children under five in Reception.

↳ IT use receives a specific mention in the policy documents for all subjects of the

curriculum.

⌘ computer use is carefully managed so that all pupils are given equal access opportunities (each child uses a computer at least once a week)\*\*

⌘ IT is not seen as a stick or a carrot (to be withdrawn as a punishment or offered as a reward for good work or behaviour) but is offered as an entitlement for all pupils.

## 6.2 Classroom Management

### 6.2.1 Group Work

The predominant mode of working in information technology is group work although computers are sometimes used by individuals for word processing or for the practice of basic skills (see section on Special Needs below). IT is rarely used for class teaching although this is sometimes useful when talking about the equipment. Groups of pupils using IT

⌘ vary in size from pairs to groups of 6/8 (for programs where discussion is paramount)

⌘ are usually of matched ability as this makes for more equal interaction

⌘ may occasionally be of mixed ability to enable more competent children to help those less able (for example in word processing activities in early years)

⌘ are usually of same gender in order to avoid the monopolisation of equipment by boys or marginalisation of girls\*\*\*

⌘ may be involved in teaching one another through a rolling program (for example when introducing a new piece of software).

### 6.2.2 Classroom Help

Classroom Helpers are used in Information Technology particularly volunteer parent helpers, who assist with

⌘ the reading involved in some early years activities

⌘ data entry for information processing work

⌘ problem solving work with LOGO, robots or control technology

⌘ desk top publishing activities

### 6.2.3 Safety Issues

Computer systems will not be placed near magnets, radiators or have trailing wires which can be tripped over.

Pupils will not normally work in front of a computer screen for more than half an hour at a time.

## 7. School Management of Hardware and Software

### 7.1 Purchasing

Hardware and software for the development of IT capability will be recommended for purchase by the IT co-ordinator in consultation with the Headteacher and staff. Software for specific subjects will be purchased by

the subject co-ordinator.

## 7.2 Organisation of Hardware

Computer systems in school will be marked so that monitors, boxes, printers, keyboards, speakers, ink boxes, mice or any other machine specific item will stay together as one system and be moved together if necessary.

## 8. Access to Information Technology

### 8.1 Pupils with Special Educational Needs

Pupils with Special Needs have the same IT entitlement as all other pupils and are offered the same curriculum. However, in addition particular applications of IT are used for

↳ pupils with difficulties in learning, who need to be motivated to practice basic skills regularly and intensively, and thus benefit from the use of programs in which skills practice is set in the context of a motivating game

↳ certain pupils with physical or communication handicap who have their own specially adapted machines for use in communication and across the curriculum

↳ pupils of high ability who may be extended through the use of programs which offer challenge and opportunities for investigation

### 8.2 Homework and IT

Homework is not used to support IT work as access to home computers is very variable. However, we are very conscious of these inequalities and access and monitor school computer use carefully to ensure that children who do not have computers at home are given at least as much (if not more) opportunity to use them in school.

### 8.3 Increasing Access

As pupils progress through the school they are given increasing control of their use of IT, gaining growing independence in their use of IT as a tool appropriate to any given activity and in their choice of software required. hands-on and demonstration sessions at parental events

## 9. Strategies for Ensuring Progress and Continuity

Planning for the use of Information Technology is a process in which all teachers are involved, wherein

↳ suggestions for IT activities integrated with the three year topic cycle are developed by the co-ordinator in collaboration with colleagues

↳ a termly staff meeting is used to discuss the use being made of IT across the curriculum and ensure consistency of approach and of standards

Termly planning (included weekly planning) which are drawn up by individual teachers and monitored by the co-ordinator all include proposals for integrated IT use

Software use throughout the school has been carefully mapped out to ensure that children's experience of IT is continuous and progressive.

## 10. The Role of the Information Technology

### 10.1 The role of the co-ordinator is to

Take the lead in policy development and the integration of IT into schemes of work designed to ensure progression and continuity in pupils' experience of IT throughout the school

Support colleagues in their efforts to include IT in their development of detailed work plans, in their implementation of those schemes of work and in assessment and record keeping activities

Monitor progress in IT and advise the headteacher on action needed

Take responsibility for the purchase and organisation of central resources for IT

Provide technical support to colleagues in their use of IT in the classroom

Take appropriate steps to keep up-to-date with developments in this rapidly changing field and pass on information to colleagues as appropriate

## 11. Assessment

Formative assessment is used to guide the progress of individual pupils in their use of IT. It involves identifying each child's progress, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of our teaching. Suitable tasks for assessment of IT work include

Small group discussions perhaps in the context of a practical task

Specific IT assignments for individual pupils

Individual discussions in which children are encouraged to appraise their own work and progress.

## 12. Strategies for Recording and Reporting

Records of progress in information technology kept for each child should contain evidence of each of the three strands of IT updated as the child progresses.

Reporting to parents is done on a termly basis through interviews and annually through a written report. Reporting on IT use will focus on each child's ability to use a computer with confidence and competence across a

variety of applications.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage through the use of teacher assessment using the agreed record sheet.

### 13. Strategies for the Use of Resources

#### 13.1 Location of Resources

The IT room is located in the annexe. Anything removed from the room must be signed out for in the book by the door.

IT is incredibly important and therefore should have high status and a budget sufficient to allow for updating and renewing of equipment.

Central resources in Information Technology are the responsibility of the IT co-ordinator. They include usually-

- ⌘ two roamers, three sets of batteries and two charges. One set charging while other

- two are out.

- ⌘ an extension lead for use with IT equipment ONLY.

- ⌘ floppy disks 3.5 for PC's and Nimbus; 5 1/4 floppies for BBC's.

- ⌘ master disks for most programmes except those that reside on the machines and are

- backed up on a zip drive kept in the safe.

- ⌘ all manuals for hard and software unless manual is contained within the program.

- ⌘ joysticks

- ⌘ the buffer box

#### 13.2 Staff and Pupils Using IT

Staff are encouraged to use computers at work or take computers home in order to prepare resources or to develop personal competence and confidence in the use of IT.

Class Monitors in the form of self-selected pupils who are eager and interested in the use of IT are used in many classrooms to set up equipment and as "experts" in various applications able to advise peers if they encounter problems. Year 6 pupils also act as monitors for infant classes. Care is taken to involve girls equally in this role.

#### 13.3 Health and Safety and IT

Health and Safety issues in Information Technology include taking care with

- ⌘ setting up and moving equipment

- ⌘ establishing appropriate working conditions

- ⌘ general electrical safety

- ⌘ taking regular stops to stare into space away from screen approx. every 20 min to

- avoid eyestrain.

### 14. Trouble Shooting!

A fault book can be found in the staff room and staff will log any faults in it.

When a fault occurs on a system in either the software or the hardware, staff will check through the trouble shooting sheet attached to the system. If the problem is not fixed within ten minutes then the machine should be switched off and the pupils directed to another activity. The IT co-ordinator will provide support to rectify the problem at a time agreed with staff.

If the IT co-ordinator is not available support is available through the IT centre at Sheriden Road.

## 15. Security

All items of IT should have the schools name etched into it and be marked with the schools postcode using invisible marker.

To prevent computer viruses contaminating any system NO discs from outside school premises may be placed into a machine without express permission from the IT co-ordinator or the Headteacher. The disc must then be passed through the virus checker.

Failure to comply with this may result in disciplinary action. In many companies use of such unauthorised disks invite immediate dismissal.

All IT items, computers, videos, televisions etc., will be pushed away from windows at the end of the day.

Any items removed from school must be logged in the book in the office.  
Tim McShane 1997