

St James the Great RC (VA) Primary and Nursery School



ICT Policy

Summer 2007

St James the Great R.C. (V.A.) Primary and Nursery School I.C.T. Policy

Rationale

From St James the Great Mission Statement:

“...the school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.”

Our Internet Rules – Acceptable Use Policy

We developed the following rules to ensure the privacy and safety of pupils when using the Internet & W.W.W. Please understand them.

- Children are only referred to by first names on our web pages.
- Any images of children will not be labeled with their names.
- No close up pictures of our children will be available online.
- Children and staff will never reveal their personal details, and home addresses & telephone numbers on the web or in dialogue with other Internet users.
- All E-mail to classes will be moderated by the class teacher.
- Children will not engage in conversation or dialogue with other users on the Internet without permission or supervision from their teacher.
- Children are only allowed to use the provided links by themselves. The free use of Search Engines, is not permitted, unless in the presence of a teacher or other adult in school.
- The Search Engines used by children at St. James all offer a filtered list of links.
- Any child finding themselves uncomfortable or upset by anything they discover on the Internet will report it to a teacher immediately.
- Downloading of files is restricted to staff, or children under supervision.
- Children have no access to Newsgroups.
- All Internet access at St. James' Primary School is filtered through a proxy server to screen undesirable sites at source - this facility must only be disabled by the ICT coordinator.
- In the interests of security, St. James' Primary School reserves the right to make a detailed log of your access to any site, including your Internet Service Provider and details of your computer system.

A note to parents:

The school recognizes that, under certain circumstances, the Internet can give children access to undesirable information and images. We have done all that is possible to ensure children are protected from such information through the use of security software, limiting of features and the construction of an Intranet and Web site that provide as safe an environment as possible. The children are taught to use the facility sensibly and with proper consideration for others.

It is recommended that parents using the Internet at home with children, develop a similar set of rules and invest in appropriate security software, e.g: Netnanny, Cyberpatrol or Surfwatch.

Information and Communication Technology (ICT)

Aims and objectives

ICT is changing the lives of everyone. Through teaching ICT we enable children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners, embracing current and future technologies.

The aims of ICT are to enable children:

- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning in other areas;
- to use their ICT skills to develop their language and communication skills;
- to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.

Teaching and Learning

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by using a CD-ROM, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

We recognise that all classes have children with widely differing ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways through our differentiated planning, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Planning

The school uses the national scheme of work for ICT as the basis for its curriculum planning. We have adapted the national scheme to the local circumstances of the school.

We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The ICT Subject Manager works this out in conjunction with teaching colleagues in each year group. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Our medium-term plans, which we have adopted from the national scheme of work, give details of each unit of work for each half term. They identify the key learning objectives for each unit of work and stipulate the relevant vocabulary for the topic. The ICT subject manager is responsible for keeping and reviewing these plans

The class teacher is responsible for writing the short-term plans with the ICT component of each lesson. These plans list the specific learning objectives of each teaching period. The class teacher keeps these individual plans and s/he and the ICT Subject Manager discuss them on an informal basis.

The topics studied in ICT are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Foundation Stage

We teach ICT in the nursery and reception classes as an integral part of the topic work covered during the year. We relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers and a digital camera. During the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

Cross Curricular Links

ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while CD ROMs and the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way.

Inclusion

At our school we teach ICT to all children, whatever their ability. ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different

needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to ICT. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. Gifted and Talented children are identified and allowed opportunities to develop their particular strand or strands of ICT directed skills.

We enable pupils to have access to the full range of activities involved in learning ICT. Where children are to participate in activities outside the classroom, for example, a visit to an ICT exhibition, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Teachers assess children's work in ICT by making judgements against QCA level descriptions. We use this as the basis for assessing the progress of the children and to pass this information on to the next teacher at the end of the year by means of the schools "Green Folder" section 10

Monitoring

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT Subject Manager. The ICT Subject Manager is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT Subject Manager gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The Role of the Subject Manager

These responsibilities will include:

- To advise the Head teacher and Governing Body on the future development of ICT in St James the Great School.
- To plan, write and keep under review policy documents/guidelines which will incorporate the requirements of the National Curriculum.
- To be responsible for the implementation of the policy documents and to monitor the development of ICT throughout the school, with particular regard to continuity, achievement and progression.

- To evaluate continuity, breadth, achievement and progression across the whole school by monitoring the teachers' long-term planning and pupils' work to ensure that appropriate learning outcomes and activities are planned.
- To observe and support in the classroom in the area of ICT (as time allows).
- To be available to liaise with/advise colleagues in the field of ICT within the time available.
- Where appropriate, to plan and lead workshops to enable staff to tackle the teaching of ICT with confidence.
- To control, evaluate and requisition equipment as required for the implementation of policy documents.
- To promote interests and understanding in ICT with all members of the School.
- To keep up to date with current developments in the field of ICT in primary education through reading, courses, visits, etc.
- To encourage and foster equal opportunities for all children in the field of ICT.
- To manage a budget allocated by the Head teacher for this subject
- To manage and maintain the computer network and associated hardware and software.
- To attend training courses specifically for the use and maintenance of the ICT network

Acceptable Use Policy
for the Internet and Electronic Mail by
St James School Staff

Introduction

This document sets out the terms and conditions under which users will:

- Access the Internet
- Make use of resources / information on the Internet
- Disseminate information arising out of the Internet
- Disseminate information via the Internet
- Communicate using the Internet

This document applies to all staff to whom the Internet is available via accounts set up by the school and includes both networked and stand-alone computers within Schools with access to the Internet.

Purpose

The primary purpose of this document is to establish a set of rules and regulations to enable all school users of the Internet to do so for the benefit of their school.

Additionally, this document aims to safeguard the school and its employees. Specifically to:

- Minimize (and where possible eliminate) the school's legal liability for the acts of employees using the Internet.
- Minimize (and where possible eliminate) the threat of damage to school property and or reputation by acts of employees using the Internet.
- Educate staff on their duties and obligations to the school and each other when using the Internet and the consequences of breaching them.
- Protect employees if this policy is breached by accident

School Responsibilities

Implementing this Policy

- Every user with Internet access is aware of it and understands its contents,
- Its regulations are enforced throughout the school,
- Breaches can be reported in a safe and confidential manner.

Under the authority of the Head teacher, line managers should ensure that staff usage of the Internet and electronic mail is carried out in accordance with this Policy. The Head Teacher should also have final control over who in the school has access to the Internet. This Policy must also form part of the induction programme of all School employees who will have access to computers in the course of their work.

Warning against Deliberate Misuse of the Internet

The Internet is a valuable resource. It also presents significant dangers to the School from staff who may choose to abuse it. Whilst each case will be judged on its own merits, the following warning is issued to all staff:

(a). Any member of staff who commits a breach of any School Policy, as a result of unauthorized use of the Internet (including electronic mail) will face disciplinary proceedings. Staff needing clarification on policies, financial and other regulations should consult their line manager.

Additionally:

(b). If the School discovers that a member of staff has committed a criminal offence or has been party to the commission of one as a result of unauthorized use of the Internet, the Police will be contacted immediately,

(c). The School will in no way indemnify a member of staff who has incurred any liability as a result of unauthorized use of the Internet. The School will seek financial redress from members of staff whose unauthorized use of the Internet causes the school to suffer a loss.

Protection of staff acting in good faith

It is fully recognized that a member of staff may accidentally breach this Policy whilst acting in good faith and in the course of their duties as a member of staff of the School. If a member of staff suspects this to be the case, they **MUST** notify their line manager **IMMEDIATELY** so that action can be taken to prevent or minimise damage.

Authorized Uses of the Internet

The school permits staff to use the Internet in connection with the following purposes only:

- The delivery of services which the school offers,
- The management of school resources,
- The performance of an individual's duties as a member of the school community

Please note that users may be asked to justify accessing any site.

Unauthorized uses of the Internet

Whilst an act that does not fit the above categories will be considered an unauthorised use of the Internet, users attention is drawn to the following:

Strictly prohibited acts

- The copying of software files from the internet should be kept to a minimum. No executable files should be copied from the internet. Software downloads must only be carried out by a member of staff who is capable of ensuring that it is not faulty, is not infected with a virus and that all copyright requirements are met. If there is any doubt, the ICT Manager should be contacted. Do not access any sites or download or print any files displaying material that the user knows to contravene the School's Equal Opportunities Policy. If such a site is accessed inadvertently, a manager should be informed immediately.
- No persons in or out of schools hours, on the school site, should access URLs that may be deemed as unacceptable in a primary school situation. The Head teacher is responsible for the ruling regarding the suitability of a site that others may find offensive.
- Do not access any site that involves any form of gambling or betting,
- Do not access any sites which provide a discussion or "chat" forum which does not fit the authorized uses listed above,
- Do not order any goods via the Internet without consulting your line manager (please note that to do so may result in a breach of the formal procurement requirement in Financial Regulations),
- Do not respond to surveys on the Internet on behalf of the School without consulting your line manager,
- Do not open a subscription account on the Internet on behalf of the School without express permission of the head teacher,
- Do not allow anyone other than an employee of the school to use the Internet via the user's PC.

- Do not use electronic mail for communication other than for purposes set out in Authorized Uses of the Internet, above,
- Do not leave PCs in a state where it would be possible for someone other than the normal user (or other legitimate user) to access the Internet,
- Do not leave your PC unattended whilst it is on the Internet.

It is the responsibility of all users to report any unauthorized acts to their line manager as soon as it comes to their attention. Line managers must inform the Head teacher of the breach who in turn should investigate the breach.

Additionally, users are requested to follow the principles of good practice set out below:

Internet

- Do not reveal your own (or any other person's) personal details eg. home address, telephone number over the Internet,
- Connection time on the Internet must be of the shortest possible duration,
- Keep a record of sites that may be of use to your school and inform your ICT coordinator of them.

Electronic Mail

- Electronic mail should only be used in the course of your work even if this account is used outside work hours or premises.
- Electronic mail is not a person-to-person communication, always use appropriate language.
- Never use electronic mail to send or forward chain letters or any material which may contravene School policies (e.g. jokes, pictures of a racist or sexist nature)
- Keep messages as brief as possible.
- Only copy messages (i.e. cc or bcc) to people where it is of direct relevance.
- If you are attaching documents, always state the format (e.g. Word 97 or Excel 2000) of the file you are attaching in the body of the electronic mail message. In general Word and Excel are the most commonly used applications across Croydon Schools.
- At least once a week, ensure that all unwanted electronic mail messages are deleted from the INBOX, Sent and Trash folders.

Monitoring

The Schools Internet Service Provider (ISP) continually monitors new sites with a view to barring access to sites promoting or displaying material that contravenes this Policy. Access to the Internet from School's computers is also continually monitored.

Reviewing this Policy

This Policy will be reviewed and re-issued at least annually as the use of the Internet in the School develops.