

PARLEY FIRST SCHOOL



ICT Policy

“All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children’s human dignity. Young people should be encouraged to reach the highest level of education they are capable of”

Article 28 United Nations Convention on the Rights of the Child

Parley is a “Rights Respecting” School

Rationale

At Parley First School we recognise the importance of ICT (Information and Communications Technology) in everyday life - computers, television, mobile phones, emails etc. Therefore, we aim to give our pupils the opportunity to use a wide range of technologies to ensure they are confident in using the ICT they meet in the world outside of school competently and safely.

UNICEF Article 31 “All children have a right to relax and play, and to join in a wide range of activities.”

Teaching and Learning

The National Curriculum states that children should “understand how ICT can be used to communicate and handle information, control and monitor events, and model real and imaginary situations”. In order to achieve this ICT at Parley First School will be taught both as a discrete subject and integrated within other curriculum areas, providing links within our creative curriculum. ICT should enhance learning opportunities and not be used exclusively where the learning could be improved using other methods. Consideration must be given to children from families of faiths that prefer not to use ICT. Learning opportunities should develop each child’s ICT skills and proficiency and may

use the activities suggested within the QCA scheme of work. The children should, where possible, experience a range of activities using different programmes that they may have at home to allow further development of learning outside school hours.

All children from Year 1 upwards should have their own electronic folder to store their work. Reception, Year 1 and Year 2 share a year group log-in, with Year 2 also having a password. Years 3 and 4 have individual log-ins and passwords which will prepare them for routines and expectations at the middle school. Pupils should be able to save and retrieve their own work using their folders, becoming able to independently share their work with others, such as their parents and visitors.

Monitoring and Assessment

Pupils' ICT development will be recorded on individual assessment sheets (see Appendix 1). These records should be stored in the year group blue assessment folders. The progress of each pupil will be reported to parents annually, comparing their progress to the national expectations for ICT (i.e. level 2 for the end of Year 2 and level 3 for the end of Year 4) and including individual targets.

The whole school development of ICT will be monitored by the ICT coordinator using the school's self-review framework. The Headteacher, Senior Leadership Team, staff and governors will be consulted over any proposals before a plan is implemented.

The ICT link governor will liaise with the ICT coordinator to monitor the implementation of the ICT action plan.

A school portfolio will be set up to demonstrate the range of ICT activities experienced by our children and to assist staff in moderating attainment levels across the school.

Equal Opportunities

All children should be entitled to opportunities to develop their ICT understanding, regardless of gender, age and faith. Where possible, opportunities should be given to children without access to computers at home to be able to use school computers outside of usual curriculum times. This opportunity will be extended to parents when necessary, such as completing applications for children to transfer to middle school.

Resources

Each teacher has a laptop that is used to operate the class interactive whiteboard. These laptops are renewed on a rolling programme. There are also interactive whiteboards in the hall and library. There are banks of PCs in Reception (4), Year 1 (2), Year 2 (4), Year 3 (5) and Year 4 (8). There is also a portable trolley housing 16 net-books, which are able to be linked to the internet wirelessly, and a set of 6 electronic notepads that can be used in the same way.

There are many software programmes covering all areas of the curriculum and the school subscribes to Espresso, which is an interactive resource using cached newspaper reports, video clips, games etc. Licences of all programmes are stored by the ICT technician. The school has many 2Simple programmes and has a home licence for 2Publish+, allowing parents the opportunity to purchase a password to access the programme at home. This can be used for home learning activities when appropriate.

We are currently developing Merlin, a VLE (Virtual Learning Environment) provided through the South West Grid for Learning, which will provide a safe place for storage of school information and photographs. To date all staff have passwords and are able to access school and pyramid pages. The future plan is for pupils, governors and parents to have passwords so that activities can be started at school and continued at home.

All members of school staff have a school email address which can be accessed from any computer and should be checked regularly as Espresso updates and password changes are notified in this way, alongside other general messages such as the weekly diary.

Within the school there are many further pieces of equipment that can be used to develop ICT skills. There is a set of six Bee-Bots for developing programming skills which can be used in isolation or alongside a range of direction cards and base mats. There are five USB microphones which can be used within the classroom and on off-site visits, with recordings then being transferred to the computer. These sets of equipment are stored in the staff room. There is also a digital video camera which is stored in the office.

Each year group has a digital camera and a talking photo album to enhance learning opportunities and foster cross-curricular links. Each class also has a visualiser to further develop teaching styles and assessment for learning strategies.

Safeguarding

Photographs and video of children should only be taken using school cameras and may be stored on the school network or our VLE, Merlin. Staff should not use their own equipment for school purposes. This aims to protect both children and staff. The school has two mobile phones for use on school visits so there is no need for staff to use their own for school purposes.

Staffing

All staff are responsible for the teaching and assessing of their class ICT. The ICT coordinator is responsible for working alongside the headteacher to plan and deliver the strategic development of ICT across the school. This will include the planning of relevant training to support staff needs (both teaching and non-teaching staff) as necessary.

The part-time ICT technician is responsible for ensuring the hardware across the school is fully operational, arranging for external maintenance where necessary. They also ensure the website, inventory and programme licence list are regularly updated.

External support is bought in from Agile, the company who installed the curriculum network. We have a monthly visit from them, the hours of which are banked if not used.

Internet Safety

At Parley First School we are aware of the potential dangers regarding the use of the internet, but also recognise how valuable the internet is as a source of information. The internet at school is filtered by Dorset County Council, but, on occasions, some undesirable sites get through the filter. Any such occasions should be reported to ICT coordinator or technician immediately so that the site can be recorded and reported to the county team. All websites used must be visited by the teacher before allowing the children to use them. Any sites to be used by the children should be accessed via the 'Favourites' list on the computer. Children should search for information using Espresso, rather than the world wide web, when working independently. Children should be aware of the option of covering an unwanted screen using the Hector button on each computer.

All staff have the CEOP (Child Exploitation and Protection Centre) ThinkUKnow teaching resources to teach the children about keeping themselves safe on the internet, and the school observes Safer Internet Day each spring term. When possible we use the local police to help deliver the message of e-safety. Parental permission is needed for any child to use the

internet (Appendix 2) and an information leaflet is distributed to all parents with useful points of contact.

UNICEF Article 13 “Children have the right to get and to share information, as long as the information is not damaging to them or others.”

Extra-curricular Activities

A lunchtime Computer Club will be run for children in Year 2 and above, rotating attendees termly to allow greater participation. After-school Film Clubs are run for children from Year 1 upwards, giving opportunities to watch and discuss films, and Wii Club to foster fair play, co-operation and an awareness of the importance of being active. The ICT coordinator will assist pupils working towards Computer/ICT awards in Brownie and Cub groups outside school.

Policy written by JF October 2009

Reviewed JF/AW January 2011

Reviewed Every Three Years

Next Review Due : Spring 2014

ICT Governor - Amanda Main

Appendices

- 1) Individual pupil assessment record
- 2) Acceptable use of the internet policy
- 3) Email procedures
- 4) Pupil Targets for ICT

KUW SP 7	Finds out about and identifies uses of everyday technology	
	Uses ICT and programmable toys to support their learning	
Level 1	Can use different information	
	Uses ICT to work with words, pictures and sounds to share ideas	
	Knows that machines follow instructions	
	Makes choices when using devices to produce different outcomes	
	Can talk about using ICT	
	Can print own work	
Level 2	Uses ICT to organise and present information	
	Can enter, save and open work	
	Uses ICT to create, change and record work	
	Can share ideas in words, tables, pictures and sounds	
	Can plan and give instructions to make things happen and describe the effects	
	Can use ICT to explore what happens in real and imaginary situations	
Level 3	Can talk about using ICT both inside and outside school	
	Can use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry	
	Can use ICT to create, develop, organise and present their work	
	Can share and exchange ideas with others	
	Can use sequences of instructions to control devices and achieve specific outcomes	
	Makes good choices when using ICT based models or simulations to help find things out and solve problems	
Level 4	Can describe own use of ICT and its use outside school	
	Understands need to ask careful questions when collecting, finding and looking at information	
	Can interpret findings, question plausibility and recognise poor quality information leads to unreliable results	
	Can add to, change and combine different forms of information from a variety of sources	
	Can use ICT to effectively present information in different forms to different audiences	
	Can share information and ideas in a variety of ways, including using email	
	Can use ICT systems to control events in a predetermined manner and to sense physical data	
	Can use ICT based models and simulations to explore patterns and relationships, and make predictions about the consequences of own decisions	
Can compare use of ICT with other methods and with its use outside school		

PARLEY FIRST SCHOOL



ACCEPTABLE USE OF THE INTERNET. PROTECTING CHILDREN FROM INAPPROPRIATE USE.

The computers at Parley First School are owned by the school and are made available to children to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties – the children, the staff and the school.

INTERNET USE

The Internet is a public place. It is an invaluable and exciting learning resource which is constantly being added to and changing. Children at Parley First School are able to explore the Internet in a safe and well managed environment.

Children will not be given access to the Internet without adult supervision and appropriate filtering of content. Dorset LEA provides filtered access to the Internet through its contractual arrangement with its Internet Service Provider. All Internet websites will have been previewed by staff and added to 'favourites' before use by the children. Children access websites through 'favourites'.

Children are able to search using Espresso, a cached system of previously screened content.

Supervision of use may be by staff or adult helpers.

All computers which are linked to the Internet will be sited so that they are open to public view.

All Internet activity should be appropriate to staff's professional development or the children's education.

Access should only be made via the authorised account and password, which should not be made available to any other person.

Any activity that threatens the integrity of the school ICT systems, or any activity that attacks or corrupts other systems, is forbidden.

Use of the Internet or computers for personal financial gain, gambling, political purposes or advertising is forbidden.

Copyright of materials must be respected.

Use of the Internet to access inappropriate materials such as pornographic, racist or offensive material is forbidden.

Photographs of class/school activities may be stored on Merlin (our Virtual Learning Environment) to be viewed by password holders only.

ELECTRONIC MAIL (e-mail)

All staff have individual e-mail addresses.

All children will have a password to log-in to Merlin, our Virtual Learning Environment. Discussion boards will be used at specific times to help children learn about e-safety..

Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received.

Posting anonymous messages and forwarding chain letters is forbidden.

As e-mail can be forwarded or inadvertently be sent to the wrong person the same professional levels of language and content should be applied as for letters or other media.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

Staff and pupils with Internet access should return the slip attached to the copy of this policy and return it to the ICT co-ordinator showing that they have read and agreed to the conditions stated in the policy.

EB / CR / Nov 2000

Updated JF/AW January 2011

ICT Governor - Amanda Main

PARLEY FIRST SCHOOL

I have read the policy: '**Acceptable use of the Internet – Protecting children from inappropriate use.**'

I do/do not give permission to my child in class to use the Internet and e-mail at Parley First School.

** Please delete where applicable*

Signed: Parent / Guardian

Date:

Staff reply slip:

PARLEY FIRST SCHOOL

I have read the policy: '**Acceptable use of the Internet – Protecting children from inappropriate use.**'

*I do / do not agree to the conditions stated in this policy.

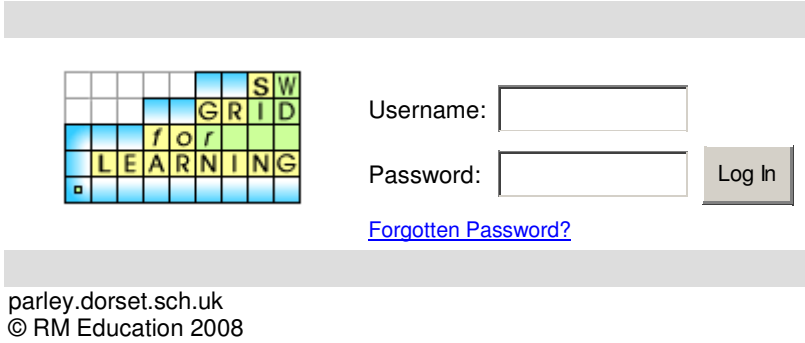
** Please delete where applicable*

Signed: Parley First School Employee / Helper

Date:

How to access school emails

- 1) Click on Internet Explorer
- 2) In address bar type: mail.parley.dorset.sch.uk then press enter button on keyboard
- 3) Type user name, eg. a.baker, and password



parley.dorset.sch.uk
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This procedure will work from any computer, whether linked to the school network or not.

Pupil Targets for ICT

- To identify uses of everyday technology.
- To click on objects using the mouse.
- To drag and drop using the mouse.
- To type their name using the keyboard.
- To type a sentence using space bar.
- To use BACKSPACE to correct errors.
- To use capitals and full stops when typing text.
- To print own work.
- To use the RETURN key correctly.
- To change size, style and colour of font.
- To copy and paste sections of text.
- To import pictures into text.
- To save own work.
- To open and edit saved documents.
- To know how BACKSPACE and DELETE work differently.
- To retrieve information from different sources.
- To understand how to keep themselves safe online.
- To create tables to show information.
- To create presentations using different programmes, such as Word or Powerpoint.