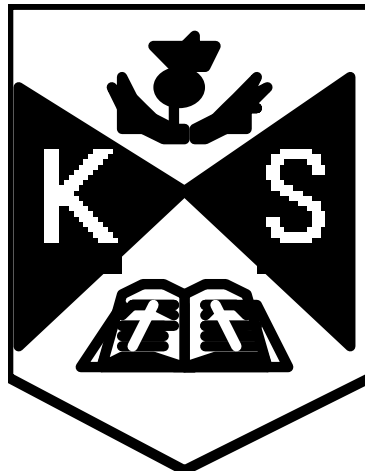


KILLERMONT PRIMARY SCHOOL



ICT POLICY

MARCH 2007

RATIONALE

“In recent years ICT has had, and is continuing to have, an increasingly significant impact on all aspects of society.....The importance of ICT cannot be overestimated. Young people in our schools today will require considerable ICT knowledge, skills and awareness.....ICT also offers the education process one of the most potentially powerful learning tools available.” (Scottish Executive, Information and Communications Technology, 5-14 National guidelines, P3, 2000)

The use of ICT to support the education programme in this school will contribute significantly to the raising of educational standards and to the preparation of learners for taking their place in a society based on life long learning.

As ICT in general is part of every day life we need to ensure that all pupils acquire a knowledge and understanding, combined with the ability to use various forms of ICT throughout the curriculum.

It is envisaged that this programme will foster positive attitudes towards ICT and will develop children’s confidence to enable them to apply their knowledge and skills in a variety of situations relevant to everyday life.

Therefore at Killermont Primary School, ICT is seen as an integral part of the curriculum.

AIMS

“To develop knowledge, skills and informed attitudes in relation to information and communication technology”

Through working towards this aim we will

- Create a climate within the school in which staff and all pupils are comfortable and confident in the use of ICT.
- Provide opportunities for pupils to work on a coherent and progressive programme of study in ICT.
- Enhance the quality of pupils learning and raise achievement using ICT to support and develop the 5-14 curriculum.
- Encourage pupils to perceive ICT as a useful tool with specific purposes and to enhance their learning.
- Take advantage of the opportunities to motivate and enthuse students and staff.

LEARNING AND TEACHING

In a school year each child will have had access to hardware and software to allow them to

1. Support and enhance all aspects of the curriculum and their learning.
2. Develop Information Technology skills in each of the five strands.

All classes have dedicated timetable access to the computer suite, laptop bus and networked system in the classroom. The computers, and any programmable machines or devices are available to be used throughout each day as part of a daily programme.

Learning

Activities will be planned according to the different levels of children's skills, previous knowledge and according to the school programme of study for the 5-14 guidelines for ICT. Within the Programme of Study learning activities for Information Technology are sequenced to ensure continuity and progression.

Learning through and in ICT can support and enhance

1. whole school topic plans
2. individual subjects – especially those of English, Maths and Environmental Studies
3. individual learning needs where appropriate

Where possible at Killermont Primary School the progression of Information Technology skills is taught through other curriculum contexts. This will ensure pupil learning is seen in a meaningful context.

Possible teaching approaches

- Direct class teaching to introduce a specific program or skill.
- Through practical tasks using the appropriate hardware and software (see Programme of Study for appropriate hardware/software lists, activity and information sheets). Appendices 1-4 inclusive.
- Group activities, so that children can interact with each other.
- By providing children with real experience in the practical application of Information Technology skills.
- Through the use of the Programme of Study which provides learning opportunities throughout the five strands.
- Ensure that the purpose of the learning will be clear, learning goals and targets will be agreed, pupils will be involved in the planning and management of their learning, learning will maintain an element of challenge, pupils will be involved in active learning.

ADDITIONAL SUPPORT NEEDS

Provision for children with ASN in relation to Information Technology is the responsibility of the class teacher, support staff and ASN Coordinator as appropriate.

Where possible, specific software to support pupils is made available for certain children. Specialist support may be available through referral to Psychological Services.

Children and young people who require support to access the curriculum will be supported by the procedures outlined in

1. The Killermont Primary School Policy for pupils with Additional Support Needs.
2. Children and young persons in East Dunbartonshire with Additional Support Needs (ASN) and its related policies.
3. East Dunbartonshire council guidelines for Individualised Educational Programmes (IEP).

ASSESSMENT

Progress and attainment in learning will be developed and monitored by assessment that is an integral part of learning and teaching. ICT lends itself to using and supporting Formative Assessment strategies. The process of assessing pupils' progress will be set in a context of effective learning and teaching that takes account of the five key teacher activities of planning, teaching, recording, reporting and evaluating.

Formal and informal assessment will be used

1. To give pupils clear and regular feedback
2. To assist learners and teachers identify the next steps in the learning process which will ensure progression
3. By teachers to evaluate the effectiveness of learning and teaching

Assessment evidence can be drawn from a variety of sources eg.

- Observation of child or group on task
- Discussion with children about their task
- Disks of saved work
- Printouts of work
- Peer and self evaluation of their work

RECORDING AND REPORTING

In determining a level of attainment, teachers will establish if a pupil has demonstrated broad competence in the skills and knowledge and understanding described in the strands.

Recording procedures will be in line with East Dunbartonshire Council policies. They will be manageable and will be used to monitor progress and inform learning and teaching. Staff should be in a position to report on pupil attainment in relation to specific strands and explain to parents how the 5-14 ICT framework operates in Killermont Primary School.

TRANSITIONS (NURSERY/PRIMARY/SECONDARY)

Through liaison with our associated pre-school establishments cognisance of prior learning in relation to ICT will be the starting point for pupil learning. Information regarding pupil attainment in ICT at P7 will be passed on through existing and developing primary/secondary liaison arrangements for the Bocclair cluster group.

STAFF DEVELOPMENT AND CPD

Staff development needs will be identified through the professional review and development process. This is integrated with the school development planning process. Training needs can be prioritised with the Staff Development Coordinator and ICT Coordinator where necessary.

Staff are encouraged to improve and develop their skills, this may be done in the following ways

- Staff may request or be offered internal or external in-service courses.
- Staff may teach co-operatively or part of a team.
- Staff may use computers to facilitate familiarity with computer skills through the use of EDC training materials or other publications during their own time.

HEALTH & SAFETY

At, Killermont Primary School, pupil and staff health, safety and comfort is of the highest priority. We therefore take into account, the constraints of the building combined with consideration of pupil and staff needs regarding the optimum positioning of ICT equipment.

All equipment will be checked annually under the 'Electricity at Work Regulation 1989'. This is the responsibility of East Dunbartonshire Council.

EQUALITY

All pupils are to have access to the use of ICT regardless of gender, race, cultural background or any physical or sensory disability in accordance with Killermont Primary School's Learning and Teaching Policy.

ROLES & RESPONSIBILITIES

East Dunbartonshire Council has overall responsibility in creating safe internet access and email policy. Guidance is provided on using ICT in Learning & Teaching through the Education Quality and Development Service. East Dunbartonshire Council will provide opportunities for staff development. East Dunbartonshire Council will support schools in ensuring appropriate networking and that infrastructure meet SEED's expectations.

The Head Teacher is responsible for supporting, developing and monitoring ICT within Killermont Primary School.

Teachers are responsible for the planning and implementation of appropriate use of ICT with the pupils they teach.

Support Staff help and support class teachers in the delivery of lessons, report faults to ICT Coordinator and help create displays.

Parents/Carers take responsibility for ensuring that the terms of the Internet Access and Email Policy are adhered to. All Parents/Carers complete a parental Permission Form on child's entry to the school.

Pupils also take responsibility for ensuring that the terms of the Internet Access and Email Policy are adhered to.

The technician is responsible for holding any licences for software which is purchased by the school or authority. Additionally the technician will be responsible for holding and maintaining the inventory of ICT hardware.

MONITORING

The Senior Management Team monitor teachers' plans and implementation ICT within the classroom. eg. Through observation of wall displays, children's work folders and evidence of competences as shown by children.

This, in conjunction, with whole staff evaluation and ever changing technology will / may result in adaptations to the school programme of study.

CPD Co-ordinator, will monitor the impact and quality of CPD opportunities.

The policy was reviewed in March 2007 and will continue to be monitored and evaluated by school staff. A further review of this policy is planned for Session 2009/10 when any necessary amendments will be made.

APPENDICES

1. EQDS- Level A Curriculum Related ICT Activities
2. EQDS- Level B Curriculum Related ICT Activities
3. EQDS- Level C Curriculum Related ICT Activities
4. EQDS- Level D Curriculum Related ICT Activities
5. Letter to Parent/Guardian re Internet Permission Form with accompanying Appendix B