



# ICT Policy

**Written by:** Personal Committee

**Ratified:** Autumn 2016

**To be reviewed:** Annually

**Next Review:** Autumn 2017

## Information and Communication Technology

1. All children are taught the complete programme of study for Information and Communication Technology (ICT) and are also given various opportunities to apply their ICT knowledge, skills and understanding in their learning of other National Curriculum subjects.
2. Staff use ICT in their teaching, where appropriate, in order to raise standards throughout the curriculum.
3. The school uses ICT for implementing effective management.

### Rationale

1. All children are entitled to reach the Borough's/LEA's agreed minimum standards in ICT capability and to benefit from effective teaching of all subjects through the use of ICT.
2. Children need to be prepared for life in a world that has become increasingly dependant on ICT.

### Guidelines

#### Roles and Responsibilities

1. The ICT co-ordinator is responsible for the day-to-day implementation of the policy and aspects of the ICT development plan as well as the implementation of an ICT scheme of work.
2. All subject co-ordinators are responsible for integrating effective use of ICT into the scheme of work for all other subjects.
3. The school's senior management team and governing body are responsible for monitoring the effectiveness of the policy.
4. The ICT technical support assistant is responsible for maintaining the ICT resources on a fortnightly basis. The school receives technical support via the LEA IT support unit.
5. The CPD (INSET) co-ordinator is responsible for ensuring that all staff have access to a wide range of ICT training.
6. The school has adopted an acceptable use policy for the Internet that all parents are required to sign.
7. The school purchases IT equipment through the LEA ICT in Schools Team.

### Planning

A detailed scheme of work provides for teaching the full programme of study for ICT. This includes an LEA framework for Nursery through to Year 6. The school has developed short term planning documentation from this framework.

## Resources

1. The ICT Action Plan sets out the necessary steps, tasks, success criteria and time scales for full implementation of the school's ICT policy.
2. There is at least one computer in every teaching room and 15 computers in the ICT suite. All classes are time tabled for one lesson each week in the ICT suite. A computer is available in the staff room along with three computers in the school office for administration.
3. All school computers are connected to a peer-to-peer network extending to all classrooms and offices. A 10Mb leased-line connects the school to the LEA and provides access to a filtered Internet feed.

## Curriculum Delivery

A large screen display is available to facilitate interactive whole-class teaching in the Suite and the Key Stage 1 shared area.

The school is developing the use of interactive whole class teaching through technology by using a data projector, laptop, wireless keyboard and radio wireless graphics tablet.

## Assessment

1. Through an integrated administration system, assessment data is collected to inform staff, governors and parents.
2. The ICT scheme of work sets out appropriate summative assessment arrangements through minimum standards and an online techniques audit.

## SCHOOL POLICY

### **Pupil access to the internet**

**Adopted:** \_\_\_\_\_ (date)

The school encourages use by pupils of the rich information resources available on the Internet, together with the development of appropriate skills to analyse and evaluate such resources. These skills will be fundamental in the society our pupils will be entering.

On-line services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, teaching and library materials could usually be carefully chosen. All such materials would be chosen to be consistent with national policies, supporting and enriching the curriculum while taking into account the varied teaching needs, learning styles, abilities and developmental levels of all pupils. Internet access, because it may lead to any publicly available site in the world, will open classrooms to electronic information resources which have not been selected by teachers as appropriate for use by pupils.

Electronic information research skills are now fundamental to preparation of citizens and future employees during the coming Information age. The school expects that staff will begin to investigate possibilities and blend use of such information as appropriate within the curriculum and that staff will provide guidance and instruction to pupils in the appropriate use of such resources. Staff will consult the IT co-ordinator for advice on content, training and appropriate teaching levels consistent with the school's IT programme of study.

Independent pupil use of telecommunications and electronic information resources is not advised and will only be permitted upon submission of permission and agreement forms by parents of pupils and by pupils themselves.

Access to on-line resources will enable pupils to explore thousands of libraries, databases and bulletin boards while exchanging messages with people throughout the world. The school believes that the benefits to pupils from access to information resources and increased opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school supports and respects each family's right to decide whether or not to apply for independent access.

The school's IT co-ordinator will prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on teaching and learning.

## SCHOOL PROCEDURES

### **Resource Development**

In order to match electronic resources as closely as possible to the national and school curriculum, teachers need to review and evaluate resources in order to offer 'home pages' and menus of materials that are appropriate to the age range and ability of the group being taught. The IT co-ordinator will provide appropriate guidance to pupils as they make use of telecommunications and electronic information resources to conduct research and other studies. All pupils will be informed by staff of their rights and responsibilities as users, before their first use, either as an individual user or as a member of a class or group.

As much as possible, the school's chosen information provider has organised information resources in ways that point pupils to those that have been reviewed and evaluated prior to use. While pupils may be able to move beyond those resources to others that have not been evaluated by staff, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Pupils may pursue electronic research independent of staff supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

### **School Rules**

The school has developed a set of guidelines for Internet use by pupils. These rules will be made available to all pupils, and kept under constant review.

All members of staff are responsible for explaining the rules and their implications. All members of staff need to be aware of possible misuses of no-line access and their responsibilities towards pupils.

## PUPIL GUIDELINES FOR INTERNET USE

### **General**

Pupils are responsible for good behaviour on the Internet just as they are in a classroom or a school corridor. General school rules apply.

The Internet is provided for pupils to conduct research and communicate with others. Parents' permission is required. Remember that access is a privilege, not a right and that access requires responsibility.

Individual users of the Internet are responsible for their behaviour and communications over the network. It is presumed that users will comply with school standards and will honour the agreements they have signed.

Computer storage areas and floppy disks will be treated like school lockers. Staff may review files and communications to insure that users are using the system responsibly. Users should not expect that files stored on servers or disks would always be private.

During school, teachers will guide pupils toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

The following are not permitted:

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting or attacking others
4. Damaging computers, computer systems or computer networks
5. Violating copyright laws
6. Using others' passwords
7. Trespassing in others' folders
8. Intentionally wasting limited resources

### **Sanctions**

1. Violations of the above rules will result in a temporary or permanent ban on Internet use.
2. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour.
3. When applicable, police or local authorities may be involved.

Our Ref: JJ/Internet Permission

March 2004

Dear Parent,

***Internet Permission Form***

As part of the School's IT programme we offer pupils supervised access to the Internet, the global network of computers you will have read about and seen on television. Before being allowed to use the Internet, all pupils must obtain parental permission and both they, and you, must sign and return the enclosed form as evidence of your approval and their acceptance of the school rules on this matter.

Access to the Internet will enable pupils to explore thousands of libraries, databases, and bulletin boards while exchanging messages with other Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people.

Whilst our aim for Internet use is to further educational goals and objectives and all our computers have filtering systems, pupils may find ways to access other materials as well. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school supports and respects each family's right to decide whether or not to apply for access.

During school, teachers will guide pupils toward appropriate materials. Outside of school, families bear the same responsibility for their child's use of the Internet as they would exercise with other information sources such as television, telephones, movies, radio and other potentially offensive media.

We would be grateful if you could read the enclosed guidance documents and then complete the attached permission form.

Yours sincerely,

Mr. A. North,  
Head Teacher.

## A PARENT'S GUIDE TO THE INTERNET

### 1) What is the Internet?

The Internet is a large number of computers all over the world linked together with cables. In most cases, each of these computers is also linked locally to a number of other computers, in a **local network**. It is possible for someone using one of these computers to access information on any of the other computers. This system was established by those working in Universities and Government organisations for the fast and efficient transfer of largely text-based information around the world directly from one computer to another.

It is possible for other people, outside these local networks, to connect to the Internet by using standard telephone lines between their computers and those already connected to the Internet. A number of companies specialise in providing this service for free.

### 2) What is the World Wide Web?

To make the appearance of information available through the Internet more attractive, and to assist people in finding information more easily, it is now possible for special pages of information to contain text, colours, pictures, sound and even video. These pages, collectively, make up what is known as the World Wide Web. Most of these pages include information on the location of other pages on the World Wide Web, and it is possible to follow up links between pages with similar or related content. Moving from one page to another, regardless of where in the world they might be located, is called browsing, or surfing the net or web. Many of these Web pages contain information that may be useful in the classroom, and it is presented in a way which is often easy to use.

A number of UK suppliers including BT and Research Machines, offer schools the facility of keeping their own pages on the Internet. These school "home pages" might describe the school's activities to outsiders or explain project work that pupils are involved in.

### 3) What is Electronic Mail (E-mail)?

This is merely a way of sending messages from one person to another via the Internet. Each Internet user has a unique e-mail address (such as anybody@msn.com) and by sending a message to this address, the recipient can read the message the next time he or she connects to the Internet. Internet e-mail addresses are usually provided along with a school's connection to the Internet and normally individual pupils will not have their own email address.



#### **4) What are News Groups?**

These are collections of messages written for public readership rather than addressed to an individual. Each collection, or group, of messages is about a particular subject or theme. Individuals can reply to these messages, and these replies are also public. In this way it is possible to track a multi-way conversation about an important issue of the day. At present there are more than 10,000 different topics available for discussion, from specialist science research to support groups for asthma to fans of James Bond movies. Most of the press concern for pornography on the Internet refers to newsgroups but they are the easiest for school Internet providers to police.

#### **5) What are the dangers of the Internet referred to in the media?**

It is true that there is some material on the Internet that would be offensive to most people, such as pornography, racist and fascist material and children can access this if using the Internet unsupervised. The main educational providers try to 'filter' known offensive locations of material of this kind, but there is too much for this filtering to be very effective, and the locations change frequently. The only way to block access to this kind of material is to have a restricted range of pages available, in which case many of the advantages of the global and dynamic nature of the Internet may be lost. It is a feature of the Internet that the information available is free. Increasing restrictions will undoubtedly lead to systems of charging for access to specific material, in addition to the other costs described. An alternative system is to educate pupils and encourage an acceptable use policy and partnership between home and school in dealing with the less savoury side of Internet use.

#### **6) How can I get more information?**

There are many magazines in the newsagents that cater for beginners-advanced use of the Internet. If you have any specific questions please contact the school and ask for the IT co-ordinator.

## Internet Parent Permission Form

Please complete and return this form to the Head Teacher.

### Pupil

As a school user of the Internet, I agree to comply with the school rules on its use. I will use the network in a responsible way and observe all the restrictions explained to me by the school.

Pupil Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

### Parent

As the Parent or legal guardian of the pupil signing above, I grant permission for my son or daughter to use electronic mail and the Internet. I understand that pupils will be held accountable for their own actions. I also understand that some materials on the Internet may be objectionable and I accept responsibility for setting standards for my daughter or son to follow when selecting, sharing and exploring information and media.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Pupil \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Form Class \_\_\_\_\_

Home Telephone \_\_\_\_\_