



Abuja Preparatory School

Discover **Develop** Deliver

**INFORMATION AND
COMMUNICATION TECHNOLOGY
(ICT) POLICY**

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INFORMATION and COMMUNICATION TECHNOLOGY (ICT)

Aims

ICT is an integral part of our curriculum. Where applicable, the use of ICT is fully embedded into lessons through:

- Online lesson research
- Teaching plans and resource materials
- Lesson delivery via the interactive whiteboard or online resources
- Communication by e-mail
- Document distribution and storage
- Assessment information analysis
- Production and editing of reports

Through teaching ICT, we equip pupils with the skills necessary to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them develop the necessary skills for using information in an effective way. This is a major part of enabling pupils to be confident, creative and independent learners.

The objective of teaching ICT is to enable pupils:

- develop ICT capability in finding, selecting and using information
- use ICT for effective and appropriate communication
- apply their ICT skills and knowledge to their learning in other areas
- explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security and personal safety, confidentiality and accuracy

Roles and Responsibilities

The ICT Teacher/Coordinator /Teacher will be responsible for:

- managing the School Based Manager to ensure that the network is managed and run efficiently
- reviewing INSET needs for all staff and provide suitable training opportunities in collaboration with the ICT Manager
- keeping up to date with developments and new technologies
- developing a monitoring and assessment programme to improve the quality of ICT teaching in school
- reporting to the Headmaster on changes to the ICT curriculum and latest technology changes

Teachers will be responsible for:

- developing cross-curricular links and ways that ICT can be used effectively in their subject area with the support of the ICT Teacher/ Coordinator
- reporting any problems or faults to the School Based Technician
- ensuring pupils follow the rules and are trained to use the ICT equipment safely
- record keeping and assessment of pupils
- ensuring equal access for all pupils

Teaching and Learning style

The aim of ICT teaching is to equip pupils with the technological skills to become independent learners. The teaching style that we adopt is as active and practical as possible. While at times we do give pupils direct instruction on how to use hardware or software, the main emphasis of our teaching on the use of ICT in teaching other subjects is towards individuals or groups of pupils using ICT equipment to help them progress in whatever they are studying. For example:

- pupils might research a history topic by using interactive online resources that engages them in a highly visual way, or they might place themselves in a historical setting by manipulating a digital photograph.
- they could use a Tablet to present their research and take part in online discussion forums.

We recognise that all classes have pupils with a wide range of ICT abilities. This is especially true when some pupils have access to ICT equipment at home while others do not. That is the reason why the school has made it compulsory for children in Key Stage 2 to own their own Tablet so as to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all pupils complete all parts of the task)
- grouping pupils 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 pupils or groups of pupils
- grouping pupils in mixed ability partners so they can support each other's learning

Pupils and parents are required to sign an E-Safety agreement before their child can use the Tablet either in school or at home (see Appendix 2). Parents are however, assured that their child's use of Tablet at school is always supervised.

ICT curriculum planning

The school carries 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 pupils study in each term in each key stage. The ICT teacher devises this in conjunction with teaching colleagues in each year group while the pupils apply their ICT skills as part of their learning in other subject areas. 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.

Our medium-term plans, gives details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. The ICT teacher is responsible for keeping and reviewing these plans.

Each year group is responsible for writing the short-term plans with the ICT component of each lesson. These daily plans list the specific learning objectives and expected outcomes for each lesson. The year group keeps these individual plans and they may discuss them on an informal basis with the ICT teacher.

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

The contribution of ICT to teaching in other curriculum areas

The teaching of ICT contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software and hardware (Tablet, Computer and Interactive White Board) to present information visually, dynamically and interactively so that pupils understand concepts more quickly. For example, graphics work links in closely with work in art and work using databases supports work in mathematics. ICT enables pupils to present their information and conclusions in the most appropriate way. Quite a lot of software is generic and can therefore be used in several curriculum areas.

English

ICT is a major contributor to the teaching of English, for example pupils' reading development is supported through talking stories. As the pupils develop their skills, they learn how to edit and revise text on a tablet. They have the opportunity to develop their writing skills by communicating with people via e-mail and they are able to join in discussions with other pupils through the use of Managed Learning Environment (MLE) discussion forums. They also learn how to improve the presentation of their work by using their tablet. There is also a variety of software that targets specific reading, grammar and spelling skills.

Maths

Pupils use ICT in mathematics to collect data, make predictions, analyse results and present information graphically. Screen robots allow pupils to give exact instructions for a particular route or to use their knowledge of angles to draw a range of polygons. Microsoft Excel is used to support data handling. Staff and pupils make use of a variety of software that supports learning.

Science

Software is used to animate and model scientific concepts and to allow pupils to investigate processes that it would be impracticable to do directly in the classroom. Data loggers are used to assist in the collection of data and in producing tables and graphs.

Assessment for learning

Teachers will assess pupils work in ICT by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. KS2 pupils are encouraged to make judgements about how they can improve their own work through self-assessment. Samples of pupil's work can be uploaded to the MLE for other staff to view as a demonstration of the expected level of achievement in ICT for each age group in the school.

Resources

Our school has the appropriate computer-to-pupil ratio, tablets for children in Key stage 2 and Internet access. Most software is already installed on tablets, PCs and laptops. Some software is installed only on the class PC. Each year group has access to one PC in the class and tablets for children in key stage 2 or access to the ICT suite.

We employ a Manager to keep our equipment in good working condition. Members of staff report faults on the hardware to the technician who will then find a lasting solution to the problem.

In order to keep our school computers virus-free, an anti-virus has been installed in all the schools' computer. Where teachers are transferring files between their home and school, they must have up-to-date virus protection software on their home computers.

Computers are assigned to each classroom, while printers are assigned to the Heads of Department and the Teacher/Coordinator s. An inventory will be kept of all serial numbers and licenses for the equipment that should be updated on a regular basis. Along with tablets desktop and laptop computers, the school has the following:

Hardware

- Network, including switch, router and server PC
- PCs, tablets and laptops
- Network shared resources, including printers
- Interactive whiteboard and screen projection equipment
- Scanner
- CCTV Cameras
- Headphones and microphones
- USB drives for portable storage

Software

- Word-processing and desktop-publishing programs
- Painting and drawing software
- Music composition package
- Multimedia presentation program
- Spreadsheet and database programs
- Control program and models
- Simulations
- Encyclopaedia reference material
- Virus protection
- Mouse trainer and typing tutors

Online material

- School website
- School social media
- School e-mail accounts
- Cambridge website

Monitoring and Review

The monitoring of the standards of the pupil's work and of the quality of teaching in ICT is the responsibility of the ICT teacher. The ICT Teacher/Coordinator is also responsible for supporting colleagues in their teaching of ICT, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for ICT in the school. The Teacher/Coordinator gives the head master an annual summary report in which he evaluates the strengths and weaknesses in the subject and the use of ICT in the school, and indicates areas for further improvement. The Teacher/Coordinator has specially-allocated time for carrying out the vital tasks of reviewing samples of the pupils' work, and of visiting classes to observe the teaching and the use of ICT.

Staff Development

Regular school-based or other ICT training will be provided to staff that will be based on individual or whole school needs. All support staff will be trained in the use of ICT in order to provide in-class support to classroom teachers. Whenever possible, the ICT Technician will provide drop-in sessions to all staff to support new software installed on the server.

Appendix 1

Internet Access Policy

Introduction

Usually, the resources used by pupils in school are carefully chosen by the teacher and determined by curriculum policies. The use of the Internet, by its nature, will provide access to information that has not been selected by the teacher. Whilst pupils will often be directed to sites which provide reviewed and evaluated sources, at times, they will be able to move beyond these, to sites unfamiliar to the teacher.

The problems and issues that have been highlighted by the media concern all schools. Whilst some of the media interest is hype, there is genuine cause for concern that pupils might access unsuitable material either accidentally or deliberately.

The purpose of this policy is to:

- Establish the ground rules we have in school for using the Internet
- Describe how these fit into the wider context of our discipline.
- Demonstrate the methods used to protect the pupils from sites containing pornography, racism or politically extreme views and violence. The school believes that the benefits to pupils from access to the resources of the Internet far exceed the disadvantages

At Abuja Preparatory School we feel that the best recipe for success lies in a combination of site filtering, of supervision and by fostering a responsible attitude in our pupils in partnership with parents.

Parents will be sent an explanatory letter and the rules that form our Internet Access Agreement. This can be seen as an extension to the Home School Agreement and the E-Safety Agreements.

Using the Internet for Education

The benefits include:

- Access to a wide variety of educational resources including libraries, art galleries and museums
- Rapid and cost effective world-wide communication
- Gaining an understanding of people and cultures around the globe
- Staff professional development through access to new curriculum materials
- Experts' knowledge and practice
- Social and leisure use
- Greatly increased skills in Literacy, particularly in being able to read and appraise critically and then communicate what is important to others. The school intends to teach pupils about the vast information resources available on the Internet, using it as a planned part of many lessons. All staff will review and evaluate resources available on web sites appropriate to the age range and ability of the pupils being taught. The ICT Teacher/Coordinator will assist in the dissemination of this information.

Initially the pupils may be restricted to sites that have been reviewed and selected for content. They may be given tasks to perform using a specific group of web sites accessed from the Learning Resources menu on the school network. Pupils will have the opportunity to exchange information via e-mail. They will be taught how to use an address book, how to attach files to an e-mail and how to follow conventions of politeness.

As pupils gain experience, they will be taught how to use searching techniques to locate specific information for themselves. Comparisons will be made between researching from different sources of information, (CD Rom, books, www). We hope that pupils will learn to decide when it is appropriate to use the Internet, as opposed to other sources of information.

At times, information, such as text or photos may be “downloaded” from the Internet for use in pupils’ presentations. Tasks will be set to encourage pupils to view web sites and information with a critical eye.

Pupils’ Access to the Internet

Abuja Preparatory School will use www.safesearchkids.com “filtered” Internet Search Engine, which will minimise the chances of pupils encountering undesirable material. Any School will normally only allow pupils to use the Internet when there is a responsible adult present to supervise. However, it is unrealistic to suppose that the teacher’s attention will always be directed toward the computer screen.

Members of staff will be aware of the potential for misuse, and will be responsible for explaining to pupils, the expectation we have.

Teachers will have access to pupils’ emails and other Internet related files and will check these on a regular basis to ensure expectations of behaviour are being met.

Expectations of Pupils using the Internet

- All pupils are expected to read and agree to the Internet Agreement and E-Safety agreement
- At Abuja Preparatory School, we expect all pupils to be responsible for their own behaviour on the Internet, just as they are anywhere else in school. This includes materials they choose to access, and language they use.
- Pupils using the World Wide Web are expected not to deliberately seek out offensive materials. Should any pupils encounter any such material accidentally, they are expected to report it immediately to a teacher, so that the IT technician can block further access to the site.
- Pupils are expected not to use any rude language in their email communications and contact only people they know or those the teacher has approved. They have been taught the rules of etiquette in e-mail and are expected to follow them
- Pupils must ask permission before accessing the Internet and have a clear idea why they are using it
- Pupils should not access other people’s files unless permission has been given.
- Tablets should only be used for schoolwork and homework unless permission has been granted otherwise.
- No program files may be downloaded to the computer from the Internet. This is to prevent corruption of data and avoid viruses.
- Homework completed at home may be brought in on a memory stick but this will have to be virus scanned by the class teacher before use.
- No personal information such as phone numbers and addresses should be given out and no arrangements to meet someone made unless this is part of an approved school project.

- Pupils consistently choosing not to comply with these expectations will be warned, and subsequently, may be denied access to Internet resources. They will also come under the general discipline procedures of the school that comprises of an escalating set of measures including a letter to parents and withdrawal of privileges.

Internet Agreement

All pupils and their parents / guardians will be asked to read and sign an agreement covering the expectations we have of pupils using the Internet in school.

Dear Parents

Responsible Internet Use

As part of your child's curriculum and the development of ICT skills, Abuja Preparatory School is providing supervised access to the Internet. We believe that the effective use of the World Wide Web and e-mail is worthwhile and is an essential skill for pupils as they grow up in the modern world. Please would you read the attached Rules for Responsible Internet Use, sign and return the consent form so that your child may use the Internet at school.

Although there are concerns about pupils having access to undesirable materials, we have taken positive steps to reduce this risk in school. Our school provides a filtering system that restricts access to inappropriate materials. This may not be the case at home and we can provide references to information on safe Internet access if you wish.

Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of pupils to access inappropriate materials, the School cannot be held responsible for the nature or content of materials accessed through the Internet. The School will not be liable for any damages arising from your child's use of the Internet facilities.

The school also reserves the right to format and configure the registered tablet for the child as and when the need arises.

Should you wish to discuss any aspect of Internet use please feel free to arrange an appointment with the ICT Teacher/Coordinator .

Yours sincerely,

ICT Teacher/Coordinator

Appendix 2

Responsible Internet Use Consent Form

Abuja Preparatory School Responsible Internet Use Please complete, sign and return to the class teacher	
Pupil:	Class:
Pupil's Agreement I have read and I understand the school Rules for Responsible Internet Use. I will use the tablet, computer system and Internet in a responsible way and obey these rules at all times.	
Signed:	Date:
Parent's Consent for Internet Access I have read and understood the school rules for responsible Internet use and given permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.	
Signed:	Date:
Please print name:	
Parent's Consent for Web Publication of Work and Photographs I agree that, if selected, my child's work may be published on the school Web site. I also agree that photographs that include my child may be published subject to the school rules that photographs will not clearly identify individuals and that full names will not be used.	
Signed:	Date:

