

Information and Communications Technology

A Whole School Policy

Rationale

In the words of the HMIE publication *Improving Scottish Education: ICT in Learning and Teaching* (2007),

‘... staff in pre-school centres and in primary schools recognised that learners developed awareness of the world in which they live more effectively when this included engagement with the world through ICT.’

In Bearsden Primary School, the use of ICT to support the education programme 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.

Aim

ICT is part of every day life and it is our aim to provide a programme of study that will develop knowledge, skills and informed attitudes in relation to ICT. In working towards this aim we will endeavour to :

- Create a climate within the school in which staff and 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 attainment using ICT within Curriculum for Excellence experiences and outcomes.
- Ensure the safe and appropriate use of ICT including Internet access.
- Ensure staff, pupil and parent awareness of copyright, data protection and obscene publications acts.
- Monitor, evaluate and update resources, software and hardware as appropriate.

Time Allocation

All classes have an allocated weekly time in the computer suite as well as access to a networked computer in the classroom. Due to the cross-curricular nature of ICT, time allocation will overlap into all subject areas.

Learning and Teaching

ICT lessons will be planned in conjunction with the experiences and outcomes for all levels in Curriculum for Excellence, taking into account pupils' skills levels and previous knowledge and understanding of ICT.

The teaching of ICT will take the form of –

- Direct class teaching to introduce a specific program or skill
- Practical tasks using appropriate hardware/software.
- Group Activities enabling pupils to interact and collaborate on tasks.
- Independent research using approved internet sites.

Additional Support Needs

The school recognises the advantages of the use of ICT by pupils with Additional Needs. Pupils with learning difficulties can be given greater access to the whole curriculum through the use of ICT.

Using ICT can –

- Address pupils' individual needs
- Increase access to the curriculum
- Enhance knowledge and skills across the curriculum

Provision of ICT for pupils with additional support needs will be the responsibility of the class teacher, support staff and Learning Support Co-ordinator as appropriate. Specialist support may be available through referral to Psychological Services.

Assessment

Progress and attainment in learning will be monitored by assessment that is an integral part of learning and teaching but which will not dominate the process. The process of assessing pupils' progress in ICT 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.

Information and Communications Technology lends itself particularly well to using Formative Assessment strategies and can be assessed in a variety of ways, e.g.

- Observation of pupil or group of pupils on task
- Discussion with pupils about their task
- Printouts of completed tasks
- Peer and self evaluation of pupils' own work

Recording and Reporting

Recording procedures will be in line with East Dunbartonshire Council policies. Such procedures will be manageable and will be used to monitor progress and inform learning and teaching.

Pupil progress will be reported to parents during parent interviews and through written reports.

Transitions

Through liaison with pre-school establishments, cognisance of prior learning in relation to ICT will be the starting point for pupil learning. Information regarding Primary 7 pupil attainment in ICT will be passed on through existing primary/secondary liaison arrangements.

Staff Development

Staff development needs will be identified through the Professional Review and Development process within the school. Requests for suitable courses to develop ICT skills can be made to the CPD Co-ordinator. Alternatively, CPD sessions in ICT may take place for all staff in the computer suite.

Equal Opportunities

All pupils are to have equal access to the use of ICT regardless of gender, race, cultural background or any physical or sensory disability. Bearsden Primary will endeavour to ensure equal opportunities for all pupils by sharing good practice, ensuring fair distribution of ICT resources, and monitoring and evaluating new resources.

Roles and Responsibilities

- The Senior Management Team is responsible for supporting, developing and monitoring ICT within Bearsden Primary School.
- Teachers are responsible for the planning and implementation of appropriate use of ICT with the pupils they teach.
- Classroom Assistants will help and support class teachers in the delivery of lessons and report any faults to the ICT Co-ordinator.

dpark June 2004

Updated November 2012

- Parents/Carers take responsibility for ensuring that the terms of the Internet access and E-mail Policy are adhered to.
- Pupils also take responsibility for ensuring that the terms of AUP are adhered to.
- The ICT Analyst is responsible for holding any licenses for software which is purchased by the school or authority. In addition, he will support school staff with the maintenance of hardware and the installation of any new software etc.

Monitoring and Review

The Senior Management Team will monitor ICT progress by:

- Reviewing forward planning sheets
- Discussing pupils' tasks and completed presentations.
- Observing skills learned whilst in the Computer Suite.
- Update staff on new ICT developments and consult with staff on the purchase of any new hardware for use in school.