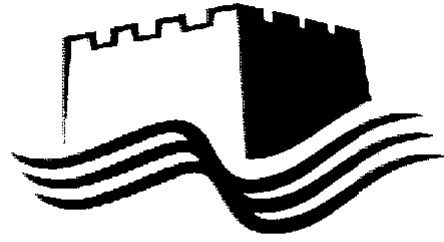


London Borough of Tower Hamlets

Information and Communications Technology (ICT) Policy:

BROMLEY HALL SCHOOL

Special School ICT policy: LEA model



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Special School ICT policy: LEA model

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communications Technology (ICT). It will form the basis for the development of ICT in the school over the next four years.

This policy was updated in the Spring of 1998 by a staff working party chaired by the IT co-ordinator. It was formally adopted at a staff meeting on [date] and governors' meeting on [date] and validated by the LEA IT Inspector on [date].

This document is for staff and governors. It is available to parents. A copy has been sent to the LEA IT inspector for validation. One copy is held by the IT coordinator and another by the Head teacher. This copy will be available for visiting OFSTED inspectors, governors, parents, etc. Another copy is kept in the Staff room for staff reference and a copy is distributed to each member of staff. It is word-processed and held in a folder to allow for easy amendment and development.

What does 'Information and Communications Technology' (ICT) cover?

As well as being an important national curriculum requirement, the ability to use ICT effectively is a vital life skill in modern society. Following the Government's 1997 Green Paper 'Connecting the Learning Society' the term ICT has become standard. This reflects use of the Internet technologies, which enable schools to communicate with other schools, institutions and organisations across, not only the UK, but globally. Therefore, we interpret ICT to include the use of any equipment which allows users to communicate or manipulate information (in the broadest sense of the word) electronically.

This includes use of:

- specialist pressure pad / cause and effect equipment, e.g. the multi-sensory room
- computers
- programmable toys and control kits e.g. Turtle, Roamer
- assistive technology, e.g. specialist key pads, overlay keyboards, touch screens
- graphic calculators
- sensors and probes such as temperature, light sensors, sound sensors,
- electronic musical instruments, including Sound Beam
- audio and video recorders
- telephone and fax
- digital cameras, scanners
- voice-operated equipment
- the Internet

What is the National Curriculum Order?

The National Curriculum Orders currently refer to IT capability. This has to be 'taught' at all key stages. The Orders for IT state:

"Pupils should be given opportunities, where appropriate, to develop and apply their IT capability in their study of National Curriculum subjects".

This clearly reinforces a link with subjects Orders and the importance of IT in the teaching and learning of all subjects.

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Additionally the Orders state:

“Information Technology (IT) capability is characterised by an ability to use effectively IT tools and information sources to analyse, process and present information, and to model, measure and control external events. This involves:

- using information sources and IT tools to solve problems;
- using IT tools and information sources, such as computer systems and software packages, to support learning in a variety of contexts;
- understanding the implications of IT for working life and society”. (DFE 1995)

The programme of study for IT has two main ‘strands’.

1. The ability to use IT tools and information sources to analyse, process and present information, is called communicating and handling information. This strand focuses on pupils’ ability to draft/redraft and develop ideas, consider the audience of work and the limitations of the IT tools they, and others, select and use. Pupils have access to a wide range of software and IT tools including a word processor, e.g. MS Word, desk top publishing package (DTP), e.g. *Publisher*, music software, e.g. Music Explorer, graphics and computer aided design software, e.g. *Paintpot*, *Paintspa*, multimedia authoring programs, e.g. *Hyperstudio*, *Illuminatus*, database software, e.g. *Counter*, spreadsheet software, e.g. MS Works 3, and use of the Internet.
2. The second core strand to IT is called controlling, monitoring [at key stage 2] / measuring [at key stages 3 & 4], and modelling. Pupils are expected to use IT tools to solve problems, make decisions, detect patterns and relationships, control external events and use models. Again pupils should have access to a wide range of IT tools including, simulation software, spreadsheets, strategic use of adventure games, floor robots and control equipment, e.g. *Turtle*, data handling software and equipment, e.g. *Microsoft Works*, *Our Facts* and *Counter*.

Pupils also need to:

3. Start to consider and understand the limitations and benefits of IT tools and resources, and the use of IT in the wider world. Pupils who are capable of becoming more autonomous users of IT are helped in this direction. Such pupils are also helped to understand associated technical terms.

The school's aims for ICT: 1998-2002

ICT is seen as an integral part of the school curriculum. Bromley Hall School aims to meet individual needs so that all pupils have access to the curriculum. ICT is used within each area of the National Curriculum and is a means of teaching across the curriculum, reinforcing learning, enhancing and extending learning opportunities for all pupils.

Bromley Hall School aims to ensure that all pupils have access to ICT, through the use of appropriate aids where needed, thereby enabling pupils to be confident and effective users of ICT.

We strive to achieve this aim through:

- a variety of subject contexts
- developing staff skills to enable them to enhance and extend their teaching and pupils' learning
- assessing & monitoring pupils' progress to ensure continuity and progression
- providing and maintaining appropriate ICT
- helping all pupils to access the curriculum through the use of ICT
- helping all pupils to use ICT with purpose and enjoyment
- meeting the requirements of the National Curriculum
- helping all pupils to reach the highest possible levels of achievement
- helping all pupils to develop the necessary skills to exploit ICT resources and tools
- helping all pupils to become independent users of ICT
- helping all pupils to consider the benefits of ICT and its impact on society
- ensuring pupils use and gain experience of ICT equipment and software
- celebrating success in the use of IT

The school also aims to:

- increase perseverance and self esteem
- foster curiosity and creativity
- enable greater pupil autonomy
- support individualised learning
- support collaborative and co-operative learning
- encourage flexibility, openness and awareness of changes and developments in ICT.
- develop pupils' communication skills
- develop understanding of cause and effect
- provide ongoing training opportunities and support for all staff

Our ICT administration aim is to use ICT for financial planning, management and administration effectively to support decision making and monitoring by 2002. By 2002, Bromley Hall School will use electronic methods as the prime method for communicating with the LEA.

We will strive to achieve this aim by:

- computerising all pupil records
- using ICT to support the recording, analysis, monitoring and target setting of pupil attainment
- using an effective budgeting system
- using an appropriate system to monitor attendance

ICT is a development area on our School Development Plan – attached

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Our community links and external partnership aim is to involve parents in supporting pupil attainment both at school and at home. We plan to use ICT as part of this. Bromley Hall School is involved in the facilitation of charitable donation of computers to pupils to enable them to continue to use their ICT skills at home out of school hours. We also seek sponsorship from clubs, societies and charitable trusts for provision of new or appropriate equipment.

We will strive to achieve this aim by:

- seeking sponsorship from the business sector to help support our ICT developments
- expanding on links with 'The Bikers' to further enhance ICT provision within the school.
- keeping in contact with existing links e.g. the ADIS trust, Starlight Foundation with a view to further enhancing ICT provision for use by pupils at home.

The school's curriculum organisation

Key stage planning

To ensure continuity and progression, we provide guidance to staff on key ideas for using ICT in the curriculum. We ensure that pupils in each class have access to ICT as an every day communication tool and learning aid. In addition to 'every day use' of ICT, time is allocated in accordance with Dearing's recommendations at the different key stages throughout the school, using a variety of media, e.g. the use of the multi-sensory room.

Each class will be allocated a multimedia computer to provide access to data handling, problem solving etc. Classes have access via switching mechanisms to: a pointer board, activated toys, musical apparatus (tape recorders etc), cooking equipment, domestic appliances, games and educational robots. The use of ICT is tailored to the individual educational needs of the pupils, as defined in their IEP (and where relevant, their statements of special educational need) as well as meeting the requirement of the National Curriculum. ICT forms an integral part of each pupils IEP and targets set out in these documents form the framework for ICT education on a daily basis.

ICT strategies goals and aims are worked out on an individual basis for each pupil within the school through:

- Annual review of the IEP which includes setting targets specific to each pupil.
- Ongoing reviews of IEPs for Key Stage 1 & 2 pupils, where short term strategies and targets are set and reviewed.

Annual reviews of IEPs provide an over-view of pupils development, including ICT, at each year and at every key stage and are overseen by the Head Teacher.

In addition teachers also use the computer to support subject work, for example mathematical 'games' to support numeracy skills, adventure games & talking stories to support reading and writing. This software may not be used to develop pupils' IT capability, as described above. Reference to their use will be made in the Language and Maths policies. We acknowledge Dearing's suggested times for IT at each Key Stage. IT work is adapted to individual pupils needs and included in the planning for each pupil. This follows our school planning format and an example of an IEP is attached.

At key stages 1 and 2, we refer to the LEA guidance 'What should pupils be doing in Information Technology?: Planning for progression at key stages 1 and 2', to help our planning. A copy of this guidance is in the teachers' library.

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Teaching and learning styles

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on those most appropriate for each pupil. Such strategies could be:

- using the computer to demonstrate to a group of pupils or the whole class;
- leading a group or class discussion about the benefits and limitations of IT;
- individual or paired work using worksheets and help cards;
- collaborative writing and design work in groups;
- co-operative activities in groups.
- individual work as indicated by each pupils IEP

Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.

Where pupils work in groups, they should be selected to ensure that all pupils are equally active and involved in the task and that all have equal access to the computer keyboard, the 'doing', and the 'thinking'.

Teachers are expected to intervene as appropriate to reinforce an idea, teach a new point, challenge and extend pupils' knowledge and understanding. Pupils should not be left unattended for long periods on the computer.

[See pages / include pages 19-20 in the 'pink' guidance for additional good practice statements – you may wish to attach the sheet]

School ICT implementation plan: 1998-2002

This outlines our proposed developments over the next four years, 1998- 2002.

We will review where we are currently, using the LEA annual audit pro-forma as a guide.

We will ensure that by 2002 the national curriculum requirements are covered in full and that Bromley Hall School is clearly working towards the government's and LEA's ICT aims. We will work on four curriculum development areas:

1. Improve resourcing:

We will endeavour to improve our ICT resources over the next four years, so that the percentage of equipment older than 5 years is reduced from 78% to 35% by 2002 and that equipment is maintained. Whilst our overall computer: pupil ratio is good at 2 pupils :1 computer, much of the equipment is old. We aim to maintain this ratio, while upgrading to 'state of the art' technology which all pupils will have access to. Bromley Hall School will be connected to the 'Learning Grid' so that our teachers can use the new National Grid for Learning and older pupils, where appropriate, will continue to develop an understanding of the Internet.

2. Enhance teacher training:

We will ensure that all teachers are given training in ICT by attendance on CENMAC, Business Partnership and LEA courses. The school uses CENMAC for both individual and whole staff development in the use of ICT that is appropriate for our pupils. The staff are also developing their understanding of the use of Multimedia computers through courses at Duncan House, and both kinds of training are developed and built upon regularly.

3. Raise pupil achievement:

We will ensure that ICT is used to support pupils' learning and that where appropriate, pupils are taught the National Curriculum requirements. We will set targets to raise ICT attainment, where appropriate. To do this we will undertake an annual end of key stage teacher assessment from 1998 so that we have base-line information for those pupils for whom it is appropriate. We will continue to monitor and record pupil ICT attainment annually.

4. Continue and develop local and wider community ICT links:

We are already active participants of the 'Spanish Voices Project' and frequently use e-mail, for both local and international links. We shall endeavour to develop our community links still further in order to support pupils' attainment in ICT. We plan to develop our links with other LEA schools through the Spanish Voices project, links via schools' library service, International e-mail links and by the use of CompuServe's UK Education Forum.

Special School ICT policy: LEA model

Over-view of draft targets and success criteria outcomes:

The details are given below and incorporate the LEA strategic targets:

<i>Area for development</i>	1998-99 (Year1)	1999-2000 (Year 2)	2000-2001 (Year 3)	2001-2002 (Year 4)
Resources and infrastructure	<p>Targets:</p> <p>1 multi media computer per class</p> <p>Switches, trackballs and touch screens where appropriate as defined by pupil need.</p> <p>Multi-Media computer in resources room.</p> <p>Success criteria:</p> <p>1 multi media computer per class</p> <p>Switches, trackballs and touch screens accessible to pupils where appropriate</p> <p>Multi-Media computer in resources room.</p>	<p>Targets:</p> <p>Scanner and Digital Camera in place in the media resource room.</p> <p>Success criteria:</p> <p>Graphics suite installed and in use</p> <p>Scanner and Digital Camera in place in the media resource room.</p> <p>On-going development of Bromley Hall School Web page.</p>	<p>Targets:</p> <p>Networking curricular school computers and installation of Intranet Server.</p> <p>Success criteria:</p> <p>School computers linked via server</p>	<p>Targets:</p> <p>School registers, attendance and administration handled through the schools intranet, data forwarded to LEA via Electronic links.</p> <p>Success criteria:</p> <p>Implementation of above.</p>

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<p>Teacher training</p>	<p>Targets:</p> <p>Teaching and support staff familiar and able to use switching and switch programmes with confidence.</p> <p>Staff to undertake Windows 95/8 training</p> <p>Selected staff to undergo Internet access training. Staff start to make use of the Internet and the 'Learning Grid'</p> <p>Staff to undertake training in the use of the Multi-sensory room resource</p> <p>Staff to undertake training in the use of the resources room and it's ICT equipment.</p> <p>Success criteria:</p> <p>All staff familiar & use switching and switch programmes with confidence.</p> <p>Staff familiar with using Windows 95/8.</p> <p>Staff start to make use of the Internet and the 'Learning Grid'</p> <p>Staff confident in the use of the Multi-sensory room as a teaching resource</p> <p>Staff have undertaken training in the use of the resources room and it's ICT equipment.</p>	<p>Targets:</p> <p>Staff familiar with Windows 95/98</p> <p>Staff become familiar with Word 97, Publisher 98, Use of hyperlinks in document handling.</p> <p>Staff make use of the Internet and the 'Learning Grid'</p> <p>Success criteria:</p> <p>Staff familiar with Windows 95/98</p> <p>Teaching staff make use of the Internet and the 'Learning Grid'</p> <p>Staff working using Word 97, Publisher 98, and hyperlinks in document handling.</p>	<p>Targets:</p> <p>Staff using Word 97, Publisher 98, hyperlinks in document handling with confidence.</p> <p>Teaching staff undergoing training in use of the school Intranet.</p> <p>Success criteria:</p> <p>Teaching staff become confident in using the school Intranet.</p>	<p>Targets:</p> <p>Teaching staff using the school Intranet on a daily basis for routine information exchange.</p> <p>Success criteria:</p> <p>Teaching staff using the school Intranet on a daily basis for routine information exchange.</p>
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<p>Curriculum delivery *</p>	<p>Targets:</p> <p>Multi media software survey of resources and needs,</p> <p>Trialing of software to match to pupil needs and the requirement of the National Curriculum.</p> <p>Music. Use of ICT and music as a means of communication, both through vocalisation and through tempo</p> <p>Multi-sensory room. Focused and directed use of resources enabling pupils to examine cause and effect.</p> <p>Switching Toys: Cause and effect</p> <p>Liberator: ICT based means of communication using iconographic hard and software.</p> <p>Switches installed where appropriate to allow pupil access to the National Curriculum</p> <p>Use the Internet & E-mail as a means of communicating using the written word, visual images and sound files.</p> <p>Success criteria:</p> <p>Music: Pupils communicating through music and listening to recordings made.</p> <p>Switches: Switches installed where appropriate to allow</p>	<p>Targets:</p> <p>Music</p> <p>Use the Internet & E-mail as a means of exploring and communicating using the written word, visual images and sound files. Use of the Internet as a classroom based library resource for collecting and collating information.</p> <p>Use of Search engines</p> <p>Multi media resources</p> <p>Switches installed where appropriate to allow pupil access to the National Curriculum</p> <p>Trialing of software to match to pupil needs and the requirement of the National Curriculum.</p> <p>Success criteria:</p> <p>Switches installed where appropriate to allow pupil access to the National Curriculum</p> <p>Purchase of appropriate Software following trails.</p>	<p>Targets:</p> <p>Switches installed where appropriate to allow pupil access to the National Curriculum</p> <p>Trialing of software to match to pupil needs and the requirement of the National Curriculum.</p> <p>Success criteria:</p> <p>Switches installed where appropriate to allow pupil access to the National Curriculum</p> <p>Purchase of appropriate Software following trails.</p>	<p>Targets:</p> <p>Switches installed where appropriate to allow pupil access to the National Curriculum</p> <p>Trialing of software to match to pupil needs and the requirement of the National Curriculum.</p> <p>Success criteria:</p> <p>Switches installed where appropriate to allow pupil access to the National Curriculum</p> <p>Purchase of appropriate Software following trails.</p>
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<p>Community Links</p>	<p>Targets:</p> <p>Publish first draft of Bromley Hall School Web page on the Internet</p> <p>Continue to use the UK Education Forum as a means of communicating with other people in other parts of the world.</p> <p>Further develop links with Culloden School through shared use of ICT resources and training.</p> <p>Initiate linking with George Green School</p> <p>Input into the Aberfeldy Project</p> <p>Extend links with Oaklands School</p> <p>Success criteria:</p> <p>First draft of Bromley Hall School Web page published on the Internet</p> <p>Continuing use the UK Education Forum as a means of communicating with other people in other parts of the world.</p> <p>Take part, in the local community based arts project , 'Art for a Start' . Offer resources, both skills & expertise, as well as access to hardware and software.</p> <p>Develop Links with Culloden School developed through shared use of ICT</p>	<p>Targets:</p> <p>Maintain and update Bromley Hall School Web page on the Internet</p> <p>Continued participation in the Aberfeldy Project</p> <p>Continue to develop and expand on existing links with Culloden, George Green and Oaklands Schools, using the common medium of ICT as a means of communicating ideas and thoughts.</p> <p>Take part, in the local community based arts project , 'Art for a Start' . Offer resources, both skills & expertise, as well as access to hardware and software.</p> <p>Success criteria:</p> <p>Bromley Hall School Web page on the Internet maintained and updated regularly.</p> <p>Continued participation in the Aberfeldy Project</p> <p>Continued development and expansion of existing links with Culloden, George Green and Oaklands Schools, using the common medium of ICT as a means of communicating ideas and thoughts.</p> <p>Taking part, in the local community based arts project , 'Art for a Start' . Offer resources, both skills & expertise, as</p>	<p>Targets:</p> <p>Maintain and update Bromley Hall School Web page on the Internet</p> <p>Continued participation in the Aberfeldy Project</p> <p>Continue to develop and expand on existing links with Culloden, George Green and Oaklands Schools, using the common medium of ICT as a means of communicating ideas and thoughts.</p> <p>Success criteria:</p> <p>Bromley Hall School Web page on the Internet maintained and updated regularly.</p> <p>Continued development and expansion of existing links with Culloden, George Green and Oaklands Schools, using the common medium of ICT as a means of communicating ideas and thoughts.</p> <p>Continued participation in the Aberfeldy Project</p>	<p>Targets:</p> <p>Maintain and update Bromley Hall School Web page on the Internet</p> <p>Continue to develop and expand on existing links with Culloden, George Green and Oaklands Schools, using the common medium of ICT as a means of communicating ideas and thoughts.</p> <p>Success criteria:</p> <p>Bromley Hall School Web page on the Internet maintained and updated regularly.</p> <p>Continued development and expansion of existing links with Culloden, George Green and Oaklands Schools, using the common medium of ICT as a means of communicating ideas and thoughts.</p>
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Special School ICT policy: LEA model

In line with recommendations of the schools Ofsted examination in July 1997 we are continuing to develop schemes of work at each Key Stage from the topic based curriculum in place at present. Schemes of work will be in place for each Key Stage by the September 1998, and will allow flexibility to meet the individual educational needs of each pupil, as defined in pupils IEPs.

Our curriculum delivery targets are fully described in the school's action plan. This outlines resource implications, time scale, staff involved, etc. We anticipate no more than three-four curriculum delivery targets each year, otherwise it will not be achievable.

Monitoring and review

The ICT policy document and ICT implementation plan will be reviewed annually.

Teaching is monitored by Head, observing lessons at least once a year. ICT plans are monitored by the IT co-ordinator and Head annually.

ICT work is reviewed by staff once a year.

We will complete the annual LEA audit form, which gives an over-view of ICT at our school and helps us to monitor changes and developments. These will be reported to governors annually.

Using ICT to support literacy and numeracy

We believe that Information and Communications Technology provides a key medium for developing literacy and numeracy skills. For example, if pupils are to work successfully with word processors, desk-top publishing software, data bases, spreadsheets, CD-ROM, the Internet, control and data logging equipment, they need to have a range of literacy skills. These include:

- ability to communicate with others
- ability to express themselves clearly in standard written English
- ability to apply their knowledge of spelling
- ability to re-draft their writing
- ability to think about and engage reader (consider audience)
- ability to locate information using simple techniques, such as alphabet, visual clues, common formats for categorising information
- ability to read for meaning using various skills such as scanning for key words
- ability to retrieve, extract and collate information, e.g. by highlighting, cut and paste, searching, completing a table
- knowledge and use of key words, e.g. USER as a password
- ability to 'talk about' mathematical problems, or data handling work

Pupils also need a range of numeracy skills. These include:

- ability to recognise and understand numbers
- ability to collect, record and enter data, (data handling)
- ability to categorise data into sensible groups
- ability to formulate questions, including use of mathematical language, e.g., more than, how many more?
- ability to work with basic statistical functions, such as sum, mean
- ability to ask 'what if ...?' type questions
- ability to analyse simple data
- ability to draw conclusions from simple data
- ability to interpret simple graphs
- ability to present information to others using simple graphs
- ability to work with large data, including real data, or information sets, e.g. ourselves data, weather data, CD-ROM resources, Internet resources
- ability to question whether data is plausible or reliable and recognise that poor quality information yields unreliable results

We will endeavour to teach the above skills to our pupils as and when appropriate. These are taught across the curriculum which is supported by IT. We ensure that those pupils who are capable will have access to ICT supported data handling and word processing activities. We also try to ensure that such pupils work with control and data logging equipment and software and are introduced to modelling. Where appropriate, we use various methods to help pupils' interact with text and information sources such as on CD-ROM. See our Language Policy. Following Ofsted, the school is reviewing its Long Term planning with reference to the LEA guidance materials.

Assessment, recording and reporting

Each teacher will maintain a class record of each pupils' attainment for ICT on an on-going basis, e.g. once a term. Planning for ICT is one of the priority targets on each pupils IEP, which in itself involves progress checks, monitoring and assessment. Teacher observation and assessment is recorded through writing and through photographs. Video recordings are also made when appropriate. Various methods of initial assessment are used but all Key stage 1 & 2 feed into a common format for each pupil. When appropriate Key Stage 3 & 4 pupils use the the LEA recording sheet.

Where there is individual pupil printed output, e.g. a piece of redrafted writing, notes on control technology in the high street, a design for an Christmas card, record of a Logo procedure, the work will finally be stored in their subject folders/books. Books will be kept for at least one year. Over the next years samples of pupils work will be collected for our own school portfolio. Examples of pupils work in IT will be included in their NRA or Profile.

Pupils are set ICT homework as appropriate.

We will continue to include a comment on pupils' attainment in IT on their annual reports to parents..

National Grid for Learning

We aim to meet the government's aim to be connected to the Grid by September 1998 so that we have access to the resources for teachers. Where appropriate, our school leavers are developing an understanding of how and when to use the Internet including developing content for a Web Page. We aim to have an ISDN2 line Internet connection by early 1999. We aim to have a number of computers linked to form an Intranet, with Internet access by the middle of the year 2001.

We will ensure that all teachers are given training in the potential of and use of the Internet through INSET led by the School's ICT consultant. Hands on training for all staff will be on an ongoing basis through out the year. We shall have staff meetings at least once a term to discuss strategies and policies for use of the Internet. Relevant LEA courses will be attended and all training will be developed and built upon regularly. In addition to the training of teaching staff, support staff will take training in the use of the Internet and ICT as a whole, thereby increasing the skills base of the school, and maximising pupil opportunity to access ICT.

Where appropriate we provide pupils with experience of basic 'network literacy' this includes searching for information on the Internet and communicating with others using e-mail.

The schools web page will be in place by the beginning of July 1998, pupils started producing information for publishing on the Web in November 1997.

Network Literacy

In order to use ICT tools effectively we believe a number of key skills must be taught. These will be developed incrementally from Class 1 upwards. We teach pupils the following:

Data handling, literacy and numeracy skills

Software tools such spreadsheets, databases, word processors, multimedia authoring packages

Hardware including the use of switches.

Using the above as a basic framework we shall build on this to allow pupils access to the Internet to support their learning. Some of the skills listed below are preparatory and do not need a computer.

The majority are of course computer based:

- how to recognise questions and answers
- how best to frame a question in order to find information
- how to carry-out a search using a database
- how to interpret the results of a search
- how to use an Internet 'search engine'
- how to collaborate with another pupil to make a search
- how to 'bookmark' information in a Web browser
- how to decide which information or source to use
- how to decide which information or source to reject
- how to read appropriately and purposefully, scan for key words etc
- how to make appropriate notes about information they have found
- how to re-use the information they have found
- how to create and re-draft work
- how to store or print information
- how to manipulate pictures and record sound files
- how to download a picture or text from the Internet and CD-ROM
- how to interpret graphs
- how to use a variety of styles for their final presentation
- how to consider the audience of anything they create
- how to write and send an e-mail message
- have an awareness of copyright issues (originality or plagiarism)
- know basic network vocabulary such as *Internet*, *World Wide Web (WWW)*, *bookmark*, *URL* (uniform resource locator), *browser*, etc

This will be achieved through careful class planning and to a certain extent through IEPs.

Specific ICT policies

Hardware faults

If teachers have a fault with their computers or printers, they must first undertake basic checks themselves. Teachers must use the check list given to staff by the IT co-ordinator e.g. check plugged in, check on-line button on, press escape, try to exit application, e.g. File, Exit <Alt F4>, if all else fails use the re-boot button on a Window Box, switch off and re-switch on Nimbus 186 / printer, check that you have used the system disk on a Nimbus 186, etc.

If these checks do not solve the problem a fault form needs to be completed and put in the IT co-ordinator's pigeon hole. Details are necessary, so if possible try to re-create the problem, so that full details can be passed on.

The IT co-ordinator or IT consultant will try to help but if the problem cannot be solved, a technician will be called.

Health and safety

We follow LEA advice. This is outlined in the school's health and safety document. Class teachers are responsible for checking that there are no obvious breaches in health and safety. We ensure that all monitors are appropriately placed, that chairs are of an appropriate height, that work surfaces are sufficiently large, that there are no trailing leads, etc. We ensure that our equipment is given an annual electrical check by the LEA electrical testing officer.

Copyright and data protection

We will ensure that we have a legal licence for all our software and will not undertake any illegal copying. Our software inventory is kept by the IT co-ordinator. We will not re-publish any scanned or digitised images without checking copyright and/or permission from the author.

The Head and Chair of Governors are registered with the data protection registrar in-line with guidance in the LMS Manual. We will undertake to keep that registration up-to-date by reviewing annually, and whenever new items of data are collected, to ensure that the provisions for source and disclosure of data match the schools requirements and conform to the principles of the data protection act. We will follow LEA guidelines, issued as part of the ICT initiative, with respect to the security of pupil data transferred electronically. The SAO is assigned the responsibility for monitoring the school's compliance with data protection procedures.

We will ensure that class teachers use their professional judgement when creating personal data files for pupils to use, for example on Ourselves, to ensure that sensitive data, such as religious belief and disability, is only included where appropriate. It would be a disciplinary offence to make sensitive data, e.g. address, available to others outside of the school.

Computer virus protection

We will have virus protection software on at least one computer. New disks, except shrink-wrapped software originals from manufacturers, will be checked on this computer first, before being used on other computers. Pupils generally store their work on the hard drive, but some class disks are also used. Pupils are not allowed to take these class disks home, to reduce the risk of virus infection. However, some pupils may do work at home and wish to continue in school. These disks must be checked on a protected computer first. We will review this situation as home/school use increases.

All computers used for administrative purposes have anti-virus software installed as recommended by the LEA and in accordance with the Schools IT Support Service Statement.

Special School ICT policy: LEA model

Security

We strive to make equipment readily available and yet secure. So, all equipment is security marked and equipment is not left unattended in classrooms. The school is alarmed out-of-hours. The processors of our new computers are locked away at night. Once new security systems are in place computers will be left in classrooms. The school is following the advice and guidance offered by LBTH schools security officer, Colin Prtzipa.

Internet Web site

We have an Internet web site at: [http://www.homepages @compuserve.com](http://www.homepages.com/~compuserve) and as part of the Spanish Voices project at <http://www>.

The aim is to promote the school, give pupils opportunities to publish for an external critical audience, and to take part in international collaborative efforts in information exchange. We have used it for the Spanish Voices project. This site is overseen by Margaret Burr at the HEC and is supported by the schools IT consultant. The schools CompuServe homepage is maintained by the school ICT consultant. The schools home page will be updated on a termly basis.

Intranet

We aim to develop a school Intranet to link the whole school during the academic year 2000/2001.

We aim to use the intranet:

to enhance access to some Internet resources that do not break copyright

to send internal e-mail

to maintain school records.

The intranet will be overseen by the IT co-ordinator and Deputy Head and maintained and managed by the IT consultant.

Policy on protecting pupils from on-line access to undesirable materials

We will ensure that we use an educational Internet Service Provider (ISP) with a filtering service. We will have an appropriate use policy in place, based on the LEA guidance.

How ICT plan will support management and administration

The administration ICT is overseen by the S.A.O. Currently our curriculum and administration systems are physically separate and operate as different systems. We use the Phoenix system for budgeting, for pupil records staff records and for attendance. This is on the system in the S.A.O's office although the Head keeps the budgeting module of Phoenix.

ICT affords the opportunity to enhance and support school decision-making, administration & management by:

- enabling effective collection of pupil data;
- preserving data integrity within the school and reducing duplication of data;
- enabling better analysis and monitoring of performance, and support target setting;
- supporting budget modelling;
- providing greater access to management information held by the LEA;
- supporting timely and efficient exchange of information between schools and the DfEE;

We consider it important that all staff are seen to use IT confidently in their daily work. If effective use is to be made of ICT to support administration and management within the school, the Head, schools SAO and teachers with responsibilities for entering data will be trained. We will ensure training in the use of agreed systems happens and provide key staff with time away from school so they can attend the LEA training sessions, sufficient time will be allowed at school for staff to familiarise themselves with the schools system.

Special School ICT policy: LEA model

Links to the school's management information system (MIS)

To enhance support for improving pupil attainment and to meet the Government's requirement that most communications between the school, Education Department and the DfEE will be electronic by 2002, the school's administrative computers will also require internet access. The school will aim to make provision for all key data to be held on computer to aid reporting and analysis of pupil, performance, monitoring and attendance data. Appropriate information will be made available to staff, to assist in decision-making, for example for target setting. The use of internet technologies affords the opportunity for greater connectivity between computers used for curriculum delivery and those used for administrative purposes. If these links are made within the school, LEA security guidelines will be followed to ensure that there is no possibility of unauthorised access to personal and sensitive data.

Special School ICT policy: LEA model

Human resources

Include job descriptions

Staff roles and responsibilities

The governors are responsible for ensuring that there is an ICT policy and development strategy.

The Head teacher is responsible for:

- meeting statutory IT requirements;
- ensuring that there is an ICT policy, validated by the LEA, and that it is implemented;
- that the budget for ICT is maximised to ensure the school is adequately resourced and equipment maintained;
- that teachers are appropriately trained;
- that overall Health and Safety procedures are in-place, for example through Borough check;
- liaising with the IT Inspector and other agencies, as necessary;
- ensuring that the IT co-ordinator is effectively line managed and supported.

The IT coordinator is responsible for:

Co-ordination:

- co-ordinating the writing of the school's ICT policy;
- ensuring consistent implementation of ICT policy;
- establishing collaboration between year groups to ensure continuity and progression;
- ensuring that class teachers undertake assessment and recording of each pupil's IT capability;

Resources:

- organising resources to support the ICT policy and its priorities;
- ensuring staff access to ICT;
- ensuring safety of equipment
- co-ordinating the purchasing and maintenance of equipment;

Staff development and support:

- identifying what ICT support is needed by individual staff;
- assisting staff to incorporate ICT into their planning and lessons;
- arranging in-service support;

Monitoring and review:

- monitoring and reviewing ICT practice and provision;
- involving staff in the review and development of ICT policy;

External liaison:

- keeping up-to-date on the use of relevant ICT,
- liaising with LEA advisory staff and other agencies;
- liaising with other schools;

The classteacher is responsible for:

- developing the pupil's IT capability in accordance with school policy;
- ensuring that each pupil has equality of access to ICT resources;
- monitoring and evaluating each pupil's experiences;
- determining the next stage in each pupil's use of IT, ensuring continuity and rigour;
- keeping records of pupils' IT achievements and assessing each pupil's attainment;
- developing their own capability to support their teaching and pupils' learning.

Classroom assistants and adults other than teachers are responsible for:

- working with the class teacher to ensure pupils develop their IT capability;
- developing their own capability to support teaching and learning.

Special School ICT policy: LEA model

Professional development

NGfL and teachers' professional development

We believe that ICT is a basic core skill for teachers to have, so that they can develop pupils' ICT capability. In addition, the Internet offers an important medium for broadening teachers' professional development, particularly for:

- Linking with other professionals within the UK, through e-mail and conferencing;
- Linking with other professionals across the world;
- Downloading key educational resource documents, for example from the DfEE, QCA;
- Accessing and downloading materials for use in teaching and learning;

Training for our staff

We will ensure that all teaching staff have an understanding of the national curriculum orders for IT and have had training on how to use the Internet and e-mail. To this end we will audit current staff knowledge in these areas to enable the training needs to be clearly met. We will commit approximately £1,000/year for staff ICT training and maximise opportunities using Lottery funding from 1999.

Special School ICT policy: LEA model

Physical resources

We take advice from CENMAC on appropriate hardware and software to purchase.

An up-to-date inventory of equipment is logged on a computer stock book kept by Head, school SAO and IT co-ordinator.

Hardware and peripherals improvement plan

Current equipment	<i>Year 1 plans</i>	<i>Year 2 plans</i>	<i>Year 3 plans</i>	<i>Year 4 plans</i>
Each class has access to 2 Nimbus 186's. 3 Multimedia computers, on trolleys, with RM Window boxes are shared by the five classes, in addition, two Acorns a Mac an Amstrad, and an Amiga are shared throughout the school. Class 5 make use of an old multimedia, and a PC for Internet access.	Purchase two new MM computers, to allow each class permanent access to a multimedia PC that is less than 5 years old. Purchase one touch screen, four tracker balls, 6 button switches, 5 switch boxes, with the idea that three younger classes will all have touch screens, and all classes will have at least one tracker ball. Ongoing audit and replacement of equipment in accordance with the schools IT replacement policy.	Switches, trackerballs and touch screens where appropriate as defined by pupil need. Multi-Media computer in resources room. Purchase of a Multimedia computer for use in the school publishing suite. Purchase Digital camera and scanner for publishing suite. Ongoing audit and replacement of equipment in accordance with the schools IT replacement policy.	Networking curricular school computers, purchase and installation of Intranet Server. Ongoing audit and replacement of equipment in accordance with the schools IT replacement policy.	Ongoing audit and replacement of equipment in accordance with the schools IT replacement policy.

Targets:
School regist attendance an administratio handled throu schools intra forwarded to Electronic lir
Success critere:
Implementati above.

Software

We will ensure that all computers are equipped with hard disks on which a suite of core software is installed and have a suitable, pupil friendly interface. We are also running older software programmes on Nimbus 186 computers because they are relevant to the needs of the children and afford easier access to software for pupils who are unable to use a mouse. We also ensure that there are appropriate peripherals for pupils. For example, tracker balls and touch screens.

We will use the following software 'tool kit'

Special School ICT policy: LEA model

Schools Software Resources	
Nursery & Reception	Touch Screen 1 & 2, PB Bears Birthday, Tortoise & Hare, Grandma and Me, The Fish Who Could Wish, Animated Alphabet, Animated Numbers, Blob, Clicker Plus, Big Mac Paintpot
Years 1,2 &3	Touch Screen 1 & 2, PB Bears Birthday, Tortoise & Hare, Grandma and Me, The Fish Who Could Wish, Animated Alphabet, Animated Numbers, Blob, Clicker Plus, Big Mac Paintpot, Smart Alex, Our Facts
Years ,4,5&6	Maths Workshop, Millie's Maths House, Sammy's Science House, Dr Seuss' Alphabet, The First Amazing Dictionary, Big Mac, Animated Alphabet, Animated Number, Paint Pot, Blob 1,2&3, Bailey's Book House, Arthurs Birthday, Multimedia Flash Cards, Winnie the Witch, Trudy's Time and Place, The World of Nature Our Facts. Talking First word for Windows, Music Explorer
Years 7,8&9	Maths Workshop, Milie's Maths House, Sammy's Science House, Dr Seuss' Alphabet, The First Amazing Dictionary, Big Mac, Animated Alphabet, Animated Number, Paint Pot, Blob 1,2&3, Our Facts, The Fish Who Could Wish, Talking First word for Windows, Music Explorer
Years10&11	Maths Workshop, Milie's Maths House, Sammy's Science House, Dr Seuss' Alphabet, The First Amazing Dictionary, Big Mac, Animated Alphabet, Animated Number, Paint Pot, Blob 1,2&3, Our Facts, The Fish Who Could Wish, Dreamland, Talking First word for Windows, Music Explorer
Years 12,13	Maths Workshop, Milie's Maths House, Sammy's Science House, Dr Seuss' Alphabet, The First Amazing Dictionary, Big Mac, Animated Alphabet, Animated Number, Paint Pot, Blob 1,2&3, Our Facts, The Fish Who Could Wish, Dreamland, Talking First word for Windows, Music Explorer. Microsoft Works, CompuServe Information Manager, Write, Netscape, Paintshop , L-View Pro, Word 97, MS Publisher, Hyper Studio.
Shared resources (across all year groups as appropriate)	Christmas Story, Kiyeko, Ultimate Human Body, Encarta, The Way Things Work, From Pictures to Words, Encyclopedia

[See page 26 of the 'pink' document. You could include this or your own updated version in what ever format you currently have]

Location of computers

We believe that the number of computers in each classroom should be maximised. To further this objective, the school has purchased a *portable computer to support work*. Where it is appropriate for more class teaching with computers, we intend to buy large screen monitors to assist pupils with visual handicaps. We also intend to *develop a networked ICT cluster room in every classroom over the next 3 years*. This will be time-tabled for key IT-rich units of work outlined on the long term planning grid. The desk-top computer in classrooms are a permanent place for the computer. This minimises disruption when setting up the equipment, enables supporting materials to be housed, and helps to ensure that pupils see the computer as part of the normal classroom resources.

Special School ICT policy: LEA model

Networking

We will develop multi-access to the Internet using a peer-to-peer network. This will also enable us to share files or printers. We will use NGfL funding for this initially, including some funding of our own to extend networking where we feel there is educational benefit.

Portables for teachers

We will ensure that resources are located to maximise their use by teachers and pupils. We believe that teachers' confidence and competence is best supported by ready-access to computers. Therefore, we *we have purchased* a portable computers for teachers to borrow and help with preparation at home. Any new portable we buy will have a built-in modem, so the teachers can access the Internet from home. We will seek help from charities and businesses to help with this.

Computer: pupil ratio and age of equipment

Our current computer: pupil ratio is 2:1. Whilst our overall computer: pupil ratio is good at 2 pupils :1 computer, much of the equipment is old. We aim to maintain this ratio, while upgrading to 'state of the art' technology which all pupils have access to, by 2002. Currently the percentage of equipment over five years old is 78%. We intend to get this down to 35% by 2002.

To achieve this we hope to commit a minimum of £2,000/year for hardware in addition to the NGfL funding we will receive over the next four years. We will be *buying the computers through wholesale contacts in order to maximise value for money, etc.*

Hardware and software replacement policy

We will try to meet the targets laid out in our *ICT Implementation Plan*. This was agreed with governors on *[date]*.

Maintenance and technical support

These services are important if equipment is to be used effectively and teacher's, busy time is not to be wasted. We also feel that it is not appropriate to expect our IT co-ordinator to waste their valuable time trying to be a technician. Therefore we *have a maintenance agreement with Research Machines*, This costs us approximately £800 a year.

We currently purchase technical support directly as needed and through the NGfL.

Year 2000 compliance

We will ensure that all new equipment and software purchased is year 2000 compliant. We will work with the LEA and take advice on how we deal with existing equipment.

Insurance

To insure our equipment we list computer equipment on our annual insurance inventory sent to Insurance Section at Mulberry Place (Kandy Dukes). Staff can borrow this equipment, for example during a school holiday for professional development, providing Insurance Section is given the name and address of the person borrowing the equipment and the period it will be borrowed. It is covered under 'Education all-risks', once at the teachers home.

We encourage staff to borrow equipment to support their professional development.

Out-of hours use of equipment

Currently the schools computers are made available for pupils to use during breaks (Bromley Hall School Pupils are bused home and are therefore unable to make use of computers outside school hours) We intend to make better use of this equipment by allowing parents to use the Reprographics Room

Special School ICT policy: LEA model

Budget for ICT

This is agreed annually by the governors. *[Currently the governors have approved the following four year outline plan:]*

[Give details. You may wish to show the four-year budget plan here.]

Year	<i>1998-99</i>	<i>1999-2000</i>	<i>2000-2001</i>	<i>2001-2002</i>
Staff training	<i>£1,000</i>	<i>£1,100</i>	<i>£2,000</i>	<i>£2,000</i>
Computers, networking and peripherals	<i>£2,200 plus £?,000 NGfL</i>	<i>£2,000 plus £?,000 NGfL</i>	<i>£3,000 plus £?,000 NGfL</i>	<i>£2,200 plus £?,000 NGfL</i>
Maintenance and technical support	<i>£1,000</i>	<i>£1,000</i>	<i>£1,100</i>	<i>£1,100</i>
Software and consumables, including ISP	<i>£,1000</i>	<i>£,1000</i>	<i>£,1000</i>	<i>£,1000</i>
TOTAL (School)	<i>£5,200</i>	<i>£5,100</i>	<i>£7,100</i>	<i>£6,500</i>
TOTAL (NGfL)				
Grand total				

ISP = Internet Service Provider

We will commit a minimum of £1,000 per year to ICT and try to match-fund any funding received from the National Grid for Learning over the four years.

We will maximise opportunities for teachers' ICT training using Lottery funding, once the system is clarified.

Purchases are coordinated by the IT coordinator, to ensure they meet the ICT Implementation Plan. They are made by the *Senior Administrative Officer* and signed by the Head. Budget spends are listed out by the the *Senior Administrative Officer* and given to the IT Coordinator *on request*.

Whole school policies

Equal opportunities

We operate within the whole-school equal opportunities policy. We challenge prejudice as it arises and have a consistent approach to dealing with racist or sexist incidents.

All pupils should have equal access to IT in order to develop their personal IT capability. The teacher therefore keeps a rota log [*on file, on the wall by the computer, etc.*]

The medium term planning should have a range of outcomes to accommodate the least and most able.

When pupils are working in groups, they are carefully selected by the teacher, to meet the needs of the task. We endeavour to ensure that 'hands-on' and 'thinking' experience is equitable.

Our scheme of work is designed to include contexts from other cultures, for example [*Logo Bengali patterns, word processing rap & haiku poetry etc.*]. Pupils are encouraged to share their ideas and experiences with each other.

We check CD-ROMs, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

We expect teachers to be careful in their use of language. This is for several reasons. For example, to avoid reinforcing stereotypical views of society. Teachers also need to be careful with their language to ensure that pupils understand what is being taught. Therefore technical words must be explained and supported. In addition careful questioning is needed to help 'scaffold' pupils' responses and support them in expressing higher order ideas.

All pupils should have equal access to IT in order to develop their personal IT capability. The core entitlement, indicated by our Long Term Planning grid supports this. Home ownership of computers is very low with approximately [*% pupils having a proper computer at home, i.e. one that prints*]. To support pupil achievement, we also have [*a computer club on, computers in the Study Support centre etc*], to increase pupils' access to computers and ICT work.

Pupils with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate. [*See NCET guidance document circulated.*] Efforts are made to ensure that text created at home can be transferred to a classroom computer once a teacher has been notified.

Gender

The Department aims to encourage all students irrespective of their gender. Teachers are aware that many girls are intimidated by the dominating attitude of boys and we therefore group pupils carefully when pairing-up for activities. We also have [*a girls only IT club*].

We provide positive role models as [*the IT coordinator is female, female staff are seen to use ICT positively*]. We also ensure that girls are frequently used in positive roles as peer tutors and class 'experts'.

Research shows that girls show more interest, on the whole, in work related to people. Therefore we aims to :-

- relate work as often as possible to life outside of the classroom
- encourage co-operative ways of working which reduces the emphasis on competitive working
- emphasise the relevance of sound ICT skills for everyone to enable them to make choices later

Special School ICT policy: LEA model

Recent research has shown that both genders experience increased levels of motivation and interest if other subjects are delivered through the medium of I.T. The increase is more marked in boys who attain lower levels of achievement, as a whole, than do the girls. The school therefore endeavours to use IT where possible in all subjects.

We ensure that some activities involve speaking and listening skills and group work because boys in particular need to develop their literacy skills. We also include text support work following the EXIT model (Extending Interactions with Text), such as [*in the writing units of work and history and science information retrieval work using CD-ROM*].

English as an additional language

We are working hard to ensure that all pupils can access the lessons, through working with the Section 11 staff [*give details*]. We follow the guidance in the school's language policy on working with bilingual learners, for example, we endeavour to use well produced software, that uses clear icons, such as [First Word, Colour Magic, Information Workshop], to support Bilingual Learners. We are building up a resource bank of good quality help cards and task sheets with the support of the [Section 11 staff.] to further support bilingual and other learners. These make judicious use of visual clues, good lay-out, clear structure and considered use of language. We identify language needs within our planning and try to be careful with our use of language. We are developing materials that make use of the [Extending Interactions with Text (EXIT) model], such as writing frames.

[*see page 57 from the 'pink document'*]

SEN

The Code of Practice recognises the importance of IT to support learners with SEN. We use the following ICT support strategies are used at this school: *It may be easiest to characterise some of your pupils into 3-4 major groups and describe their key learning needs / SEN, and how ICT is used to support them.*

[*Give specific details e.g. – describe specialist software used and reasons for use
Communication support / cause and effect, e.g. use of White room, Sound Beam, Blob, Compact system to help with diagnosis of pupil's ability to recognise cause and effect.*

Writing support – customised concept keyboard overlays, use of Writing with Symbols, word banks using Point in First Word, or Minnie on a Nimbus 186, or software like Clicker to extend vocabulary; predictive word processor such as Prophet, or text scanning software such as Big Mac to help pupils write, sequencing and sorting activities using copy and paste in prepared Word files; highlighting key words in text using bold/italic etc.; use of prepared writing frames in First Word; drafting and redrafting using a word processor; collaborative writing activities with adult or peer support.

Reading support – use of multimedia computer running specific software such as Oxford Reading Tree to reinforce and 're-play' words, or let the pupil move at own pace; use of CD-ROMs that enable words to be explained or concepts to be visualised by animation or video clip support, e.g. Oxford Encyclopaedia, use of talking books.

Number support – we use Numberpics, Animated Numbers, Count with Blob, Success Maker maths. etc., to reinforce and practice number recognition with years [xxx]. Use of My World maths. screens to support symmetry, rotation work etc.

Knowledge and concept support – e.g. use of data logging to show processes such as cooling, changes in sound levels, CD-ROMs that demonstrate processes such as how mechanisms work. Multimedia authoring work, using Hyperstudio to help motivate pupils to explain processes or create information pages.]

Special School ICT policy: LEA model

Pupils with motor or other physical difficulties are supported by: describe any switch, input devices, larger keyboards, you use and when you use them. Describe why you use adapted trolleys, how adults are used to support pupils communicate.

Pupils with visual impairment are additionally supported by screen magnification software, talking word processor, Braille translation software etc.

Outline any involvement you have with CENMAC, or other outside support agencies.

Contact me if you want further guidance.

Differentiation

[Use pages 52-56 of the 'pink' document for additional information here]

Differentiation can be achieved by four general methods:

- **Task** - the teacher sets different tasks within a common area of study.
- **Outcome** - teacher sets common task, with pupils producing different outcomes
- **Resource** - the stimulus, or worksheets etc., are varied to meet pupil needs
- **Support** - teacher sets common task but gives differing support to pupils, strategic careful use of pupil grouping

In addition the computer is also a tool for differentiation because:

- A computer is infinitely patient and enables pupils to try things out, to take risks and build up confidence., e.g. to replay parts of a CD-ROM or undo mistakes.
- Difficult concepts can be made visible and explored, e.g. data logging changes seen on a graph, a floor or screen turtle responding to commands, using a spreadsheet to ask 'what if..?' questions which are automatically calculated. This can support higher order thinking skills.
- Ideas can be developed and refined easily, for example working with words and graphics. Ideas can be discussed, reflected upon and put into action without having to start all over again.
- IT provides pupils with access to a range of information and alternative resources, e.g. in data files, on CD-ROM, Meteosat images downloaded from the Internet or from MetFax, data logging cooling temperatures, E-mailing a pupil in another school to compare journey to school, etc.
- IT improves and enhances how work is presented and can develop pupil confidence and achievement.
- IT can provide access to pupils with disabilities and enable them to communicate and contribute when previously they could not, e.g. support written work.

based on NCET, *Differentiation: taking IT forward*, (1995), NCET

We will ensure that all core, entitlement ICT units of work include differentiation ideas as they are reviewed and written over the next four years.

Behaviour and teacher intervention

Pupils are expected to behave in accordance with the school's Behaviour Policy in classrooms. In particular, they should be careful and sensible with computer equipment and peripherals. For example, pupils should be reminded not to hit keys on keyboards, play with mice or disks, or touch monitors! They should not switch computers on and off, unless the teacher gives them permission.

Teachers must intervene regularly with pupils working on the computer to ensure they are working sensibly and to enable the teacher to monitor the learning that is happening. Teacher intervention is vital to challenge pupils and questioning should therefore enable the teacher to check pupils' understanding, extend work and thus provide formative assessment information.

Special School ICT policy: LEA model

Cross-curricular themes

[Our medium term planning highlights key places where the ICT work supports these.]

Spiritual, moral, social and cultural development

Pupils should be supported and encouraged to work sensibly and sensitively with others, through pair work and co-operative activities. Therefore, strategic grouping of pupils is important, as is the opportunity for pupils to work in different ways, such as to collaborate or co-operate. Work set should enable cultural diversity to be appreciated, e.g. through IT art and music work, Logo patterns, etc.

[Give details of any key units of work where appropriate.]

[Highlight any opportunities for pupil responsibility, e.g. computer club monitors, peer tutoring, cyber-club prefects, class experts, work done by older pupils to support younger pupils, etc.]

Teachers should get pupils to know and understand some of the social implications of the growing use of ICT in society, so that by the *[end of key stage 3]* they have awareness of a range of aspects such as: how ICT helps and supports them with their work and the work of some others, data protection, Internet issues, copyright awareness, the importance of responsible e-mailing to others, some ways ICT is used in business, etc.

Links with external agencies

We use the advisory and inspection service for *[advice, training, technical support, etc.]*

[Include any business or other links you have that benefit the ICT work].

We are planning to increase our links with parents through the setting-up of a parents and pupils' cyber cafe in [our ICT cluster room, library, Study Support Centre, through a link with our local secondary school]. We are seeking external funding to support this and aim for it to operate from [year].

School ICT meetings

[Attach any notes / minutes / InSET details, as appropriate]

The 'pink' document

Throughout this document the 'pink' document is referred to. This is:

Planning for Information technology at key stages 1 and 2: a resource document for schools.

This was circulated to all schools in 1995. Although some sections are now slightly out-of-date, others are not and schools are reminded to use sections from this document.