

# ROBIN HOOD PRIMARY SCHOOL

## Information Technology Policy.

This policy takes into account the requirements of the National Curriculum for Information Technology and the Birmingham Curriculum Statement.

### RATIONALE

No-one would dispute the fact that we are living through a technological revolution. The development of the new technologies presents us with challenges that are both exciting and demanding. The expanding dimensions of IT open up a reservoir of unexplored territory in terms of learning and teaching and expectations. The educational opportunities are enormous and it is our determination at Robin Hood to engage the minds of pupils, staff, parents and governors in order to harness the potential of all members of our school community.

We view IT as a fundamental tool of learning which can have a profound effect on pupil outcomes and the way in which children view themselves as learners. IT can be a strong motivating force empowering achievement and fostering positive attitudes to learning. Success in IT raises self esteem and because this self assurance is not confined to one particular subject, but is broad-based, there is a strong likelihood of skills and attitudes being transformable. Therefore our intention is to give IT a high profile within the school, to exploit every opportunity to maximise the expertise of both staff and pupils and enhance learning in all its forms.

With technology developing at a breath-taking pace it is impossible to view the future with any degree of certainty. However we can be sure that our children will experience a world of work in the 21st Century that will require increasing flexibility, a wide range of skills and competencies and IT capability will be at the core. Robin Hood School will seek to prepare children for a world in which they will need to be 'learners for life'.

*"...in every organisation people are needed who welcome change and are not overwhelmed by it. In short society needs learners. That learning has to continue through life." (Sir Geoffrey Holland, vice chancellor of Exeter University, The Independent, Mar. 22nd 1995)*

For an expansion of the ideas expressed above please refer to the Paper 'Liberating the Learner' (- DPB & A.Aston)

### AIMS

We live in a rapidly changing world and in order for children to maximise their potential they need to be very skilled in the new technologies.

Therefore we have the following broad aims:-

- \* good practice in IT should be embedded throughout the school.

All pupils should:

- \* enhance their learning through IT as an enabling tool.
- \* develop growing confidence to the point that they leave our school on age of transfer as autonomous users of IT.
- \* Develop an understanding of the role IT plays in society at present and how IT will increasingly shape their future.
- \* become independent learners (see whole school policy)

### Teaching/learning styles

The impact of computer based learning necessitates a reflective approach to teaching and learning generally. For IT to be integrated effectively a classroom culture needs to be nurtured in which the teacher is not afraid to be seen as a learner also. This has a positive effect on relationships and provides opportunity for quality intervention. Classroom organisation will need to be very flexible, requiring rotation of activities and/or children.

Class teachers will ensure that pupils experience a variety of learning contexts involving the use of IT including :

- \* working individually
- \* working collaboratively
- \* working in the classroom
- \* at K.S.2 working unsupervised, e.g. in the network room / library

Teachers will ensure that appropriate tasks are set, arising out of planned learning across the curriculum.

At K.S.2 pupils will undertake longer assignments involving sustained work.

### Equal Opportunities

\* Teachers will pursue a deliberate line to ensure girls fulfill their potential in Information Technology. This may sometimes mean 'all-girl' groups if the context is appropriate.

\* Teachers will ensure that girls are given opportunities for leadership roles, and that they are equally represented in demonstrating skills. e.g. through peer tutoring to both girls and boys

\* Where new software is perceived to have a maths or science emphasis then girls will be given first opportunity to use it.

\* Teachers will ensure boys are given opportunities to take on 'caring' roles e.g. tutoring a younger child

\* Teachers will check software for gender/race bias.

### Peer tutoring

We see peer tutoring as one child passing skills and/or knowledge to their peers in a structured way. This can be within a class, across a year group or cross phase. It can be an induction model, a cascade model, or an expert/problem solving model.

### Criteria

Selected children will show a developing sense of responsibility, (can be an aid to our positive approach to behaviour modification. see discipline policy)

Also IT capability. confidence, articulation, patience, good listening skills,

### Training

Teachers will train children in the appropriate use of language and demonstration.

### Benefits

For the tutor - tutors develop the skills of reflection, analysis, synthesis, communication, interpersonal. Self esteem is increased.

For the receiver - opportunity to use peers as resources for learning (freeing the teacher!)

less threatening, time for repeated practice, increase in communication and interpersonal skills.

### Staff Development

Our approach to staff development is to enable all staff to develop confidence and capability rather than investing knowledge /skill in one person. Staff appointed to this school are encouraged to see themselves as learners in a learning school. Staff development is achieved through the following strategies:-

- \*Induction of new staff (through mentors)
- \*Whole school training days
- \*Twilight inset
- \*Individual staff courses (external provider)
- \*Individual staff courses (internal provider)
- \*Drop in workshop (weekly session)
- \*Peer tutoring (from another staff member or pupil)

### Assessment

Assessment in IT reflects the aims and objectives of the whole school assessment policy.

Our assessment is more than just a record of work children have undertaken. It is an on-going formative assessment of children's developing IT capability. At Key Stage 1 the major assessment takes the form of "I Can Do IT" with the teacher having the responsibility for making assessments but with the children recording their achievements (see appendix). At Key Stage 2 children are increasingly encouraged to self assess, and reflect with their teachers regularly on the progress they are making (see appendix).

### Resources

We are committed to a favourable micro/pupil ratio at this school. The governors are supporting a minimum ratio of 1/10 subject to the constraints of the school budget. At key stage 1 children not only have access to a computer permanently in their classroom but have weekly access to computers (including a multi-media machine) that are trolley based. At key stage 2 children have increasing access to hardware. All key stage 2 children have access to a timetabled network room and from year 4 onwards have access to multiple machines in their classrooms. Years 5 & 6 children have access to the open learning area in the library which implements aspects of our whole school behaviour management policy.

In addition to hardware and software children throughout the school have opportunities to use roamers (Control technology), tape recorders, listening centres, language masters, a video camera and electronic keyboards, teletext television.

## Development Plan

We have both short and long term development plans, which are updated annually via the School Development Plan. ( please refer to current SDP)

The development plan takes into account the following issues:

- \* the Budget - opportunities and constraints
- \* Resources - maintaining/improving ratio, up-grading, purchase of software
- \* Maintenance and security
- \* Our ability to take advantage of new developments in the wider field of IT e.g. *the Internet, multi-media presentation, video conferencing*
- \* Curriculum development
- \* Staff needs
- \* Partnerships with companies eg. Apricot & SIR & ICL

*D.P.Broadfield  
A.Aston  
Final Draft 1999 &*