

I.T. Aims

Information technology knowledge and skills are crucial in enabling people to function efficiently in any area where information is gathered, processed and used. The aims of the Maths Team are:-

1. To encourage, assist and support staff in feeling confident about their ability to deliver all aspects of the I.T. curriculum.
2. To encourage, assist and support staff in feeling confident about their ability to use I.T. to support all aspects of their professional work.
3. To develop a continuity of hardware and software provision throughout the key stages.
4. To identify and supply adequate hardware and software provision, so that I.T. can become a part of every classroom, every day.
5. To incorporate new I.T. developments into both the I.T. curriculum and as teaching tools throughout the wider curriculum.
6. To ensure children have equal opportunity of access to I.T. provision and the I.T. curriculum regardless of race, gender or educational needs

Information Technology Policy

Classroom management

In achieving the aims of the I.T. curriculum, teachers are encouraged to use the widest possible range of I.T. applications. I.T. should be presented

via Demonstration by the teacher to stimulate, activate and encourage pupils.

with lots of 'Hands On' Experience allowing practice and consolidation of I.T. techniques and skills.

using Practical, Creative and Problem Solving activities. It is crucial that children perceive I.T. as a tool which can be used in almost any school activity.

by inviting children to Share Expertise and Information gained in any particular activity.

Cross Curricula I.T.

It is crucial that I.T. is seen as a tool that can be used across the whole curriculum, including art, music and P.E. As many opportunities as possible should be taken to use I.T. applications as part of the study of other subject areas, so that it becomes embedded in relevant situations and realistic contexts.

Presentation of Pupils Work.

Children should be encouraged to incorporate their I.T. output into the presentation of their individual and group work.

Assessment

As in all other subjects, children should be assessed and appraised of their progress in understanding and applying I.T.

Equal Opportunities.

In delivering the I.T. curriculum teachers should respect individual needs with regard to race, gender and special educational needs including pupils with physical, emotional, behavioural and learning difficulties and those with special abilities.

Parents

Parents should be actively involved in encouraging their children's understanding of I.T. This should include regular reporting of progress and/or problems and regular briefings about the content and working of I.T. applications in the classroom.

As in other subjects, the school, via the I.T. coordinator, should be willing and able to advise parents of appropriate equipment and software for use in the home.

I.T. Policy Commentary

Overview

Information Technology represents the newest addition to the curriculum and it is difficult to underestimate its importance to children. Information Technology pervades all adult life and as time goes on it will be difficult to escape its presence anywhere in society. It is up to primary schools to ensure that:-

- 1.Children escape the technology phobia that grips many adults.
2. Children get necessary and sufficient experiences of I.T. to enable them to confidently approach more detailed use of computers and related technology in high school and later life.

Provision

The first and most crucial aspect of adequate and appropriate Information Technology teaching is provision. Just as we accept that for children to learn to read and write we must provide writing and reading materials in every class room for every minute

of the day, we must also accept the need for every classroom to have adequate provision of hardware and software. This means that eventually every classroom should have

- a machine that is capable of running a full range of software packages under a windows and mouse environment.
- a large capacity hard disk fitted to the above to install software and hold information on
- a printer with graphics capability able to reproduce a wide range of fonts and images.

I.T. is a constantly evolving subject and children should be acquainted with new developments and applications at the earliest opportunity.

Teacher attitude

Vying with provision in its importance to the proper delivery of the I.T. curriculum is teacher attitude. We all accept that children whose significant

others are literate and numerate will be much more motivated to become literate and numerate themselves. Similarly, if teachers are seen to be computer literate and use computers as part of their everyday classroom management strategies we would expect children in such classes would be more likely to embrace computer literacy in their own school work. Just as we accept the pivotal importance of early reading and writing experiences mediated by adults to the future literacy development of children, so we should also accept the importance of early I.T. experiences on the development of computer literacy.

Many teachers, as are many adults, are generally in favour of computers so long as they personally do not have to have anything to do with them! Some are fiercely hostile to any I.T. intrusion into their lives and refuse to see how using a computer can in any way benefit them. However, it is a common experience in industry that people who have:-

- adequate training
- easy access to adequate hardware and software on demand
- adequate and swift back-up and troubleshooting
- a willingness to experiment and 'play' with the equipment, and time to do so

will almost universally never part with their computers again.

The conclusion must be that an adequate I.T. policy must aim to make I.T. an everyday, hassle-free and useful part of everyone's school life.