

COMHAIRLE NAN EILEN SIAR :
DEPARTMENT OF EDUCATION
POLICY STATEMENT

THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
IN LEARNING AND TEACHING IN SCHOOLS

Contents

1. [Introduction](#)
2. [General principles for all schools](#)
3. [Guidance to primary schools](#)
4. [Guidance to secondary schools](#)
5. [Assessing and reporting pupil progress in ICT](#)
6. [Policy implementation and outcomes](#)

Appendix - [Background](#)

Please note that text in blue is hyperlinked

This policy is largely based on the Renfrewshire Education Department's ICT Policy Statement. The Comhairle' Education Department would like to acknowledge the help and assistance of the following in drafting this document:

Robert Naylor, Education Adviser, Renfrewshire Council.

Western Isles Masterclass Group.

MIICE (Measurement of the Impact of ICT on Children's Education).

COMHAIRLE NAN EILEAN SIAR: DEPARTMENT OF EDUCATION

POLICY STATEMENT

THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

IN LEARNING AND TEACHING IN SCHOOLS

1 INTRODUCTION

- 1.1 The use of Information and Communications Technology (ICT) has a considerable impact, directly or indirectly, on our lives. In the future young people will increasingly be expected to be able to use ICT effectively both personally and in the world of work.

The importance of ICT for young people and for society has been recognised by the inclusion of “Using Information Technology” as one of five core skills within the National Qualifications (NQ) Core Skills Framework.

In acknowledging this Comhairle nan Eilean Siar recognises that all of our pupils are entitled to have access to high quality learning opportunities and resources to develop their knowledge of ICT and their skills in its use. The use of ICT in our schools will enhance the equality of opportunity for all our young people.

- 1.2 In order to address the National Priorities in Education, it is essential that schools use ICT effectively. Comhairle nan Eilean Siar is committed to harnessing the huge potential offered by the use of ICT to support learning and teaching in our schools. ICT can be an effective tool in: raising attainment; contributing to lifelong learning; addressing social exclusion; fostering independent learning; enhancing communication skills and developing the ability to collaborate with others.

There has been a significant increase in recent years in the range of ICT resources that are available to aid both the teaching and learning processes. These resources make it increasingly possible for teachers to develop approaches and lessons tailored to suit the range of preferred learning styles of their pupils. The use of ICT brings with it the potential to enliven the classroom environment and to stimulate and motivate pupils to enjoy learning. It also provides access to an ever growing bank of online and offline electronic learning resources and equipment that can facilitate both interactivity and opportunities for individual learning.

1.3 Comhairle nan Eilean Siar seeks to:

- provide learners, teachers and support staff with opportunities to access high quality digital resources in all aspects of school life;
- provide learners with opportunities to have recognition of their achievements in learning about ICT;
- ensure that all schools have the means, in terms of hardware and software, to access these resources;
- ensure that a cohesive approach is developed to the disbursement of Council funds and funds from external bodies where these are specifically targeted to support ICT development in designated curricular areas;
- provide teachers with training opportunities to keep abreast of new technologies and to enable them to develop the skills necessary to incorporate the use of these into classroom practice and effective delivery of the curriculum;
- encourage collaboration by teachers and the dissemination of good practice; and
- promote the use of existing technologies as appropriate in all of our schools. This will include the provision of support to utilise learning opportunities made available through, for example, the use of interactive whiteboards, digital video, video-conferencing equipment, controlling and modelling equipment, the Internet and other resources.

1.4 This policy document provides head teachers and teachers responsible for the organisation and delivery of the curriculum in schools in The Western Isles with guidance on supporting learning through the use of ICT and in learning about ICT.

Issues relating to school networks, hardware, training, internet use, technical support and policy making are contained in the [Appendix](#) which also contains a list of hyperlinks to relevant documents.

2 GENERAL PRINCIPLES FOR ALL SCHOOLS

In progressing with the use of ICT, all schools should recognise a number of key principles.

2.1 All schools should:

- in partnership with the local authority, develop agreed approaches to ensure that the use and impact of ICT on learning, teaching and pupil attainment are regularly monitored as part of the school's self-evaluation activities (see also paragraph 6.1 below);
- ensure the safe use of the Internet by staff and pupils (see reference to National Guideline documents and other advice sources for Schools in the appendix paragraphs 7 - 11 and paragraph 18); and

- support staff to integrate the use of ICT in learning and teaching activities as appropriate.
- 2.2 Young people should be encouraged to:
- develop ICT skills, attitudes and abilities, which are transferable and useful beyond their experience in school; and
 - develop competencies in ICT that enhance skills in numeracy, literacy, communication, decision-making, working with others, problem solving and creativity.
- 2.3 All schools should provide opportunities for all staff to:
- enhance their own personal and professional development through access to ICT;
 - acquire and update their specialist ICT knowledge in order to enhance the range of teaching methodologies employed and to provide realistic and motivating contexts for learning; and
 - develop strategies to support young people to increase their ICT competencies as outlined in paragraph 2.2.

3 GUIDANCE TO PRIMARY SCHOOLS

- 3.1 Comhairle nan Eilean Siar endorses the *National Guidelines 5-14: Information and Communications Technology*, which provides sound advice on improving learning and teaching through knowledge of ICT and in ensuring progression and continuity for pupils as they develop ICT skills.

As outlined in the *National Guidelines 5-14: Information and Communications Technology*, primary schools should ensure that pupils are provided with:

- broad and balanced learning opportunities within ICT skills and applications across the 5-14 curriculum;
 - coherent links and connections;
 - continuous pathways for learning;
 - progressive development of understanding, skills and informed attitudes in relation to ICT; and
 - access as appropriate to developing resources to assist pupils with Additional Support Needs.
- 3.2 Courses and programmes should be developed and amended in light of technological changes to support teachers in their planning for groups and individuals. These plans should outline a broad range of approaches to using ICT within the curriculum; for example in mathematics, language and environmental studies. While the teaching of ICT skills may be delivered through discrete lessons, the use of this approach should be strongly linked to the use of the acquired skills in other learning contexts.

Where ICT skills are taught as discrete lessons, arrangements should be made to ensure that all staff have the opportunity for shared planning for the next steps in pupils' learning as appropriate. Teachers' planning should make specific reference to the use of ICT across a range of curricular areas.

Schools should make use of a variety of resources and existing procedures to support the use of ICT in learning and teaching including:

- the support materials provided by Comhairle nan Eilean Siar;
- use of Email and virtual learning environments;
- use of the Internet;
- use of dedicated software to support learning in key curricular areas; and
- the exchange of pupil information relating specifically to ICT competencies when pupils move from primary to secondary school.

4 GUIDANCE TO SECONDARY SCHOOLS

- 4.1 Schools should ensure that all pupils have access to a range of ICT resources to support their learning throughout their time in school. Opportunities should exist for all to make use of available technology as appropriate in all areas of the curriculum. Access to technology should not be wholly dependant on the course choices of each pupil. All pupils should have access to computers for word-processing, creating presentations and researching using the Internet at all stages of the school and to other electronic equipment as appropriate.
- 4.2 Schools should, as far as other timetabling considerations allow, include a school ICT induction for all new S1 pupils. In instances where pupils will not have access to ICT courses at the beginning of S1 consideration should be given to including this ICT induction in P7 school induction days in June of each year. This ICT induction should enable pupils to:
- log-on to the school network;
 - save work to a network folder;
 - use their personal Email account; and
 - know where in the school computers may be accessed for personal study and/or research.
- 4.3 All pupils should have access to a core ICT course during S1/2. It is recommended that, as far as possible, this course should be delivered throughout S1 and S2 and should, as a minimum, be equivalent to one period per week for one school year.

4.4 All course provision for ICT in S1/2, irrespective of the model devised for its delivery, should:

- build on pupils' experiences in primary school and take account of their prior learning (see 3.2 above);
- ensure that courses are suitably differentiated to enable all pupils to make progress;
- detail the content to be covered in any core ICT course and in other subject courses in each of the strands as outlined in the National Guidelines : 5-14 Information and Communications Technology; and
- identify subject departments/staff who are responsible for delivering different elements of the curriculum and developing the use of skills taught in core S1/2 ICT courses.

4.5 *National Guidelines: 5-14 ICT*, indicate that the main approach to developing pupils' ICT capability in schools "should lie in working towards a permeation strategy where technology is used to support all aspects of learning and teaching and educational management". In The Western Isles good practice is reflected in subject departments routinely making use of ICT to support pupils' learning through a variety of approaches including:

- ICT enabled demonstrations;
- use of dedicated software to practise skills;
- use of CD ROMs and the Internet for research;
- use of computers to create reports, presentations, music and video;
- use of video-conferencing equipment; and
- use of controlling, modelling and measuring equipment.

4.6 All pupils should have the opportunity to gain certification in the core skill of "Using Information Technology". Many pupils will make course choices that will lead to automatic certification in this core skill. Details of the contributions that various SQA courses make to embedded core skills certification can be found in the SQA publication: *Catalogue of Core Skills in National Qualifications*. However, additional provision should be made for all other pupils to allow them to gain certification in this core skill either in S1/2 or S5/6.

4.7 To assist in making this provision, it is recommended that schools make arrangements for all pupils to undertake core skills assessments during the course of S1/S2.

4.8 Schools may also wish to consider the introduction of additional courses in S5/6 based on SQA Core Skills ICT units or other new courses which provide this core skill, such as PC Passport.

4.9 Where possible, arrangements should be made to enable access to IT suites by subject departments as appropriate.

5 ASSESSING AND REPORTING PUPIL PROGRESS IN ICT

5.1 Guidance on the process of assessing pupils' progress from P1 to S2 can be found in the documents:

- National Guidelines: Assessment 5-14;
- 5-14 National Guidelines: Information and Communication Technology; and
- 5-14 National Guidelines: Information and Communication Technology; Guide for Teachers and Managers.

These documents set out the broad principles of what learning outcomes pupils are expected to achieve and suggest ways in which progress can be evaluated. The attainment targets as set out in National Guidelines: 5-14 Information and Communications Technology provide clear statements of what pupils should know and the skills they should be able to demonstrate at each of the attainment levels A-F.

5.2 Guidance on assessing pupils' progress in ICT in S3-S6 when pupils are following courses based on the delivery of Core Skills units or other relevant courses such as PC Passport can be accessed via the Scottish Qualifications website at www.sqa.org.uk.

5.3 Schools should develop formative and summative assessment processes in line with the recommendations contained within the Scottish Executive Education Department (SEED) programme *Assessment is for Learning* and the *National Guidelines: 5-14 Information and Communications Technology*.

These processes should recognise the key principles outlined in *Assessment is for Learning* which indicate that learners learn best when:

- they understand clearly what they are trying to learn, and what is expected of them;
- they are given feedback about the quality of their work, and what they can do to make it better; and
- they are given advice about how to go about making improvements.

Formal assessments for recording and reporting purposes should include evaluations of pupils' progress based on:

- observations of pupils when they are working with ICT;
- discussions with pupils;
- observation of discussions among pupils; and
- examination of pupils' written work.

- 5.4 Where possible schools should create opportunities for staff to review evaluations of the 5-14 levels attained by pupils to ensure consistency. This process is particularly important when pupils move between stages in primary and when moving from primary to secondary. Beyond S1/2 arrangements should be made in line with existing school policies to ensure consistency of assessment evaluations.
- 5.5 Pupil progress from P1 - S2 should be reported to parents in line with the Council document: *Guidelines on Reporting to Parents on the 5-14 Curriculum (1998)*.
- 5.6 Schools should work to develop reporting formats to include comments on all of the 5-14 ICT strands for all pupils in P1-S2. Developing examples of good practice in this area will be disseminated by the CDO Science/ICT 5-14. Reports to parents/carers of pupils in P1 - S2 should indicate a working 5-14 level and the identified next steps in learning for pupils. For pupils following ICT courses in S3 - S6 schools should develop reporting formats in line those used to report progress in other SQA or externally available courses.

6 POLICY IMPLEMENTATION AND OUTCOMES

- 6.1 Schools should review and amend existing policies for supporting learning through the use of ICT and in learning about ICT as necessary in light of this policy. In addition schools should regularly audit the provision of ICT resources, the quality of pupils' learning experiences and staff development needs through embedded audit procedures linked to the school development planning process. Such audits should be conducted in line with existing school monitoring procedures that make use of recognised audit tools such as "How Good is Our School?" (2002 Edition), the MIICE (Measurement of the Impact of ICT in Children's Education) toolkit and the recent HMIE Guide "Using ICT in Learning and Teaching" including Curriculum area and subject appendix.

These audits should identify progress towards the stated objectives of school policies and inform future action planning to maintain appropriate provision in light of developing technologies and resources.

The authority will support this process through the sharing of sample primary and secondary school ICT and Internet Access policies (See Appendix 18) and action plans. Advice on developing school ICT policy statements can be found on the Becta website at <http://www.ictadvice.org.uk>

- 6.2 This policy outlines the Council's commitment to providing the young people of The Western Isles with high quality learning opportunities and resources to develop their knowledge of ICT and their skills in its use. It also seeks to promote through use of appropriate ICT the development of learning and teaching approaches that will inspire, encourage and motivate all pupils to maximise their potential in all areas of the curriculum.

6.3 Through implementation of this policy all pupils will benefit from enhanced opportunities to learn as new teaching approaches are developed which exploit available technologies to better meet individual pupils' learning styles.

The continued development of the use of ICT in our schools to support learning and teaching will enable our young people to become active and confident citizens of the 21st century.

Appendix

BACKGROUND

1. In recent years the Scottish Executive Education Department (SEED) and Comhairle nan Eilean Siar have made considerable investment in the provision of Information and Communications Technology (ICT) networks, hardware and software in schools. In April 2002 Comhairle nan Eilean Siar had met or exceeded the National Grid for Learning (NGfL) target computer: pupil ratio in all of our primary and secondary schools.
2. Through the New Opportunities Fund (NOF) ICT training for teachers and school librarians and other training made available by the Council, Western Isles teachers and support staff have improved their skills in working with ICT to support young peoples' learning.
3. The Comhairle endeavours to provide schools with enough computer systems to maintain the Government target provision of 1 computer per 5 secondary school pupils and 1 computer per 7.5 primary school pupils. On average, schools can expect computer systems to be replaced when they are 4 years old depending on their specification and whether they are 'fit for purpose.' In some cases it may be possible to upgrade older systems, thereby extending their use.
4. All new computers are purchased with multimedia, network and internet-ready facilities. In addition, all new systems are issued with core software applications including Microsoft Office Professional suite (Word, Excel, Powerpoint, Publisher, Access, Outlook); Internet Explorer, Email and Anti-virus software.
5. Schools are required to purchase licences for their own subject specific software with devolved funding. Schools are advised to contact the ICT Support (Schools) helpline before buying any hardware or software to check on whether there are any authority-wide or special pricing or licence arrangements already in place for the particular software or whether there are any known systems/software conflict issues with it.
6. Internet Access: All Comhairle nan Eilean Siar schools are provided with filtered internet access by their Internet Service Provider (ISP) regardless of whether they have standard telephone, ISDN2e or broadband access.
7. Acceptable Internet Use Guidelines: In the interests of user safety, schools are advised to issue 'Acceptable Use Guidelines' to all parents/guardians and pupils before granting access to computers on their school's Local Area Network (LAN) and internet facilities. Parents/guardians and pupils must agree to sign up to and abide by the school's 'Acceptable Use' policy. Guideline documents on Internet Safety and Acceptable Use are referred to in paragraph 3 above.
8. Email: All school staff and pupils are provided with their own unique personal email address. Email addresses are administered by the Education Department and the same email address will follow a pupil throughout his/her

school education, regardless of the school(s) a pupil attends within the Authority.

9. Email access: School email is a web-based system providing all staff and pupils with access to their email, file storage space and other online facilities anywhere, anytime on any internet-ready computer, 24 hours a day.
10. Email safety: The Email Service Provider used by Comhairle nan Eilean Siar for its schools provides a service exclusively to the education community. This means that the online facilities used by staff and particularly pupils are only shared by other education users. This safety feature significantly reduces the chance of undesirable contacts from persons who may try to contact children through email for inappropriate or potentially harmful purposes.
11. Email protection: All school email is virus and spam protected with the latest anti-spam and anti-virus software and is automatically scanned and checked by Email Service Provider's software filters for inappropriate use and content. All chat rooms facilities are also monitored by the Email Service Provider.
12. ICT Support: An ICT support helpline is available to schools 9am-5pm, Monday to Friday during term time. The helpline is manned by an ICT support technician and provides assistance to schools for ICT technical queries or problems. The ICT support telephone helpline can be contacted on 01851 707013 or by email at icthelp@fnes.net
13. Masterclass: The Comhairle's Education Department has encouraged and supported staff to participate in the various national Masterclass initiatives. The authority's quota of 15 places in the Masterclass 'Classic' Programme is represented by a range of staff from across the authority's education spectrum. In addition, a number of staff are also taking part in the other Masterclass strands of Leadership for Learning (LfL) and Early Years.
14. Local Masterclass Initiatives: Following a period of training and attendance at the annual Scottish Education and Teaching with Technology (SETT) shows, local Masterclass participants are being involved in the research, planning, development, investment, implementation and support of ICT both in school administration and across the curriculum in teaching and learning.
15. ICT Training: All Western Isles schools took part in the New Opportunities Funded ICT training programme which 75% of teaching staff successfully completed. With the ongoing and rapid development of existing and emerging Information and Communications technologies the local Masterclass staffs have a key role to play in identifying future ICT training requirements for school staff, in organising the delivery of training and in evaluating its effectiveness.
16. Broadband: The Comhairle has commenced the rollout of broadband and expects all schools in the authority to have broadband links by the end of the 2004/05 school session. This will allow schools to become part of a wide area network (WAN) infrastructure, linking all local schools with the Education Department, Development/Support Centres, Libraries, etc.

17. Broadband Access to Services: Broadband links will also provide schools and staff with secure, safe and fast access to a number of existing and new online services including the Comhairle's Intranet, financial management service (FMS), management information systems (MIS) and the Scottish Schools Digital Network (SSDN) which connects all Scottish Local Authorities to the SuperJanet backbone link of the global internet.

18. This policy document should be read in conjunction with the following documents which provide advice and guidance information for assisting schools in the safe use and delivery of ICT in teaching and learning across the curriculum:

- Comhairle Policy Guidelines and Procedures:
 - General IT Guidelines
 - Email and Internet Use
 - Internet Security Policy
 - Network Strategy
 - Draft School Policy Documents
- <http://www.cne-siar.gov.uk/education/policies.htm>
- NAACE (National Association of Advisers for Computers in Education) Promoting the Responsible Use of the Internet in Schools
<http://www.naace.org/resourceView.asp?menuItem=2&resourceId=58>
 - National Guidelines 5-14; Information and Communications Technology (Learning and Teaching Scotland, 2000).
<http://www.ltscotland.org.uk/5to14/guidelines/index.asp>
 - Learning and Teaching Scotland:
<http://www.ltscotland.org.uk/>
 - ClickThinking - Personal Safety on the Internet (Scottish Executive):
<http://www.scotland.gov.uk/clickthinking/>
 - Superhighway Safety - Safe Use of the Internet: <http://safety.ngfl.gov.uk/schools/>
 - Keeping your child safe on the Internet - Home Office Task Force on Child Protection on the Internet
<http://www.thinkuknow.co.uk/>
 - NCH (National Children's Home) - 'Netsmart' (Internet) Rules and Advice for Young People and Internet Safety Guidelines for Parents and Carers:
<http://www.nch.org.uk/itok/>
 - BECTA (British Educational Communications and Technology Agency) - Connecting the Learning Society:
<http://www.becta.org.uk/index.cfm>

- HMle Publications
Using ICT in Learning and Teaching
Using ICT in Learning and Teaching - Curriculum area and subject appendix
<http://www.hmle.gov.uk/publication.asp>