

POLICY ON THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Contents

1. Introduction
2. Aims of ICT in our school
3. Role of the ICT coordinator
4. Professional Development
5. Planning
6. Progression
7. Differentiation
8. Assessment, Recording and Reporting
9. Equal Opportunities
10. Pupils with Special Educational Needs
11. Health and Safety
12. Child Protection
13. Resources and their Management
14. Hardware
15. Software
16. Monitoring, Evaluation and Review
17. References
18. Appendix: [1](#) [2](#) [3](#) [4](#) [5](#) [6](#)

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology.

The development of ICT is changing at home and in the community. Its impact on the lives of individuals continues to grow and it is essential that our pupils can take advantage of its opportunities and understand its effects. Therefore, it is important that pupils in our school gain the appropriate skills, knowledge and understanding to have the confidence and capability to use ICT throughout their lives.

The Authority requires ICT to be used in all subjects where appropriate. In achieving the aims of the I.C.T. policy teachers are encouraged to use the widest possible range of I.C.T. applications. These should be presented via demonstration by the teacher to lead by example, stimulate, activate and encourage pupils.

Aims of ICT in our school

To provide pupils with opportunities to develop their ICT capabilities in all areas specified by the National Guidelines.

- To provide appropriate opportunities for all learners to acquire ICT skills throughout the curriculum.
- To enhance teaching through the use of ICT.
- To enhance learning through the use of ICT.
- To effectively meet learners' needs through the use of ICT.
- To provide staff development in order to improve teachers' ICT skills.
- To develop pupils' awareness of the use of computers not only in the classroom, but in everyday life.
- To encourage pupils to become autonomous, independent users of ICT both as a learning resource and as a discipline in its own right.
- To develop a whole school approach to ICT ensuring continuity and progression.

Role of the ICT Co-ordinator

The ICT co-ordinator plays an important part in achieving these aims. Therefore it is important that all members of staff are aware of this significant role, as outlined below:

- Highlight areas for the development of ICT within the School Development Plan.
- Co-ordinate the purchase and maintenance of equipment and liaise with the ICT Support (Schools) helpline before buying any hardware or software.
- Ensure that all equipment is safe to use.
- Review INSET needs of all staff and provide suitable training opportunities.
- Disseminate relevant information to all members of staff.
- Keep up to date with developments and new technologies.
- Develop the scheme of work ensuring a whole school approach to the planning, recording and assessment of ICT.
- Ensure that this policy is successfully implemented throughout the school.
- Review and update this policy periodically.

Professional Development

INSET will be provided as school based training or through courses run by the LEA or other providers. The ICT co-ordinator will discuss with colleagues their INSET needs and encourage them to attend relevant courses or plan whole staff INSET through staff meetings or a Staff Development Day.

Planning

The school will endeavour to 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. Using 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. Classroom planning is illustrated in [appendix 6](#); there is also an ICT Development Plan Overview (see [appendix 5](#)) to be used for timetabling ICT initiatives.

Progression

Curriculum planning should ensure continuity and progression. The school recognises that progression in ICT involves four main aspects:-

- The progressive development of pupils' skills, knowledge and understanding
- Breadth of ICT applications
- Increased complexity of contexts in which ICT is applied

- The growing autonomy of the pupil in their learning

Differentiation

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example pupils who are progressing rapidly should be encouraged to extend their ICT experiences either through use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the task which has been set. Tasks can also be extended and encouraged by taking into consideration any access a pupil might have to computers in the home.

Assessment, Recording and Reporting

Teacher assessments of ICT capability will be recorded through the year and reported to parents at the end of each academic year. Staff should keep examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment. A recording sheet is kept for each pupil and updated at regular intervals. ([See appendix 4](#))

Class group activities are often recorded in the form of video, printouts etc., recording some of the more significant ICT activities and outcomes. These will demonstrate appropriate coverage within the Programme of Study ([Appendix 3](#)).

Equal Opportunities

All pupils regardless of race, gender or ability should have the opportunity to develop ICT capability. We ensure that all our pupils:

- have equal access to ICT resources
- have equal opportunities to develop ICT capability
- use software which is appropriate to their ability

Pupils with Special Educational Needs

Pupils with Special Educational Needs benefit from using Information Technology as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise ICT should be maximised.

Health and Safety

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

1. Pupils should not be allowed to switch on the power at the mains.
2. Equipment should be situated away from water.
3. Pupils should always be supervised when using electrical equipment.
4. All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with the Authority guidelines.
5. Care should be taken when pupils are carrying portable equipment e.g. Alphasmarts.

Child Protection

Computer networks, including those which may be accessed via the Internet, are an important aspect of information technology education. However, they present possible risks to the moral and social development of pupils, particularly in terms of the nature of some of the material which may be obtained via the Internet.

To prevent children having access to any materials on the internet which may be illegal, defamatory, inaccurate, obscene or offensive, the school's internet access will be through a recognised educational service provider, offering a filtered service. In addition, use of the internet in school by pupils will only be permitted whilst they are supervised by an adult.

Children using the school's computing facilities will be expected to comply with the rules outlined in [appendix 2](#). A parent or guardian must sign and return the consent form ([appendix 1](#)) before Internet access is made available.

Resources and their Management

Our school currently manages its resources by a process reviewing and planning to determine any budgetary arrangements to meet any new and emerging concerns.

Hardware

Details of hardware resources are available in the school ICT file.

Software

Details of software resources are available in the school ICT file.

Monitoring, Evaluation and Review

The effectiveness of this policy will be monitored by the ICT co-ordinator in consultation with the Headteacher and staff.

References:

<http://www.hmie.gov.uk/documents/publication/hgiosict.doc>

http://www.icteachers.co.uk/resources/resources_policies.htm#General%20policies

http://www.icteachers.co.uk/resources/policies/internetpolicy_bms.rtf

<http://www.naace.org/imp/index.html>

http://www.becta.org.uk/leaders/leaders.cfm?section=1_7&id=211

<http://www.educationict.org.uk>



[Appendix 1](#)

Mrs A Macleod
Headteacher
Knock Primary School
Isle of Lewis
HS2 0BW
Tel: 01851 870289
Fax: 01851 870355
email: knock-school@cne-siar.gov.uk

Responsible Internet Use

As part of your child's curriculum and the development of ICT skills, Knock Primary School is providing supervised access to the Internet. We believe that the effective use of the World Wide Web and e-mail is worthwhile and is an essential skill for children as they grow up in the modern world. Please would you read the attached Rules for Responsible Internet Use and sign and return the consent form so that your child may use Internet at school.

Although there are concerns about pupils having access to undesirable materials, we have taken positive steps to reduce this risk in school. Our school Internet provider operates a filtering system that restricts access to inappropriate materials.

Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, we feel that the pupils themselves must also play their part. For this reason we have drawn up a list of Net Rules for Responsible Internet Use which we ask pupils to agree to, and abide by.

The reasons for their introduction have also been explained. It has been pointed out to the children that anyone deliberately breaking the rules will have their personal access to the internet within school either denied, or at least severely restricted.

I have attached a copy of these rules for your information and you may wish to discuss them again with your child.

Once you have read this letter and the attached rules, we ask that you and your child sign the permission/agreement form below and return it to the school.

If there are any aspects of internet use you wish to discuss (either before you sign the form, or at any time in the future) please feel free to contact the school.

Yours sincerely

Headteacher

Permission for Internet Access

Parent / Guardian's permission

I give permission for access to the internet set out in the above letter.

Signed

Print name

Date

Pupil's agreement

I agree to follow the **Net Rules**.

Signed

Print name

Date

Appendix 2



Net Rules



These rules help us to be fair to others and keep everyone safe.

- I will ask permission before using the Internet.
- I will use only my own network login and password, which is secret.
- I will only look at or delete my own files.
- I understand that I must not bring software or disks into school without permission.
- I will only e-mail people I know, or my teacher has approved.
- The messages I send will be polite and sensible.
- I understand that I must never give my home address or phone number, or arrange to meet someone.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately. *Remember it is not your fault if you get a message like this.*
- I understand that the school may check my computer files and the Internet sites I visit.
- I understand that if I deliberately break these rules, I may not be allowed to use the Internet or computers.

The school may exercise its right to deny or severely restrict access if any of these rules are broken

Appendix 3 ICT Recording

Strand ▼	Attainment target ▼	Learning activities ▼	ICT	Level A
Using the technology (UT)	The computer interface	1	Use a mouse to point/click, and navigate through suitable applications.	
	Hardware & responsible use	2	Start up / shut down the computer	
	Networks & Communications			
	Computer peripherals	3	Use a keyboard to enter familiar words and phrases (e.g. own name).	
	Storing work/file management	4	Print by clicking a print button	
Creating and Presenting (CP)	Text handling	5	Save and retrieve work with support, using a named file.	
	Graphic manipulation	6	Create one or more sentences without teacher support	
	multimedia manipulation	7	Create a picture	
Collecting and analysing (CA)	Database skills	8	Add text to a picture	
	Spreadsheet skills	9	Understand that information in a database has a consistent format.	
	Problem solving	10	Use simple pre-defined databases	
Searching and researching (SR)	Where to search	11	Demonstrate an understanding that computers can be used in problem solving	
	How to search	12	In class and elsewhere within the school In magazines, newspapers, comics, photo albums and electronic sources.	
	How to extract information	13	Ask prepared questions; Play guessing games, Look at websites with teacher help.	
	How to evaluate results	14	Talk about important features of what has been found out	
Communicating and collaborating (CC)	Phone	15	Be encouraged to ask questions, such as "is this what we wanted to find out?"	
		16	In role play use mock equipment. Talk to others in, e.g. a play corner about:- friends, shopping lists, complaints, enquiries.	
	Email	17	Pass on simple information such as: information required to complete a task, directions to reach a location, list of items for collection as part of an arranged call.	
		18	Open a simple message from a mail box	
		19	Read a simple message	
		20	Type a simple message in the e-mail message window	
		21	Click on the appropriate button/command to send a completed message	
		22	Print a message to keep a record or to provide information to others	
Videoconference	23	Speak to someone at distance. Be given the opportunity to observe a videoconference call and say hello to the people at the other site.		
	24	Participate in a short conversation with someone as part of an organised series of activities: asking a set of prepared questions, answering a set of prepared questions.		
Controlling and modelling (CM)	Position,/movement/direction	25	Understand the following words related to movement/direction: up, down left, right, forwards, backwards.	
	Control/simulation software	26	Slide the pointer forwards, backwards, left and right on the screen using a mouse	
	Control hardware	27	Use the mouse button and pointer to reposition (drag) a graphic to any new position on screen	
	Knowledge of terms and uses	28	Explore the use and operation of simple devices	
		29	Use appropriate vocabulary e.g. mouse, pointer, left, right.	
	Control and design processes			
Input and output sensors/devices				
Developing informed attitudes in relation to ICT in society (DIA)	Where & how ICT is used	30	Know and give some basic examples of places where computers/ICT are used in society, e.g.: homes, schools, banks, shops, and library.	
	Know why ICT is used			
	Implications of ICT	31	Progressively show when and where it is not appropriate to use ICT for a task	

Attainment target ▼	Learning activities ▼	ICT Level B
The computer interface (UT)	1	Use menus and further mouse controls, e.g. double click, drag
	2	Use suitable keyboard short cuts
Hardware & responsible use	3	Insert and start up a CD-ROM.
	4	Start and close an application.
	5	Create a new document in an application
Networks & Communications	6	Understand that computers can be interconnected
	7	Use a username and password to log on
Computer peripherals	8	Use a keyboard confidently, including shift, caps lock, delete and return.
	9	Print using a menu
	10	Load printer with paper
Storing work/file management	11	Save and retrieve work independently in a named folder.
	12	Change filenames
Text handling (CP)	13	Create a piece of text, e.g. a menu, invitation or story: Using appropriate software, extend word-processing skills by using additional text-handling features, e.g.: insert/delete text using a mouse to position cursor, arrow keys to position cursor insert/delete text from menu using copy, cut and paste edit text using font, style, size and colour print-out work. Where appropriate, children may enter/edit text through a speech-recognition package.
Graphic manipulation	14	Create picture/document Using appropriate simple art/drawing/graphic software, continue graphics manipulation skills by confidently using features and showing ability to change attributes, e.g.: alter line width fill shapes using colour and patterns reposition graphics.
Multimedia manipulation	15	Create a multimedia page using appropriate software. This should incorporate, e.g.: text, graphics, sound, animation, video
Concepts (CA)	16	Demonstrate understanding of the need for accuracy in data entry
Database skills	17	Enter data into a pre-defined database using, e.g., the keyboard, pick lists. Browse records. Produce a simple report (with support) and interpret the output
Spreadsheet skills	18	Use simple spreadsheets and show an understanding of the information displayed
Problem solving	19	Tackle simple problem-solving activities using suitable software.
Where to search (SR)	20	Understand that many paper-based sources are now available electronically
	21	Recognise particular CD-ROMs or software packages as resources for acquiring information
How to search	22	Access information on a specific CD-ROM with support
	23	Use in-built website e-mail to make contact and ask for information
	24	Use bookmarks set by the teacher to access websites and use simple keyword searches in these
How to extract info.	25	Discuss in more detail how relevant information is extracted.
How to evaluate results	26	Check information from one source to another, e.g. reference book and CD-ROM
Phone (CC)	27	Answer the telephone, identifying the location, as part of a shared series of activities, such as a project on the emergency services
	28	End a telephone call using accepted protocols
	29	Dial a number taken from a phone list or directory to: provide information, acquire information.
	30	Redial a number
fax	31	Carry out procedures to receive a fax (single and multiple pages).
	32	Receive drawings, diagrams and written information as part of a series of shared activities
Email	33	Type an appropriate response as a reply to a received message.
	34	Create and address a message, using an address book. Insert a message title and include information on the new message
Videoconferencing	35	Under supervision, operate videoconferencing equipment in order to call another site under supervision
	36	Close a videoconferencing call, adhering to established protocols
	37	Participate in a conversation with someone, or as part of a group using the hands-free facility, to: ask questions, provide answers, participate in a short quiz
Position,/movement /direction (CM)	38	Move their body from a standing position in different directions. e.g. forward two paces, turn to the left, lift up object, etc
Control/simulation software	39	Use the mouse button and pointer to reposition (drag and drop) graphics to specific locations onscreen
	40	With assistance, use suitable application software (e.g. LOGO) to control the movement of a real or virtual object (e.g. a turtle) at a basic level
Control hardware	41	Use with assistance, e.g. a static (fixed base) robot arm, controlling it using immediate single-step instructions
Knowledge of terms and uses	42	Name main parts of devices used, and describe what the devices can do and simulate
Control and design processes		
Input & output sensors/devices		
Where & how ICT is used (DIA)	43	Know and give some examples of how/in what ways computers/ICT are used in: games typing counting money adding up bills recording information on books.
Know why ICT is used		
Implications of ICT	44	Know and give some examples of why computers/ICT are used: e.g. in leisure/relaxation, in quality letters/documents for accuracy, for speed, to make information easy to find

Attainment target ▼	Learning activities ▼	ICT	Level C
The computer interface (UT)	1	Understand and use the components of a windows environment, e.g. desktop, icons, menus, windows (and their elements)	
	2	Switch between applications	
Hardware & responsible use	3	Use a computer securely and responsibly and understand the need for these measures	
Networks & Communications	4	Use a computer on a network	
	5	Understand local area networks and wide area networks, e.g. school/intranet/internet	
Computer peripherals	6	Use another input device, for example scanner or digital camera, with support	
	7	Change page setup and other printer options	
Storing work/file management	8	Understand and use simple file hierarchies	
	9	Understand the difference between hard discs and removable discs (floppy discs)	
	10	Use removable media (floppy discs)	
Text handling (CP)	11	Create and edit a document, e.g. a report, newspaper article or letter	
	12	Using appropriate software, extend word-processing skills by using more text-handling features e.g.: justify, centre, page break, undo.	
	13	Where appropriate, children may enter/edit text through a speech-recognition package	
Graphic manipulation	14	Create a document, e.g. a class newspaper or poster	
	15	Using appropriate powerful art/drawing/graphic software, continue graphics manipulation skills, e.g.: copy and paste graphic/ digital image into a word-processing/drawing/painting program change size of graphic by clicking and dragging	
	16	Add text into a drawing/painting/art program	
	17	Add graphics to a word-processing program	
multimedia manipulation	18	Create a simple presentation/slide show/web pages using appropriate software Incorporate, e.g.: graphics, text, background colour/patterns from limited sources, e.g.: clip-art packages CD-ROM.	
Concepts (CA)	19	Use the basic structure of a database, different field types (text, numeric, picture).	
	20	Understand the need to interpret a request for information in order to interrogate a database	
	21	Understand the basic structure of a spreadsheet (row, column).	
Database skills	22	Define fields and simple report formats	
	23	Search databases	
	24	Produce simple reports and interpret the output	
Spreadsheet skills	25	Enter data into a simple spreadsheet	
Problem solving			
Where to search (SR)	26	Make use of teletext facilities for a specific task, e.g. find the local weather forecast.	
	27	Carry out an interview and collate and publish the information gained	
How to search	28	Access information from a CD-ROM encyclopaedia independently	
	29	Use links supplied within a website to search for information in related sites.	
	30	Enter a specific URL to access a particular website	
	31	Use the toolbar or menu to navigate within a website.	
How to extract information	32	Print information found.	
How to evaluate results	33	Compare information found on a website with the task set	
Phone (CC)	34	Deal with a wrong number connection. Use accepted procedures where a wrong number connection is made	
fax	35	Dial and send a fax (single page).	
	36	Send a drawing, diagram or written information as part of a series of shared activities.	
Email	37	Carry out the correct login procedures to connect to an e-mail server	
	38	Carry out the correct logoff procedures to connect to an e-mail server	
	39	Know how to disconnect and reconnect to the e-mail server, in order to work offline	
Videoconference	40	Switch on videoconferencing equipment following all safety regulations set by the school.	
	41	Open the appropriate program for videoconferencing to launch the appropriate videoconferencing software	
	42	Prior to a call, open and use the self-view facility within the program to check and reposition the on-camera position. Close on completion.	
Position,/movement/direction (CM)	43	Understand and use: right 90, left 90, clockwise/anticlockwise to turn a human robot (friend), also to use (open, close, grip) their hand to hold and lift an object.	
Control/simulation software	44	Use the mouse and arrow keys (if applicable) to select basic options in a simple simulation software application/game	
	45	Draw any basic design (square, rectangle, etc.), on screen using a control software application (e.g. LOGO).	
Control hardware	46	Use a mobile robot and control it to follow a precise path on the floor (e.g. maze).	
Knowledge of terms and uses	47	Know and be able to label the main parts of a robot arm, e.g.: forearm, wrist gripper.	
Control and design processes	48	Witness (using video) and know what CAD (Computer Aided Design) stands for.	
Input & output sensors/devices	49	Know and understand the terms input device and sensor.	
Where & how ICT is used (DIA)	50	Know and give some examples of places where these positive values (below) can be seen and how they bring positive values: Emergency services-speed, Transport-punctuality, Factories- quality control, Banks- accuracy, Supermarkets- speed of service, Advice/helplines-Fast information and support.	
Know why ICT is used	51	Have appreciation of the positive value computers/ICT bring to people/society in terms of: communication speed accuracy safety quantity/quality.	
Implications of ICT	52	Consider the implications in the use of computers/ICT focusing on the user/worker customer/client business/organisation.	

Attainment target ▼	Learning activities ▼	ICT	Level D
The computer interface (UT)	1	Find a file using, e.g., the find or search facility	
	2	Use suitable keyboard short cuts	
	3	Use help facilities with support	
Hardware & responsible use	4	Understand that computers can be different in type of format, e.g. portable computers, computers built into appliances.	
Networks & Communications	5	Be aware of the different ways of connecting to wide area networks and the speeds of transfer	
Computer peripherals	6	Use other input devices independently, e.g. scanner or digital camera	
Storing work/file management	7	Understand the need for backing up files, and be able to do so	
	8	Understand the advantage of being able to share files with others and be able to do this by one method (removable media, file transfer, file servers).	
	9	Be aware of the capacities of different media	
Text handling (CP)	10	Create and edit a document, e.g. card, calendar, school newspaper. Where appropriate, pupils may continue to use speech-recognition	
	11	Using appropriate software, extend word-processing skills by using a range of advanced text-handling features, e.g.: position graphics and text, wrap, tabs, margins, line spacing, spell check, thesaurus, print preview, columns, search and replace.	
	12	Where appropriate, children may enter/edit text through a speech-recognition package	
Graphic manipulation	13	Where appropriate, children may enter/edit text through a speech-recognition package.	
	14	Using a range of drawing/painting facilities, extend graphics manipulation skills, e.g.: align scale by per cent, move to front/back, patterns/gradient, rotate, text wrap, copy and paste, graphics/text/sound from the internet.	
multimedia manipulation	15	Create a slide show/presentation or web pages using more sophisticated software and with teacher support. Incorporate, e.g.: Text, graphics, sound, from various sources, e.g.: clip-art packages CD-ROMs the internet, digital/scanned images.	
Concepts (CA)	16	Be able to use the structure of a spreadsheet (rows, columns, labels, formulae).	
	17	Explain the basic differences between a spreadsheet and a database	
	18	Choose type of chart to best display the data	
Database skills	19	Define fields and report formats	
	20	Search and sort databases	
	21	Produce reports by selecting fields	
	22	Interpret the output	
Spreadsheet skills	23	Set up a simple spreadsheet (labels, data, formulae).	
	24	Create suitable charts from the spreadsheet data	
Problem solving	25	Interpret the charts	
	26	Solve straightforward problems by creating databases, using them appropriately and evaluating the solutions	
Where to search (SR)	27	Search across a range of media (e.g. internet, e-mail, TV, radio, published materials, etc.) with a view to presenting the findings in a multimedia format	
How to search	28	Understand and be able to use synonyms	
	29	Understand the use of keywords to locate specific information	
	30	Use a search engine to identify websites containing specific information	
	31	Use bookmarks (favourites) to store addresses of useful sites	
How to extract information	32	Save text and graphics captured from web pages and assemble these into simple word-processed documents	
How to evaluate results	33	Compare two websites of similar content (e.g. daily newspapers) for usefulness and ease of use	
Phone (CC)	34	Use the hands-free phone facility, if available, as part of a group discussion	
	35	Leave a message with the distant party, including your location, contact number and availability	
	36	On receiving a call for someone who is unavailable, take simple but accurate notes on the reasons for the call and find out the caller's: future availability, full telephone number, and other contact details.	
	37	Redial a number	
fax	38	Dial and send a fax (multiple pages).	
	39	Send drawings, diagrams and written information as a personal or shared activity	
Email	40	Send a copy of a message (c.c. a prepared message to someone).	
	41	Save previously sent messages.	
	42	Delete old messages where appropriate.	
Videoconference	43	Under supervision, operate videoconferencing equipment in order to call another site under supervision.	
	44	Participate in an on-screen, shared activity. Share a piece of on-screen work with another at distance to: prepare a shared survey, design a card, logo/letterhead or magazine graphic, compile a simple database, create a short story or poem complete an interactive worksheet on a specific curricular area.	
Position,/movement/direction (CM)	45	Understand stop, start or go with reference to sequence of traffic lights.	
Control/simulation software	46	Use the keyboard and mouse to operate fully a simulation/adventure software application/game.	
	47	Use the control software application with repeat/loop command(s) to make a basic pattern on screen and print the results	
Control hardware			
Knowledge of terms and uses	48	Know what CNC/CAM (Computer Numerical Control/Computer Aided Manufacture) stands for.	
Control and design processes	49	Witness (using video or alternative) the CNC/CAM process.	
Input & output sensors/devices	50	Give examples of where input sensors may be used for: temperature, moisture, light, sound.	
Where & how ICT is used (DIA)	51	Have appreciation of and discuss how computers/ICT change or affect a specific area of their choice, such as in: a newspaper, sport, education, industry, space/underwater exploration.	
Know why ICT is used	52	Have appreciation of why computers/ICT require varying levels of security, with respect to: Investigate/explore one of the above areas and write up a paragraph/brief report on the area. Unauthorised access to private information invasion of privacy nuclear arms viruses/bugs.	
	53	Investigate/explore one of the above areas and write up a paragraph/brief report on the area.	
Implications of ICT	54	Have appreciation of the less desirable value(s) that computers/ICT might bring to people/society, e.g.: in employment health concerns social impact.	

Strand ▼	Attainment target ▼	Learning activities ▼	ICT Level E
Using the technology (UT)	The computer interface	1	Use help facilities without support
	Hardware & responsible use	2	Interpret simple computer specifications, such as speed and memory
	Networks & Communications	3	Understand the costs of accessing network services
		4	Understand where and why controls and restrictions are placed on network services
	Computer peripherals	5	Use other peripherals as appropriate
	Storing work/file management	6	Copy/duplicate discs
Creating and Presenting (CP)	Text handling	7	Create a document incorporating textual, graphical and statistical information.
		8	Using appropriate software, extend word-processing skills by using a range of advanced text- handling features, e.g.: insert date, time, page, etc. bullet points numbering header/footer tables page set up borders.
	Graphic manipulation	9	Create a document using a wide range of graphical material, e.g.: scanned images, digital, photographs, clipart.
	multimedia manipulation	10	Create a presentation or web pages using appropriate software. Working independently, incorporate, e.g.: text graphics, sound/video from various sources, e.g. clip-art packages, CD-ROMs, the internet, digital/scanned images.
Collecting and analysing (CA)	Concepts	11	Show understanding of the need to analyse problems, plan and implement solutions and evaluate their effectiveness.
	Database skills		
	Spreadsheet skills	12	Set up a simple spreadsheet (labels, data, formulae)
		13	Create suitable charts from the spreadsheet data
	Problem solving	14	Solve more complex problems by creating databases, using them appropriately and evaluating the solutions
15		Model straightforward scenarios using spreadsheets, represent the data graphically, carry out what ifs and evaluate the models.	
Searching and researching (SR)	Where to search	16	Use timetables on the internet rail, bus, air travel
	How to search	17	Refine searches by adding additional search strings and by using logical operators
	How to extract information	18	Online exercises held on intranet, to gather information and produce reports, e.g. work on volcanoes in science.
		19	Downloading files; understanding of file types and sizes.
	How to evaluate results	20	Make critical evaluation of information obtained.
Communicating and collaborating (CC)	Phone	21	On encountering an answering device leave simple but accurate information on: your name and telephone number, reasons for your call, your future availability.
	fax	22	Create a fax cover sheet with appropriate information
	Email	23	Attach a previously prepared file to an e-mail message
		24	Download a previously prepared file sent as part of an e-mail message
		25	Follow the procedures for closing a shared, on-screen activity
	Videoconference	26	Follow the procedures for saving the results of a shared, on-screen activity, offline, to disc.
		27	Send and receive a file during a videoconferencing call
Controlling and modelling (CM)	Position,/movement/direction	28	Understand and use examples in different contexts, e.g. mathematics, science, technology.
	Control/simulation software	29	Know and understand the term simulation
		30	Have an appreciation of the positive value that simulation software brings to people in terms of safety, cost, training, etc.
	Control hardware	31	Investigate and report on specialist control devices, e.g. hardware that assists a person with a disability.
	Knowledge of terms and uses	32	Have appreciation of the positive value that control devices bring to people/society, e.g. those that: lift heavy objects, have the ability to work remotely in hazardous environments, and are re-programmable and operate with great accuracy.
	Control and design processes	33	Witness (e.g. using video) robots in action in the production of a manufactured product.
	Input and output sensors/devices	34	Know and understand the term output device
Developing informed attitudes in relation to ICT in society (DIA)	Where & how ICT is used		
	Know why ICT is used	35	Have appreciation of why the following legislation has been introduced as a result of increased use of computers/ICT. Computer Misuse Act, Data Protection Act
	Implications of ICT	36	Have appreciation of the responsibilities that society has in using computers, ICT, internet. focusing on issues such as: racism, terrorism, threats to young people.

Attainment target▼	Learning activities▼	ICT	Level F
The computer interface (UT)			
Hardware & responsible use	1	Troubleshoot using manuals and online help to resolve simple hardware and software problems.	
Networks & Communications			
Computer peripherals	2	Understand in simple terms how a computer, peripherals and software work together.	
	3	Print by clicking a print button	
Storing work/file management	4	Understand the general write-once nature of CD-ROM	
Text handling (CP)	5	Create a document using a desktop publishing software package.	
	6	Using appropriate software, extend word-processing skills by using a large range of text-handling features, e.g.: caption, footnote, index, cross reference.	
	7	Explore various desktop publishing software packages.	
Graphic manipulation	8	Create a document	
	9	Using more sophisticated features of drawing/painting/art software produce a well-presented document incorporating a high level of graphics manipulation	
multimedia manipulation	10	Create a presentation and/or web pages using appropriate software with confidence Incorporating,,: text, graphics, sound, video, animation from various sources, e.g.: clip-art packages, CD-ROMs, the internet,	
Concepts (CA)	11	Use a range of field types including, e.g., date, calculation, and make use of their advantages in searching and sorting databases	
	12	Identify similarities and differences in databases and spreadsheets	
Database skills			
Spreadsheet skills	13	Use more advanced spreadsheet functions, e.g. replication, formulae	
	14	Create suitable charts from the spreadsheet data	
Problem solving	15	Solve complex problems that involve a choice of spreadsheet or database or both	
Where to search (SR)	16	Make use of specialist search engines, e.g. in different subject areas	
	17	Use online language translators	
How to search			
How to extract information	18	File transfer	
	19	File compression	
How to evaluate results	20	Compare a range of search engines	
	21	Examine the sources of websites, e.g. national organisations, e-commerce, fun, and compare style/purpose	
Phone (CC)			
fax	22	Keep written or printed records (catalogue) of sent/received faxes	
Email	23	Compress a file using the appropriate software, with the intention of attaching to an e-mail message	
	24	Decompress a file that has been attached to a received e-mail message	
	25	Send a message to multiple addresses.	
	26	Add addresses to a contact list.	
	27	Add new addresses to a prepared e-mail address book.	
Videoconference	28	Locate and share a file during a shared activity	
	29	Be able to locate/open/print a received file from a distant partner	
	30	Create a new file during a shared activity	
	31	Be able to create a new file as part of an on-screen, shared activity	
Position,/movement/direction (CM)			
Control/simulation software	32	Load and run simulation software, and using basic instructions program the required task	
	33	Use design software to create a small graphic logo/motif.	
	34	Save, print and transfer using a device, e.g. to fabric.	
Control hardware			
Knowledge of terms and uses	35	Name and understand the uses of robot arm tools such as: gripper, suction cup, ladle, electromagnet, welder.	
Control and design processes	36	Know and understand open- and closed-loop control	
Input and output sensors/devices	37	Know and understand the terms input (feedback from sensors) decision (made by computer) and action (output as a result of the decision).	
Where & how ICT is used (DIA)			
Know why ICT is used			
Implications of ICT	38	Know and understand the positive and negative benefits of universal access to knowledge and the accelerated interchange of ideas and information	

Name:		Date of entry:										School/s:								ICT									
Teacher: P1:		P2:				P3:				P4:				P5:															
P6:		P7:				S1:				S2:				Highlight securely mastered activities															
Strand ►	Using the technology (UT)					Creating & Presenting (CP)			Collecting and analysing (CA)			Searching & researching (SR)				Communicating & collaborating (CC)				Controlling & modelling (CM)					Developing informed attitudes in relation to ICT in society (DIA)				
	Attainment target ►																												
learning activities ↙	The computer interface	Hardware & responsible use	Networks & Communications	Computer peripherals	Storing work/file management	Text handling	Graphic manipulation	multimedia manipulation	Concepts	Database skills	Spreadsheet skills	Problem solving	Where to search	How to search	How to extract information	How to evaluate results	Phone	fax	Email	Videoconference	Position,/movement/direction	Control/simulation software	Control hardware	Knowledge of terms and uses	Control and design processes	Input and output sensors/devices	Where & how ICT is used	Know why ICT is used	Implications of ICT
Level A	1	2	3 4	5	6	7	8	9	10	11	12	13	14	15	16 17	18 19 20 21 22	23 24	25	26	27	28 29	30	31						
Level B	1 2	3 4 5	6 7	8 9 10	11 12	13	14	15	16	17	18	19	20 21	22 23 24	25	26	27 28 29 30	31 32	33 34	35 36 37	38	39 40	41	42			43		44
Level C	1 2	3	4 5	6 7	8 9 10	11 12 13	14 15 16 17	18	19 20 21	22 23 24	25	26 27	28 29 30 31	32	33	34	35 36	37 38 39	40 41 42	43	44 45	46	47	48	49	50	51	52	
Level D	1 2 3	4	5	6	7 8 9	10 11 12	13 14	15	16 17 18	19 20 21 22	23 24	25 26	27	28 29 30 31	32	33	34 35 36 37	38 39	40 41 42	43 44	45	46 47		48	49	50	51	52 53	54
Level E	1	2	3 4	5	6	7 8	9	10	11		12 13	14 15	16	17	18 19	20	21	22	23 24 25	26 27	28	29 30	31	32	33	34		35	36
Level F		1		2 3	4	5 6 7	8 9	10	11 12		13 14	15	16 17		18 19	20 21		22	23 24 25 26 27	28 29 30 31		32 33 34		35	36	37			38

ICT Development Plan Overview			
	1st Year	2nd Year	3rd year
ICT coordinator	<ul style="list-style-type: none">• Audit current writing materials• Review all available resources		
Staff development	<ul style="list-style-type: none">• Attend relevant training workshops• Familiarisation with software• Implementation of software into curriculum		
Hardware	<ul style="list-style-type: none">• Review classroom setup to make best possible use of the hardware available• Review of suitability and availability of hardware to meet the curricular needs of the class		
Software	<ul style="list-style-type: none">• Buy in specific software to address any shortcomings highlighted in audit		

