



Jockey Club Sarah Roe School  
賽馬會善樂學校

# **Policy on Information & Communication Technology (ICT)**

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## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) POLICY**

**Information Communication Technology should form a central part of the curriculum.**

### **1. AIMS AND OBJECTIVES**

1.1 We believe that all our students should be given opportunities to become familiar with a range of information technologies and to develop the skills to use them where possible. We aim for students to be confident, independent and discerning users of information communication technology at a level appropriate to their ability. Therefore, we are committed to the on-going development of the Information Communication Technology capability of students and staff.

1.2 It is our aim that students will:

- use ICT tools with confidence;
- become familiar with different hardware (to include switches etc.) and software tailored to their needs;
- use ICT to compose and develop their ideas;
- increase their use of ICT to support learning in other areas of work;
- become discerning users of ICT.

### **2. ROLES AND STAFF RESPONSIBILITIES**

#### **2.1 ROLES AND RESPONSIBILITIES OF THE ICT COORDINATOR**

##### **STAFF DEVELOPMENT**

To support, develop and share expertise through;

- formal and informal training and support of all school staff;
- in-service training by ESF Learning Technology staff;

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- co-ordinating training on specific programmes;

### POLICE AND PLANNING

- To implement, monitor and evaluate the effectiveness of the Information Communication Technology policy, scheme of work and planning. To ensure progression and continuity for all pupils.
- To liaise with subject co-ordinators to ensure the development and application of Information Communication Technology across the curriculum.
- To promote the use of the Internet, CD-ROMs, Switches and other appropriate software/assistive accessories to support cross-curricular learning.

### RESOURCES

- To allocate and up-date resources to meet the Primary Years Programme (PYP) & ASDAN programmes requirements of all classes.
- To ensure that hardware and designated ICT areas are well maintained in liaison with the ICT technician. To liaise with ESF IT co-ordinators, advisors to provide appropriate hardware and software.

### GOOD PRACTICE

- To identify and promote good ICT practice within all curriculum areas.
- To develop the school website [www.jcsrs.esf.edu.hk](http://www.jcsrs.esf.edu.hk)
- To develop the Learning Gateway – a Web-based learning platform

### PROTECTING STUDENTS FROM ACCESSING 'UNDESIRABLE MATERIALS'

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- Ensure all adults who work within the school follow the Internet Code of Practice.
- Ensure that appropriate security is in place to protect students from undesirable materials i.e. using a filtered internet service and to ensure supervision at all times.

### **2.2 THE ROLES AND RESPONSIBILITIES OF OTHER STAFF**

- To follow the ICT Policy.
- To develop their ICT capability as part of their professional development in teaching and learning
- To liaise with the ICT co-ordinator
- To ensure the development of ICT within the subjects for which they are responsible.

## **3. ICT CURRICULUM PLANNING**

### **3.1 DELIVERY OF THE CURRICULUM**

It is recognised that ICT should be embedded in Primary Years Programme (PYP) and taught as a module in the ASDAN programmes and also used to support other areas of the curriculum.

All classrooms have computers. An interactive whiteboard and a projector are installed in each of the classroom and there are several more throughout the school. Each class has networked computers connected to the internet - this enables class teachers to access the full range of facilities from the class base. Other equipment within the school is readily available including digital cameras, digital video, video editing software etc.

### **3.2 HOW DIFFERENTIATION IS PLANNED AND SUPPORTED**

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Within ICT the focus for differentiation needs to be:

- increasing independence in the use of software, and;
- increasing confidence & ability in the use of ICT by the students to support their learning at an appropriate level.

This is defined in five levels:

1. Students needing to be taught skills.
2. Having been taught skills students still requiring support in the use of software.
3. Students being able to use software independently.
4. Students being able to apply the use of ICT within a number of different contexts to support their learning.
5. Students being discerning users of ICT to support their learning.

As an essential foundation for planning activities, we have identified skills, knowledge and understanding in a sequential progression. Teacher judgements will inform day-to-day planning of Information Communication Technology opportunities to ensure students:

- can use a broad range of resources;
- are provided with challenging and wide-ranging activities;
- build upon previous experiences;
- develop greater independence.

### **3.3 REVIEWING AND MONITORING THE CURRICULUM**

The ICT curriculum will be monitored in line with Primary Years Programme (PYP) and ASDAN programmes; this will include monitoring planning and matching the Long Term Plan and units of inquiry to the needs of students and the purchase of appropriate resources.

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### **4. RESOURCE MANAGEMENT - HUMAN**

It is the school's intention that as a baseline, all members of staff will have the ICT competency.

Section 2.1 defines the role of the ICT co-ordinator and the provision of support and training to staff. Jockey Club Sarah Roe School believes in developing the new technologies to support students learning and teachers teaching.

We recognise the use of ICT to support planning, preparation, reporting and record keeping.

The numerous skills required are provided by in-service training, consultation with the co-ordinator and personal study. ICT competency is regarded as a desirable and useful skill in the development of our work as professionals.

#### **4.1 Technical support**

Class teachers will report any major technical difficulties to the ICT technician who is responsible for providing the relevant support.

### **5. RESOURCE MANAGEMENT - PHYSICAL**

#### **5.1 MANAGING RESOURCES**

The school will ensure that within the available budget, sufficient funds are allocated to purchase and maintain the necessary resources. This will involve an annual audit of resources.

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### 5.2 HARDWARE RESOURCES

We aim to provide well-maintained hardware to ensure Information Communications Technology opportunities for all students.

This includes 4 to 5 computers in each of the classroom linked to the internet, interactive whiteboards, digital cameras, digital video, etc.

We will ensure that the ICT equipment audit is regularly updated (at least annually) and this will help inform the ICT Development Plan.

ICT equipment is to be considered effective if:

- it is of use to teachers within their daily teaching;
- there is a discernible increase in the use of equipment;
- it meets the needs of what the teacher wants to teach;
- it meets the needs of what the students want to learn.
- the needs of all areas of the curriculum are met.

All ICT equipment is to be etched or marked as a security measure and to be recorded in the Alice System.

### 5.3 SOFTWARE RESOURCES

Software is available in many forms, including on line resources, CD ROM and on request from the ICT technician.

Where possible software is to be evaluated before purchasing or the advice of the subject coordinator will be sought.

Software is to be considered effective if:

- it is of use to teachers within their daily teaching;
- there is a discernible increase in the use of equipment;
- it meets the needs of what the teacher wants to teach;
- it meets the needs of what the Students want to learn.

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- the needs of the curriculum are met.

### 5.4 ACCESS TO INFORMATION COMMUNICATIONS TECHNOLOGY

The computers are placed to provide maximum access to the students in order to support their work.

Students have access to the Internet under adult supervision.

### 5.5 HEALTH AND SAFETY

Health and safety issues are defined under the following sections:

- Physical risks - e.g. trailing wires; loose sockets; temperature control
- Electrical safety as part of the electrical testing procedure
- Disposal - appropriate disposal of PC and related equipment
- Ergonomic - the school has reviewed the height and angle of monitors and relationships between students, bench height and seating.
- Lighting - appropriate attention is taken to back lighting and screen/lighting flicker.

## 6. SUCCESS CRITERIA

- Staff are fully aware of PYP and ASDAN curriculum requirements.
- Staff are competent and confident in the operation of all hardware and assistive technology.
- Agreement on basic software in use, an enthusiasm to explore other software for cross curricular use.
- ICT is planned across the curriculum.
- ICT is evident in all curriculum areas.
- Students at all levels have access to ICT regardless of their special educational needs and that all possible hardware and software options and assistive accessories have been considered for each student.

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- Recognisable increase in students' competence, hardware management, software usage and achievement of learning outcome.
- A desire by staff to update their personal knowledge.
- A continuing development of ICT through improved resources, software and innovation.
- Evidence of progression in ICT learning throughout the school.