

NEWBOLD VERDON PRIMARY SCHOOL **AND COMMUNITY CENTRE.**

1 SCHOOL POLICY FOR ICT

Personnel: MS, JR, EB, DP, KR, PC, FS

Vision

We strive enable learners of all abilities to take greater control of their learning through the application of ICT in and out of school. This will be supported by the use of ICT in an effective way throughout the curriculum. Learners will develop the skills to know when it is most helpful to use ICT, and have the ability to use it efficiently when needed. Learners, following the National Curriculum, will reach levels of attainment and ICT capability at the end of each Key Stage that match or exceed their personal targets and as a school we aim to exceed national expectations.

We provide parents and carers with enhanced opportunities to understand and participate in their child's learning through the use of ICT. They have access to year group relevant information about their child's current programmes of study and resources to support learning out of school.

We try to ensure that the continuing professional development of school staff and school leaders enables them to reach nationally define standards of competence in ICT. School staff will endeavour apply these competencies to improve the quality of teaching and learning. School leaders will apply these competencies to improve the quality of leadership and management.

We will provide support and opportunities by the use of ICT for active participation in school affairs, including improved information flow. Governors will plan and provide leadership to achieve the vision.

We will endeavour to reduce the burden of administration through effective use of ICT including general administrative communications and data transfer between schools, the LEA and central Government. We also will promote the effectiveness of management in information gathering, analysis, decision-making and communication through effective use of ICT.

We will promote inclusion for all; the wider community will have the opportunity to use school ICT facilities outside normal curriculum time and to have a standard hardware, software and communications base in schools that matches or exceeds the national targets. This will include broadband to give effective access to the Internet and high quality digital resources. We will provide appropriate and efficient technical support to ensure the daily availability of the ICT resources.

1 Introduction

The importance of Information and Communication Technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils will use ICT as a tool for learning so providing more effective methods to discover and present ideas. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Every child has the opportunity to learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future. That through the use of ICT, learning and teaching will be improved by accurately using tools for target setting, assessment that tracks all children showing trends that need to be addressed by the school.

2 How the policy developed.

The previous policy was reviewed then passed to all teachers and Governors for adoption. The policy is available for parents to read upon request. Copies will be charged to cover administrative costs.

The policy has been developed from the National Framework recommended by the DfEE and QCA and from the school's own priorities for ICT.

3 How it relates of the school aims.

ICT contributes to the whole school aims by encouraging independence and confidence through the child using and selecting ICT equipment and software in their learning. We will aim to provide all children with equal access to and use of ICT regardless of gender ability or race and to develop skills and abilities in this subject. Reference will be made to the school's associated policies.

4 Intentions

The intention of this policy is to set out in writing agreements made by staff and governors of Newbold Verdon Primary School relating to the teaching of ICT. Consequently, it will provide the framework for children's learning to progress throughout their primary schooling.

The policy is designed to highlight elements of the National Curriculum Programmes of Study specific to the teaching of Mathematics, English and Science as determined by school priorities.

Through a shared philosophy the school is able to meet its aims and objectives as set out below.

5 Aims and Objectives

Philosophy.

ICT has enormous potential for learning and teaching of all aspects of the curriculum and life skills. It increasingly changes the way we learn as well as the way we work. We therefore work to provide our children with the opportunities to acquire the new skills necessary to succeed in a constantly changing modern world. We will strive to ensure our children have opportunities to understand ICT and, more importantly, be able to apply it to the problems they face both within and outside the school setting. This is a new age of discovery and through ICT we will provide a gateway for all our children to improve their individual skills, prospects and to contribute to the wider world.

Aim.

We aim to produce increasingly independent learners who are confident and effective users of ICT. We strive to achieve this aim by fulfilling the following objectives.

Objectives.

All staff are to be highly skilled in using ICT in teaching and learning across the curriculum.

Teach children to use ICT for both purpose and enjoyment.

Identify and develop action plans to address the range of developmental needs of the school, as a whole and individual children within it.

Teach all children to become autonomous users of ICT.

Teach all children to evaluate the benefits of ICT and its impact on society and how to use it responsibly.

Meeting and exceeding the requirements of the N.C. as fully as possible and help all children to achieve the highest possible standards of achievement.

Use ICT to develop partnerships with parents and children beyond the school including the use of the Internet and e-mail.

Celebrate success in the use of ICT.

6 Foundation

In the curriculum guidance orders for the Foundation Stage Profile there is particular reference for the use of ICT in the Knowledge and Understanding of the World Early Learning Goal.

However there can be a clear role for ICT in all of the six areas of learning, to support and enhance teaching and learning.

Teachers provide opportunities for the use of ICT to develop skills across the areas of learning, for example a talking word processor to develop language and communication, vocabulary and writing, talking books for early reading, a paint program to develop early mark making, a telephone for speaking, listening and role play.

Encourage children to observe and talk about the use of ICT in the environment on local visits. For example traffic lights, telephones, streetlights, barcode scanners to identify prices in shops. Encourage children to show each other how to use ICT equipment. "QCA Curriculum Guidance for the Foundation Stage" e.g. CD ROMs. Video/television and musical tapes to explore other features of ICT.

Children will arrive in the early years setting with wide and varying experiences of using ICT. Some children will have considerable experience of the use of computers and remote control type toys. However, there is a need to direct these skills more focused learning. In addition there will be children, who will be meeting a computer or other ICT equipment (e.g. a tape recorder) for the first time.

ICT can be an exciting and motivating activity to develop the range of Foundation Stage areas of learning.

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

7 Autism Unit

ICT is an integral part of the children's learning by teaching and is taught by specific ICT skills in the suite or the unit classroom and within mainstream classrooms.

The children should be allowed to access information and activities which are not readily available in school or not autism friendly through the use of the internet.

The staff will use ICT in a variety of ways to present information suitable for autistic children.

ICT programmes will be used on the Smart Board to teach and enhance and re-enforce concepts in all curriculum areas. This may take the form of talking books, gross motor skills, social skills and internet access.

The children have access to equipment appropriate to the activity they are participating in, which may mean borrowing from Foundation or other areas of the school if necessary.

Every child has an ICT objective in an IEP which is assessed using “p” scales.

The Unit purchase from their own budget equipment as necessary but the further large equipment may be purchased by the main stream school when whole school bids are being put together. E.g. Interactive White Boards, Network computers. The main stream budget for ICT must be used as a supplement to the Unit budget.

Alternative devices to allow children to access software programs may purchased as necessary.

E-learning credits may be used to purchase and upgrade software based on a pro-rata system with due regard to the main stream children.

Staff set appropriate targets and plan activities to meet individual needs of the children.

8 Key Stage 1 and 2

There are four aspects of study at Key Stages 1 and 2, which extend through Key Stages 3 and 4 providing coherence. They are:

- finding things out;
- developing ideas and making things happen;
- exchanging and sharing information; and
- reviewing, modifying and evaluating work as it progresses.

Children develop these aspects as they work with a range of information, explore a variety of ICT tools, and investigate and compare different uses of ICT.

During Key Stage 1, through teachers planning and the provision of learning opportunities children explore ICT and learn to use it confidently and with purpose to achieve specific learning objectives outcome. Children learn to use ICT to develop their ideas and record their learning and work, and as they become more familiar with hardware and software, their ICT learning improves.

During Key Stage 2, children use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and as a result become more proficient deciding what information is appropriate for their work. They are taught to question the plausibility and quality of information and the importance of amending their work and the presentation that it suits its audience.

Teachers group their children in a variety of ways according to the nature of the learning e.g. grouping by ability and mixed groups. Children are taught in a variety of ways, individually, in groups or as a whole class according to the activity. This will be at the discretion of the teacher.

Resources and equipment will be easily accessible to all children to support ICT learning across the curriculum. (Appendix C, F)

Children are introduced to a variety of methods to record their work, including, presenting their work orally. They have opportunities to develop their own methods of recording that provide them with opportunities to engage, open-ended tasks that allow them to apply their ICT capability independently.

Time Allocation

Foundation	Working towards	1 hr 30 minutes per week
Key Stage 1	Years 1 and 2	1 hr 30 minutes per week
Key Stage 2	Years 3 and 4	1 hr 30 minutes per week
Key Stage 2	Years 5 and 6	1 hr 30 minutes per week

9 Principles of Teaching and Learning.

The Scheme of Work for the School is contained in the National ICT Framework and a Foundation Curriculum document. (Appendix E)

ICT confidence must exude from the teacher. It is therefore important that advice is sought where a teacher feels uncertain about an element in the subject. Systems to promote professional development include:

- New members of staff are given an opportunity for discussion with the ICT co-ordinator or mentor specifically about ICT they are to teach.
- Current staff members are given opportunities to seek advice from coordinator.
- Co-ordinator is given opportunities to respond to them.
- Staff members are given opportunities to attend relevant courses of training.

Links with other subjects

Since the publication of the revised National Curriculum, there have been statutory references to the application of ICT in all other subject programmes of study at Key Stage 2 (apart from physical education). There are also statutory requirements for the application of ICT in the core subject programmes of study at Key Stage I. The National Curriculum in Action website provides examples of pupils' work with ICT across a range of subjects, along with teacher commentary on how the use of ICT enhances learning in those subjects.

In addition, there is a statutory requirement regarding the use of ICT across the curriculum. This requires that pupils be given the opportunity to apply and develop their ICT capability in all subjects (apart from physical education). Teachers should use their judgement to decide when this is appropriate at Key Stage 1 in the non-core foundation subjects. The new material provided in this update is designed to demonstrate how ICT capability might be applied and developed in a range of subjects across, Key Stages 1 and 2.

Further advice on using ICT in teaching and learning is available from the Becta website at: www.ictadvice.org.uk

10 Teaching and Learning Styles

Teachers are expected to employ a range of strategies in their teaching and to employ their professional judgement to decide which is the most appropriate. These will include:

- Using IWB to demonstrate to a group of pupils or the whole class.
- Leading a group discussion about the benefits and limitations of ICT.
- Individual or paired working using resources such as worksheets and help cards.
- Collaborative writing and design work in groups
- Use of non-ICT resources to sustain a variety and interest in ICT.
- Wireless keyboard and mouse

Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is to the benefit of all involved.

Groups are selected to ensure that all children are equally active and involved in the task, and that all have equal access to the Ict resources.

Activities using ICT should be planned in order to allow different levels of achievement by pupils and incorporate possibilities for extension work.

Teachers are expected to intervene where appropriate to reinforce an idea or teach a new point.

11 Equal Opportunities

This policy recognises the need for all children in school to actively develop their ICT potential regardless of race, gender, ethnicity or ability. In the light of this it is school policy that:

- All children should have equal access to ICT in order to develop their ICT capability.
- When children are working in pairs (or groups) we endeavour to ensure that their 'hands on' experience is equitable.

- We check CD Roms, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.
- The SENCO manager will advise teachers on the ICT support which can be provided to children with particular educational needs. The Able Child Manager can similarly advise staff on how to extend high ability pupils. Both these managers will consult and liaise with the ICT Manager.
- Where appropriate an external specialist will be used to assess a child's specific special need.
- Children with computers at home are to be encouraged to use it for educational benefit and parents are offered advice about what is appropriate.
- Children not able to access ICT/Internet at home are given opportunities through extended school hours and year 6 through being a VIP at lunch time.

12 Equal Access and Outcome.

We will ensure that all pupils have access to the full range of experience within ICT. Put in a range of learning activities relevant to all children
Pupils with SEN will be identified through

teacher observation
assessment
classroom assistant's observations
parents meetings

The children will then be added to the school SEN record and receive the appropriate provision (See Special Needs Policy).

13 Inclusion

Inclusion is about recognising individuality and the challenge of diversity but within a context of developing responses, which promote a greater mutual understanding, equal opportunities and the breaking down of barriers to participation.

ICT and its policy is under constant review to identify and develop areas, which require greater awareness to promote inclusion.

Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum. Wherever possible, this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this.

We aim to provide early intervention, rewarding achievement, supporting behaviour, involving pupils and parents and crucially, identifying underlying causes.
For SEN and Disability please refer to these policies.

Children from the unit are provided with inclusion with ICT lessons when appropriate in the main stream with adequate support.

We aim to improve the learning of the more able and gifted and talented through the use of ICT to enhance the curriculum.

Using ICT can-

address individual children's needs
increase access to the curriculum
enhance language skills

14 Health and Safety

Staff are trained to take extra care when using ICT. Staff will ensure safe handling of materials and resources.

Please refer to Health and Safety policy as appropriate and Appendix A, B & D Safe Surfing, Use of the internet and permission document.

Safe and discriminating online behaviours

We now benefit from much greater levels of connectivity and access to digital content. The internet and other digital information technologies are powerful tools, opening new possibilities for finding information, communicating and collaborating. We will attempt to provide relatively 'safe areas' for our children to use technologies, by having filtering and/or monitoring software, an acceptable -use policy that staff, children and parents sign, classroom supervision, a firewall and a 'walled garden' website, for children. Access to the internet at home, however, may not be mediated by such safety mechanisms. There is no fail-safe technological solution that will protect children from all the risks they may encounter online. Our children therefore need to be taught discriminating behaviours that they can adopt whenever they are using the internet.

We therefore:

teach a set of safe, and discriminating behaviours for our children to adopt when using the internet, and other technologies; (Appendix A & B)

provide our staff with easily accessible support materials to help develop safe and discriminating behaviours when children are using the internet and other technologies;

offer our children a set of activities that allow them to demonstrate what they know and understand about using communication technologies.

15 Assessment for learning

In addition staff are to make reliable summative judgements, through effective assessment practice that will be concerned with the day-to-day interactions between staff and our children designed to support the next steps in learning.

16 Assessment of learning strategies include:

- make explicit to children what counts as good work;
- help children know and recognise standards;
- encourage children to think/reflect on their own learning and know what to do to improve,
- to use Simms Information System to analysis data and trends,
- to develop a portfolio that allows staff to establish standards,
- involve children in evaluating their own and others' work; and
- recognise the emotional and motivational aspects of assessment.

17 Staff roles and responsibilities

The curriculum leader

- prepare a Scheme of Work (Appendix E)
- provide guidance and support for implementation
- organise, review order and publish an inventory of resources (Appendix C, F)
- ensure staff are aware of new resources (Appendix F)
- monitor work throughout the school including assessment and record keeping.

The class teacher

- decide the order of learning of objectives
- prepare teaching plans
- prepare plans in line with the Scheme of Work (Appendix E)
- assess the work and progress of pupils
- be prepared for informal discussions with parents regarding their child's progress
- provide information and advice on the viability of the ICT Scheme of work for the curriculum leader
- consult and work closely with the curriculum leader.
- adhere to the marking policy
- adhere to the behaviour policy
- adhere to the ICT policy

Other Subject Co-ordinators

- ensure that ICT is planned as an integral part of teaching and learning within their subject area with specific reference to the programmes of study and consequently enhance the subject teaching.
- ensure that the use of ICT in their subject area is inclusive.
- ensure consistency of standards where ICT is used within the subject.

The Senior Management Team

- set targets for whole school, key stages and classes
- summarise any informal reporting presented by the Curriculum Leader
- provide opportunities for the staff to share observations and concerns about the development of the subject and the arrangements for its delivery for pupils, classes and year groups
- evaluate the school's arrangements for teaching ICT
- provide opportunities for the curriculum leader to familiarise staff with new resources as and when necessary
- provide opportunities for the Curriculum Leader to monitor and evaluate the teaching of ICT.
- have some responsibility for funding of the subject.
- the strategic direction of the school's ICT (resourcing and financial planning)
- that an inclusive ICT curriculum is developed and delivered.
- that teachers' job descriptions reflect their contributions to, and responsibility for, the operation of the school's ICT policy.
- that the role and responsibilities of the ICT co-ordinator should be understood by staff and senior management should underpin these through their own commitment to ICT
- decide maintenance provision, who, when, how

The Governor responsible for ICT

- ensure the senior management have a strategic plan for the development of ICT within the school
- ensure that provision is provided for maintenance, time and funds
- ensure suitable resources are deployed and developments sustained through appropriate planning. (Appendix C)
- ensure that the senior management team monitor standards and set appropriate targets for future development.
- ensure that the senior management team provide suitable support and training for all those involved in teaching and supporting ICT.
- ensure that the appropriate and relevant policies are in place and that these places are monitored and reviewed.
- monitor the legal requirements of ICT.

ICT Capability

ICT capability is reflected by all staff to;

- use ICT confidently.
- identify situations and tasks where the use of ICT is relevant and appropriate.
- select and use ICT, equipment and software in a purposeful way.
- reflect and comment on ICT.
- be aware that ICT affects the way we live and work.

Visits/Visitors

Residential and day visits will be used when appropriate as a means of promoting understanding of ICT in the real world and applying their knowledge and understanding to these areas.

18 Continuity and Progression

Assessment of ICT - see Assessment Recording and Reporting Policy.
Monitoring and Evaluation will take the form of:

ICT leader to overview teacher's medium term plans.

Head teacher and co-ordinator to analyse assessment results.

Subject Leaders and ICT co-ordinator to monitor classroom practice and that it is of an acceptable level.

That the curriculum is delivered to a consistent level across all classes and year groups.

The Action Plan should be reviewed yearly and monitored for progress 3 times a year in performance management.

19 Wider Community

Give advice regarding internet safety

Gain permission from parents and children for safe internet use (Appendix D)

Provide a web site for parents giving information about the school in the key areas of

- General information – Governors
- Parent/teacher information
- Parent information
- Children's resources
- Celebration of children's work
- Community information
- Autism

Give opportunities to the older children to use ICT resources out-side normal classroom time.

Create business links – Newbold Graphic

Create the opportunity for out of school learning.

20. Resourcing

The Curriculum Leader and Senior Management Team with staff identify the development needs relating to the school's arrangements for ICT. The Senior Management Team develops procedures, which includes the need to link individual performance management with the School Action Plan and Staff Development Plan, which the ICT co-ordinator leads.

Please refer to the School Improvement Plan for further information.
All new members of staff are provided with induction as appropriate to their needs.

The main weakness identified from the last Ofsted is Science more able children. The school through Self Evaluation has identified the following as areas of development and improvement: Numeracy and Literacy National Standards, and ICT developed through Foundation Subjects.

Curriculum Leader will have prepared an inventory of resources (Appendix C,F)

Curriculum leader will provide a quote and suggest resources to the Head teacher.

Time is made available to inform and familiarise staff with new resources as they are acquired.

Staff provide feedback of resource needs and evaluations with regard to teaching ICT.

Future opportunity to be provided for internet personalised learning.

ICT resources to be provided such as digital cameras/videos, data logging equipment, keyboards, and to provide further classroom technology to reduce load on laptops trolley – palm readers, alpha smarts and visualisers

Develop further wireless technology – mouse and keyboard for extending children's participation in class

All staff to increase the use of e-mail to reduce paper, diary dates, trackers

To create opportunities for the children to work with a local business using ICT skills.

The budget will be set and reviewed for ICT 3 years in advance.

Provide an efficient and effective use of resources

through Infrastructure and Hands on Support

- Providing suitable computer to pupil ratios that align with or better the current national average of 1:8 Primary

- Delivery of whole school networks and management information systems including caching servers host digital learning resources;
- Embedding ICT in learning and teaching across the curriculum and providing Hands on Support for teachers to share good practice in using ICT in teaching and learning, reflecting the objectives of the Primary National Strategy
- Progressively equipping more teaching areas with interactive whiteboards other digital equipment
- Providing all staff and some support staff with access to personal laptops to allow flexible working inside and outside the school environment. Our target nationally is all teachers and support staff who support classes in the classroom.

through Broadband Connectivity

The school has appropriate broadband connectivity to support greater simultaneous access to the Internet, access to media-rich resources and to support collaborative activities between schools and the use of video streaming services. The connections will be supplied through a regional broadband consortium.

through e-Learning Credits

The school purchases software that will improve access to ICT and multimedia resources for all pupils.

21 Reporting

Staff are expected to discuss arrangements with each other informally and formal through end of unit evaluations. Ict Diaries will be passed on yearly to indicate progress.

Transfer information to the high school will include an appropriate level at ICT. All information will be transferred electronically for all areas required including SEN information eg. IEPs

Simms is used as a management tool to track children, year groups and analysis the information for trends.

Information for other schools will be electronically transferred as required

Parents will be informed yearly through Report Assist how the achievements and standards reached. They will also be informed of Ict topics to be covered termly.

The curriculum leader reports to the Senior Management Team in accordance with Monitoring and Evaluation timetables.

Senior Management Team reports to the Governing Body as agreed in the published summary of the School Development Plan. The Governing body will report to the School Community yearly a progress letter for parents or in the Governor's Report. When appropriate these will contain comments relevant to the teaching of ICT reports.

Senior Management Team and co-ordinator will develop a plan reflecting on staff needs.

22 Monitoring and Evaluation

Governors evaluate the effectiveness by visiting the school and talking to children, ICT co-ordinator and teachers.

The ICT co-ordinator makes a report to the Governors on the ICT throughout the school yearly.

The ICT co-ordinator through observations, work sampling, children interviews evaluates the effectiveness of ICT in school.

23 Sustainability

The falling cost of new equipment and the rising cost of repairs mean that there would come a point where the equipment may have to be written off over a set period of time. We are currently placing in an high interest account money devolved from the Standards Fund.

Hardware and its peripherals have serial numbers, which are recorded in the school inventory. Original disks are retained.

A contract is in place for developing the web site, more complex technician support, telephone support from RM plus extended warranties for the new suite and laptops.

Two members of staff will be trained to deal with day to day technician support and in the administrative ICT role.

24 School Improvement Plan

The School Improvement plan will identify, short, medium and long-term actions.

25 Copyright and Licencing

All software loaded on to school computers will have been agreed with the co-ordinator.

All software is used in a accordance with the licence agreement.

Personal software should not be loaded onto school computers.

Further information can be found in then Schools Copyright Policy.

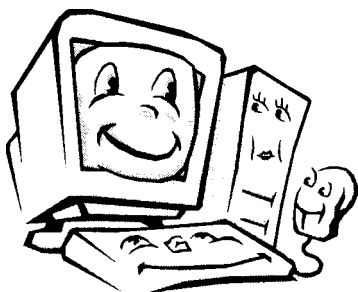
26 **Data Protection**

Appendix H for full details of the school Data Protection policy

Appendix A

Our Rules for Safe Surfing

- I will log on with my own username and password
- I will always ask permission before using the internet or email
- I will only send e-mail to people I know or my teacher has approved
- My messages will be polite and responsible
- If I receive a message from someone I don't know I will tell my teacher before I read it
- I will never give my full name, address or telephone number to anyone over the internet, or arrange to meet anyone
- If I see any unpleasant material or messages I will tell my teacher straight away to help protect others and myself
- I will not send or reply to chain letters
- I will only use school disks in the computers



Appendix B

ICT USE OF THE INTERNET AND E-MAIL

YOUR RESPONSIBILITY AS A USER

- Only access the system with your own username and password which should not be made available to others
- Only floppy disks obtained from the ICT subject manager should be used on the system and must only be used in computers belonging to school
- All CD ROMs and software must be passed to the ICT subject manager for installation – do not attempt to install or run software yourself
- Users are responsible for all email and communications sent – you are reminded to observe professional levels of language and content
- Using the system to access or transmit offensive material, including racism or pornography, is strictly forbidden and may lead to disciplinary procedures
- The system may not be used for gambling, advertising or political purposes
- Copyright of material downloaded from the internet must be respected and observed
- Emails from unknown sources must be deleted without opening or viewing them (including attachments) to protect the system from the risk of viruses
- Children are only allowed access to the ICT suite whilst a member of staff is present; the room should be kept locked at all other times
- Pupils should be closely supervised whilst using the internet and email
- The “Rules for Safe Surfing” should be displayed near the computer and discussed with pupils at regular intervals
- When searching the internet a clear focus should be provided rather than allowing children to “graze” aimlessly
- In the event that an unsuitable site passes through the filter, the URL (address) of the site should be passed to the ICT subject manager as soon as possible
- Pupils should only send email to people they know and/or have been approved by their teacher
- Pupils should never reveal personal information such as their name, address or telephone number over the internet
- Email addresses should not include pupils’ real names
- Only first names should be included in any communications; photographs of children on any web sites or pages should be anonymous
- Written permission should be obtained before personal information or images of individuals is included on any school web site or page
- Indiscriminate copying or printing of text and images from the Internet should be discouraged. Pupils should highlight and print relevant sections only and be encouraged to evaluate the usefulness of information

Appendix C

Hardware resources

- access to networked computers through a mixed model of wires and clusters or stand-alone machines;
- access to e-mail and the world wide web;
- multimedia machines;
- colour printers;
- a scanner, digital still and video camera with associated software;
- a 'floor turtle' or robot
- a control interface with associated switches, sensors, buzzers, lights and motors;
- an Intel play microscope; and
- a means of whole-class teaching using a data projector or interactive whiteboard.

Software requirements:

- software that allows children to move and match words and pictures;
- word banks, a WYSIWYG word processor;
- paint and object based drawing software;
- clip-art files on familiar topics;
- an internet browser to search using key words, indexes and menus;
- a range of CD-ROM titles and web based resources;
- e-mail;
- an electronic 'Fuzzy Felt' -style program or object based graphics package;
- a simple music composition program or mean, of recording and editing sounds;
- a simple multimedia authoring program;
- a graphing program capable of drawing pictograms, bar chairs, pie charts and line graphs;
- flat file and branching databases;
- a simple spreadsheet
- a turtle graphics program chat includes the use of repeats and procedures;
- a control program that includes sensing; and
- simulations.

Those in bold are still to be purchased

Appendix D

Dear Parent/Guardian,

Use of the Internet and E-mail in school

As part of the school's information and communications technology (ICT) programme, we offer pupils supervised access to the Internet and E-mail. Before we allow children to use these facilities, we must obtain parental permission, which is an LEA requirement. Both pupils and parents must sign and return an Internet Use Permission Form as evidence of their acceptance of the school's Rules for Responsible ICT Use. The form is attached at the end of the letter.

Various projects have proven the educational benefits of Internet and E-mail access, which enable children to explore a wide range of information sources, and communicate and collaborate with other children throughout the world. Although there are concerns about children having access to inappropriate material via the Internet, the school takes a range of measures to minimise these risks. A filtering system is in operation which restricts access to inappropriate materials, and this is supplemented by an Internet safety programme for all children which teaches the safe and appropriate behaviours to adopt when using the Internet, E-mail and other technologies.

Although Internet use is supervised and filtered within our school, families should be aware that some children may find ways to access material that is inaccurate, defamatory, illegal, or potentially offensive to some people. As with any other area, parents and guardians of children are responsible for setting and conveying the standards that their children should follow when using media and information sources.

The school therefore supports and respects each family's right to decide whether or not to apply for access.

During school, teachers will direct children towards appropriate material. At home, families bear the same responsibility for guidance as they exercise with other information sources such as television, telephones, film and radio.

If you decide to support your child's application for access to the Internet, please read the enclosed Rules for Responsible ICT Use, complete and sign the enclosed permission form and return it to me. Should you wish to discuss any aspect of Internet use, please telephone me to arrange an appointment.

Yours sincerely

Mike Staunton

Internet and E-mail use permission form

Please complete and return to the Deputy Headteacher

Child:

I have read, (have had read) and understood the School Rules for Responsible ICT Use, and agree to comply with them. I will use the Internet, E-mail and other ICT facilities at school in a safe and responsible way and observe all restrictions explained to me by the school.

Child's signature

Date

Parent

I have read and understood the school Rules for responsible ICT Use, and as the parent or legal guardian of the child signing above, I grant permission for my son or daughter to use the Internet, E-mail and any other ICT facilities at school. I understand that the school will take responsible precautions to ensure that the pupils can not access inappropriate materials, including the teaching of Internet safety skills to children, but accept that ultimately the school can not be held responsible for the nature and content materials accessed through the Internet. I accept responsibility for setting and conveying standards for my son or daughter to follow when selecting, sharing and exploring information and media, and acknowledge that they will be deemed to be accountable for their own actions.

Parent's signature

Date

Child's name

Class

Adult guidelines for school Internet use:

- The use of the Internet in school must be for professional and curriculum purposes
- Staff are responsible for ensuring that the children know and understand the pupil rules for using the Internet.
- Always supervise the children when they are using the Internet.
- Material that is unsuitable for children should not be viewed, uploaded or downloaded.
- All web materials should be reviewed and evaluated prior to use with the children to ensure that the content is appropriate.
- Copyright and intellectual property rights must be respected.
- If you find something inappropriate as a result of a search, the site address should be reported to the ICT coordinator.
- You should not log-on before 8am or after 6pm as this will incur additional telephone call charges.
- When writing emails, swearing, racist, sexist or aggressive comments are not allowed. Do not state anything that could be interpreted as libellous.
- Staff are responsible for all emails sent and contacts made via email.
- Staff should treat outgoing and incoming email used in school as public.
- Publishing on the Web must follow the guidelines set down and contained within the Acceptable Use Policy.
- Do not respond to inappropriate emails. Inform the ICT coordinator.
- Respect the privacy of other people's work files. Only enter them if permission from the member of staff has been given.
- The use of the Internet in school for financial gain, gambling, political purposes or advertising is forbidden.
- Copyright and Intellectual property rights must be respected.

Any incident that breaks these guidelines must be reported.

If you choose to break these rules, the following could happen:

- A warning may be issued
- Email and/or Internet access may be removed
- The breach of the guidelines may be reported to the Governors
- Appropriate external agencies may have to be involved
- Appropriate disciplinary action may be taken

Signed:

Date:

Appendix E

Overview of QCA Units		
Year	A	Hardware/Software
Foundation	Basic skills/mouse control	Use word processor, talking books, paint program, telephone Cambridge Talking Books CD ROMs. video and television and musical tapes Calculators Remote control toys Colour Magic 2Simple My World
1/2		
Autumn	2A Writing Stories 2C Finding information	2Simple, clicker or Textease CD roms in a folder – Interactive web sites comparisons
Spring	1A Introduction to modelling 1D Label & classifying	My World, 2Simple or Textease My World, 2Simple, Textease or Clicker
Summer	2B Creating pictures 2E Questions & Answers	2Simple, Paint or Colour Magic 2Simple or Information Workshop
3/4		
Autumn	4B Repeating patterns 3C Introduction to databases	Colour Magic Information Workshop Pinpoint Junior Viewpoint
Spring	3D Exploring simulations 4D Question & pie charts	Crystal Rainforest Information Workshop Pinpoint Junior Viewpoint
Summer	3A Graphics and text 4A Writing for Different Audiences	Word, Publisher, Textease, Clicker or 2Simple
5/6		
Autumn	6A Multi-media present 6D Internet searches	Power Point, Digital Cameras, Web Cam Internet Explorer
Spring	6D Internet searches 5F Monitor conditions & changes	Internet Explorer Flowol Sensors to purchase
Summer	5A Graphic modelling 5D Introduction to spreadsheets	Word, Textease or ASpex Draw, Spex + Excel, Textease

Overview of QCA Units

Year	B	
Foundation	Basic skills/mouse control	Use word processor, talking books, paint program, telephone Cambridge Talking Books CD ROMs. video and television and musical tapes Calculators Remote control toys Colour Magic 2Simple My World
1/2		
Autumn	1C Information around us 1B Word banks	CD roms or interactive web sites Word, Textease or Clicker
Spring	1F Understand instructions 2D Routes pixie & roamer	Roamer, Pixie Roamer, Pixie, & Roamer World
Summer	1E Pictograms 2A Writing stories	My World, 2Simple 2Simple, Paint & Colour Magic
3/4		
Autumn	3A Graphics texts 4C Branching databases	2Simple Clicker, Textease, Word Textease
Spring	3B Sound 4E Modelling effects on screen	Music Box Textease, Logo & MSW
Summer	3E E-mail 4A Writing for Different Audiences	E-Mail Detectives, EMBC Mail Word, Publisher, Textease, Clicker or 2Simple
5/6		
Autumn	6A Multi-media presentation 6B Spreadsheet modelling	Power Point, Digital Cameras/Web Cam Excel
Spring	5E Controlling devices 5C Evaluating information	Flowol Junior View Point, Information Workshop
Summer	6C Control and monitoring 5B Complex searches	Flowol Internet, Junior View Point

Appendix F

LITERACY.

Word Puzzles CD-ROM (recommended for ages 7-9). CSC.
Serious Spelling CD-ROM (recommended for ages 9-11). CSC.
KS2 National Tests Revise Wise CD-ROM – English (CSC).
Write Away! D. * x 2.
Matchit (letter / word recognition). D.
Internet Mail (sending and receiving e-mails). *
Microsoft Word (D).
Wordpad (D).
Notepad (D).
Microsoft Publisher (D). *
Microsoft Powerpoint (D).
Kiyeko and the Lost Night CD-ROM (R).
The Fish Who Could Wish CD-ROM (R).
My First Incredible Amazing Dictionary CD-ROM (R).
A Christmas Story CD-ROM (R).
P.B. Bear's Birthday Party CD-ROM (R).
Dr. Seuss's ABC CD-ROM (R).
Writing Frames for Infants (fiction/non-fiction) CD-ROM. CS. *
Writing Frames (fiction/non-fiction) CD-ROM (for use with junior children). CS. *
Online English (photocopiable resource book for using the internet in English lessons). CS.
Using IT to Support English, Maths and Science at KS2. CS x 4.
Literacy Box – Sherston Software – Foundation – single user
Rigby Star Pupil activity discs – Multi-user/network licences – Single user/ licences 1/2/3
Textease
My World
Clicker
2Simple

NUMERACY.

Simple Fractions CD-ROM (recommended for ages 7-9). CSC.
KS2 National Tests Revise Wise CD-ROM – Maths (CSC).
Maths Workshop CD-ROM x 2 (CSC).
Numberbox (a spreadsheet program). D. * x 3.
First Workshop (database program). D. *.
Information Workshop (data handling) D. * x 2.
Information Tree (data handling). D. *
Using ICT to Support Mathematics in Primary Schools (various programs – see below). D.
- Counter - Play Train – Minimax – Monty - Take Part - Toy Shop - Handy Graph - What's My Angle
- Function Machine - Carroll Diagram - Venn Diagram - Sorting 2d Shapes - Unit the Robot - Bounce
- Strawberry Garden - Multiple Machine - Versatile
Matchit (2D shapes). D. *
Counting Pictures 2 (pictograms / bar charts / tally charts etc). D. *
Complements (number bonds). D.
Tables. D.
Numbers (words and figures). D.
Microsoft Excel (spreadsheet program). D.
Project Launch – Roamerworld (direction, angles, degrees etc). D. *
MSW Logo (an alternative to above). D.
Pixie board and playmats (direction, position, movement etc). CS.
Roamer x 2.
Tomy R/C Roadster (direction). CS.
Using IT to Support English, Maths and Science at KS2 (teacher's book). CS x 4.
Survey Data handling –SPA- Multi –user licence

The Crystal Rain Forest 2000 – Sherston Software – All computers with licences

SCIENCE .

Microscope x 2.
KS2 National Tests Revise Wise CD-ROM – Science (CSC).
Encyclopedia of Nature 2.0 CD-ROM (CSC).
Dangerous Creatures CD-ROM (CSC).
The Ultimate Human Body CD-ROM x 2 (CSC).
The Ultimate Human Body 2.0 CD-ROM (CSC).
Encyclopedia of the Space and the Universe CD-ROM (CSC).
Encyclopedia of Science 2.0 CD-ROM (CSC + D).
Senses CD-ROM and accompanying book (recommended ages 7-12). CS.
Electricity and Magnetism CD-ROM and accompanying book (recommended ages 7-12). CS.
Solar System CD-ROM and accompanying book (recommended ages 7-12). CS.
Space Travel CD-ROM and accompanying book (recommended ages 7-12). CS.
Air CD-ROM and accompanying book (recommended ages 7-12). CS.
Online Science (photocopiable resource book for using the internet in science lessons). CS.
Using IT to Support English, Maths and Science at KS2 (teacher's book). CS x 4.
Simple circuits by Mike Bateman Soft Teach 1 into 5 users Key 2, y4,5,6
Crocodile Clips

ICT.

Project Launch – Roamerworld. D. *
MSW Logo. D. *
Pixie board and playmats. CS.
Roamer x 2. CS.
Tomy R/C Roadster. CS.
Textease Studio Plus – Softease - All computers with licenses
Through My Window –Anglia Multimedia – 10 users

HISTORY.

Chronicle of the 20th Century CD-ROM x 2 (CSC).
History of the World 2.0 CD-ROM (CSC).
Vikings CD-ROM and accompanying book (recommended ages 7-12). CS.
Egyptians CD- ROM and accompanying book (recommended ages 7-12). CS.
Ancient Greece CD-ROM and accompanying book (recommended ages 7-12). CS.
Online History (photocopiable resource book for using the internet in history lessons). CS.
Ancient Greeks – Anglia Multimedia CD Rom – Single User Years 5/6

GEOGRAPHY.

Project Launch – Roamerworld (routes and journeys). D. *
Pixie Board and playmats. CS.
Roamer x 2. CS.
MSW Logo. D. *
Tomy R/C Roadster. CS.
Volcanoes CD-ROM and accompanying book (recommended ages 7-12). CS.
Deserts CD-ROM and accompanying book (recommended ages 7-12). CS.
Storms CD-ROM and accompanying book (recommended ages 7-12). CS.
Rainforests CD-ROM and accompanying book (recommended ages 7-12). CS.
Polar Lands CD-ROM and accompanying book (recommended ages 7-12). CS.
Oceans CD-ROM and accompanying book (recommended ages 7-12). CS.
Online Geography (photocopiable resource book for using the internet in geography lessons). CS.

RE.

Learning Through Religion CD-ROM (places of worship in the Leicester area) and accompanying teacher's book. CSC.

A Christmas Story CD-ROM (R).

Online R.E. (photocopiable resource book for using the internet in R.E. lessons). CS.

Christianity Folens –worksheet maker Multi-licence suite/laptops

ART

Fine Artist CD-ROM (CSC).

Clipart (D). *

Paint (drawing and creating pictures). D.

Kids Bumber Box Alternative Software Ltd – Any User Key Stage 1 Y F & 1

MUSIC.

Music Box 2. D. *

DESIGN AND TECHNOLOGY.

The Way Things Work CD-ROM x 2 (CSC).

CITIZENSHIP and PSHE.

Online Citizenship and PSHE (photocopiable resource book for using the internet in PSHE and citizenship lessons). CS.

GENERAL.

Microsoft Encarta '97 Encyclopedia CD-ROM x 2 (CSC).

Jam Cam (digital camera) CSC.

Nikon Coolpix digital camera (out of action) CSC.

Internet Explorer. D. *

Microsoft Publisher CD-ROM (CSC).

Microsoft Publisher '98 (CSC).

Microsoft Office CD-ROM x 2 (CSC).

Microsoft Office '97 (standard edition) CD-ROM x 2 (CSC).

ICT for the Foundation Stage (book). CS.

ICT Activity Book 4 (suitable for year 4 children). CS.

KEY.

CSC = computer suite cupboard.

D = desktop.

R = reception class.

CS = computer suite.

* = user guide / user information available.

N.B. – please note some resources have been listed more than once if they have cross curricular links.

Appendix G

Technical Support

- Support from Andrew Charles RM trained from Beaumanor Hall
- RM support using their Support
- Ict co-ordinator
- Further support from LSA to plan in for minor technical issues – software loading, whiteboards
- 21A Development group to investigate the possibility of a shared technician – our participation will have minimum requirement of being RM trained
- Web site maintained by out side agency – updated 3 times a year, managed by co-ordinator

Sustainability

- RM training – MS and PC co-ordinator 3 day training in Oxford – PC trained to carry on when Co-ordinator leaves

transferring of med term plans onto RM shared area as read only files

development of ICT curriculum map

- RM training – MS Applications and Integration 2 training in Oxford
- Monitors- Flat screens to be introduced, 5 a year as old monitors fail
- Money to be set aside from budget each year in an high interest account
- Expect to upgrade in 5 years
- LSA training SW as technical support for everyday use –

single machine software loading

whiteboard driver establishment when crashed

printer connections on network for individual laptops

record of tasks

- Purchase of wireless keyboards and mice

Staff Development

- Staff training – Power point and Camera usage
- E-mail training to all staff so we can further progress to less paper- school policy to pass assessment, plans, diary dates and other information by electronic means
- LSA training SW and DM
- Laptops to distribute to strategic LSA who supported whole class and small group teaching
- Training on the use of wireless keyboards and Mice

- Use of Wave 3 software and Word Shark spelling programme to improve SEN children achievements – all staff
- Provision of software on RM network by July 06

Targets

- Whole school for 05/06 target of 35% achieving AA in QCA units an increase beyond large year – value added from unit evaluations
- Co-ordinators target as driven by development plan + Naace Mark by July 06
- PC to undertake setting up areas in public domain for all planning documents
- Unit targets –

Staff -

- To learn to access the internet to find and run programmes for children using whiteboard – by Easter and ongoing
- Use e-mail to pick up messages – by Easter
- Use of Power Point to establish variety of interaction with autism children – by July 06
- Dissemination of skills to all unit staff - Ongoing

Children –

- All children to have individual targets – by Oct 05 and ongoing
- Children are able to manipulate mouse and activate programme – ongoing
- To connect to the internet and use favourites folder to connect sites as requested by adult- ongoing

- All staff to use e-mail as electronic transfer of basic information by July 06
- Trackers by all staff to be updated by electronic transfers by July 06

Other Developments

- Provision of out of hours learning at school through ICT for all children by July 06 – supported by LSA's
- Behaviour and Attendance ICT audit – to improve learning and teaching in school
- Open afternoon linking ICT and science

Appendix H

Newbold Verdon Primary

SCHOOL DATA PROTECTION POLICY

General Statement

The Governing Body of the school has overall responsibility for ensuring that records are maintained, including security and access arrangements, in accordance with Education Regulations and all other statutory provisions.

The Headteacher and Governors of this School intent to comply fully with the requirements and principles of the Data Protection Act 1984 and the Data Protection Act 1988. All staff involved with the collection, processing and disclosure of personal data are aware of their duties and responsibilities within these guidelines.

Enquiries

Information about the school's Data Protection Policy is available from the Headteacher. General information about the Data Protection Act can be obtained from the Data Protection Commissioner (Information Line 01625 545 745, website www.dataprotection.gov.uk).

Fair Obtaining and Processing

Newbold Verdon Primary School undertakes to obtain and process data fairly and lawfully by informing all data subjects of the reasons for data collection, the purposes for which the data are held, the likely recipients of the data and the data subjects' right of access. Information about the use of personal data is printed on the appropriate collection form. If details are given verbally, the person collecting will explain the issues before obtaining the information.

“processing” means obtaining, recording or holding the information or data or carrying out any or set of operations on the information or data.

“data subject” means an individual who is the subject of personal data or the person to whom the information relates.

“personal data” means data, which relates to a living individual who can be identified. Addresses and telephone numbers are particularly vulnerable to abuse, but so can names and photographs be, if published in the press, Internet or media.

“parent” has the meaning given in the Education act 1996, and includes any person having parental responsibility or care of a child.

Registered Purposes

The Data Protection Registration entries for the School are available for inspection, by appointment, at the school office. Explanation of any codes and categories entered is available from the Headteacher who is the person nominated to deal with Data protection issues in the School.

Registered purposes covering the data held at the school are listed on the school's Registration and data collection documents. Information held for these stated purposes will not be used for any other purpose without the data subject's consent.

Data Integrity

The school undertakes to ensure data integrity by the following methods:

Data Accuracy

Data held will be as accurate and up to date as is reasonably possible. If a data subject informs the School of a change of circumstances their computer record will be updated as soon as is practicable. A printout of their data record will be provided to data subjects every twelve months so they can check its accuracy and make any amendments.

Where a data subject challenges the accuracy of their data, the School will immediately mark the record as potentially inaccurate, or 'challenged'. In the case of any dispute, we shall try to resolve the issue informally, but if this proves impossible, disputes will be referred to the Governing Body for their judgement. If the problem cannot be resolved at this stage, either side may seek independent arbitration. Until resolved the 'challenged' marker will remain and all disclosures of the affected information will contain both versions of the information.

Data Adequacy and Relevance

Data held about people will be adequate, relevant and not excessive in relation to the purpose for which the data is being held. In order to ensure compliance with this principle, the School will check records regularly for missing, irrelevant or seemingly excessive information and may contact data subjects to verify certain items of data. The school admin will check once a year data relating to information kept on the office computer and teaching staff will check data as and when appropriate but at least once a year.

Length of Time

Data held about individuals will not be kept for longer than necessary for the purposes registered. It is the duty of the Headteacher to ensure that obsolete data are properly erased.

Subject Access

The Data Protection Acts extend to all data subjects a right of access to their own personal data. In order to ensure that people receive only information about themselves it is essential that a formal system of requests is in place. Where a request for subject access is received from a pupil, the school's policy is that:

- ◆ Requests from pupils will be processed as any subject access request as outlined below and the copy will be given directly to the pupil, unless it is clear that the pupil does not understand the nature of the request.
- ◆ Requests from pupils who do not appear to understand the nature of the request will be referred to their parents or carers.
- ◆ Requests from parents in respect of their own child will be processed as requests made on behalf of the data subject (the child) and the copy will be sent in a sealed envelope to the requesting parent.

Processing Subject Access Requests

Requests for access must be made in writing.

Pupils, parents or staff may ask for a Data Subject Access form, available from the School Office. Completed forms should be submitted to the Headteacher. Provided that there is sufficient information to process the request, an entry will be made in the Subject Access log book, showing the date of receipt, the data subject's name, the name and address of requester (if different), the type of data required (eg Student Record, Personnel Record), and the planned date of supplying the information (normally not more than 40 days from the request date). Should more information be required to establish either the identity of the data subject (or agent) or the type of data requested, the date of entry in the log will be date on which sufficient information has been provided.

Note: In the case of any written request from a parent regarding their own child's record, access to the record will be provided within 15 school dates in accordance with the current Education (Pupil Information) Regulations.

Authorised Disclosures

The School will, in general, only disclose data about individuals with their consent. However there are circumstances under which the School's authorised officer may need to disclose data without explicit consent for that occasion.

These circumstances are strictly limited to:

- ◆ Pupil data disclosed to authorised recipients related to education and administration necessary for the school to perform its statutory duties and obligations.
- ◆ Pupil data disclosed to authorised recipients in respect of their child's health, safety and welfare.
- ◆ Pupil data disclosed to parents in respect of their child's progress, achievements, attendance, attitude or general demeanour within or in the vicinity of the school.
- ◆ Staff data disclosed to relevant authorities eg in respect of payroll and administrative matters.
- ◆ Unavoidable disclosures, for example to an engineer during maintenance of the computer system. In such circumstances the engineer would be required to sign a form promising not to disclose the data outside the school. Officers and IT personnel writing on behalf of the LEA are IT liaison/data processing officers, for example in the LEA, are contractually bound not to disclose personal data.

- ◆ Only authorised and trained staff are allowed to make external disclosures of personal data. Data used within the school by administrative staff, teachers and welfare officers will only be made available where the person requesting the information is a professional legitimately working within the school who **need to know** the information in order to do their work. The school will not disclose anything on pupils' records which would be likely to cause serious harm to their physical or mental health or that of anyone else – including anything where suggests that they are, or have been, either the subject of or at risk of child abuse.

A “**legal disclosure**” is the release of personal information from the computer to someone who requires the information to do his or her job within or for the school, provided that the purpose of that information has been registered.

An “**illegal disclosure**” is the release of information to someone who does not need it, or has no right to it, or one which falls outside the School’s registered purposes.

Data and Computer Security

Newbold Verdon Primary School undertakes to ensure security of personal data by the following general methods (precise details cannot, of course, be revealed):

Physical Security

Appropriate building security measures are in place, such as alarms, window bars, deadlocks and computer hardware cable locks. Only authorised persons are allowed in the computer room. Disks, tapes and printouts are locked away securely when not in use. Visitors to the school are required to sign in and out, to wear identification badges whilst in the school and are, where appropriate, accompanied.

Logical Security

Security software is installed on all computers containing personal data. Only authorised users are allowed access to the computer files and password changes are regularly undertaken. Computer files are backed up (ie security copies are taken) regularly.

Procedural Security

In order to be given authorised access to the computer, staff will have to undergo checks and will sign a confidentiality agreement. All staff are trained in their Data Protection obligations and their knowledge updated as necessary. Computer printouts as well as source documents are shredded before disposal.

Overall security policy for data is determined by Headteacher and Governing Body and is monitored and reviewed regularly, especially if a security loophole or breach becomes apparent. The School’s security policy is kept in a safe place at all times.

Any queries or concerns about security of data in the school should in the first instance be referred to the Headteacher.

Individual members of staff can be personally liable in law under the terms of the Data Protection Acts. They may also be subject to claims for damages from persons who believe that they have been harmed as a result of inaccuracy, unauthorised use or disclosure of their data. A deliberate breach of this Data Protection Policy will be treated as disciplinary matter, and serious breaches could lead to dismissal.

Further details on any aspect of this policy and its implementation can be obtained from school.

Date of issue/revision: 10/10/05

ACCESS TO PERSONAL DATA REQUEST

DATA PROTECTION ACT 1998 Section 7.

Enquirer's Surname.....Enquirer's ForeNames.....

Enquirer's Address

.....

.....

.....

Enquirer's Postcode

Telephone Number

Are you the person who is the subject of the records you are enquiring about YES / NO
(i.e. the "Data Subject")?

If NO,

Do you have parental responsibility for a child who is the "Data Subject" of the YES / NO
records you are enquiring about?

If YES,

Name of child or children about whose personal data records you are enquiring

.....

.....

.....

.....

Description of Concern / Area of Concern

Description of Information or Topic(s) Requested (In your own words)

Please despatch Reply to: *(if different from enquirer's details as stated on this form)*

Name

Address

Postcode

DATA SUBJECT DECLARATION

I request that the School search its records based on the information supplied above under Section 7 (1) of the Data Protection Act 1998 and provide a description of the personal data found from the information described in the details outlined above relating to me (or my child/children) being processed by the School.

I agree that the reply period will commence when I have supplied sufficient information to enable the School to perform the search.

I consent to the reply being disclosed and sent to me at my stated address (or to the Despatch Name and Address above who I have authorised to receive such information).

Signature of "Data Subject" (or Subject's Parent)

Name of "Data Subject" (or Subject's Parent) (PRINTED).....

Dated