

## Information and Communication Technology (ICT) Policy

### 1 Aims and objectives

1.1 ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 The aims of ICT are to enable children:

- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning in other areas;
- to use their ICT skills to develop their language and communication skills;

### 2 Teaching and learning

2.1 As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic or they might investigate a particular issue. on the Internet or they might use a CD-ROM. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

2.2 We recognise that all classes have children with widely differing ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants and parents to support the work of individual children or groups of children.

### **3 Staff Development**

- 3.1** As a school we are committed to the continual development of all staff. In order to enable staff to fulfil their personal and teaching requirements in ICT an annual audit will take place. Training will then be given either by subject manager or outside agencies.
- 3.2** ICT will be used to reduce teacher workload in this school. Each member of staff has been allocated a lap top computer to assist with planning and ensuring home Internet access.
- 3.3** The introduction of a school intranet provides staff with a means of storing and sharing work and resources. Staff, are encouraged to create and store folders of web based resources.
- 3.4** The introduction of the 'assessment drive' on the server gives staff easy access to assessment and evaluation data.
- 3.5** 'The 'planning drive' on the server gives staff a central storage area and easy access to planning.

### **4 ICT curriculum planning**

- 4.1** The school is currently compiling a skills based curriculum and ICT skills will form an integral part of this. We have the 'Smart Learning' scheme in school to help staff to help deliver the skills. ICT skills are currently being taught through topic areas.
- 4.2** We carry out the curriculum planning in ICT in two phases (long-term and medium-term). The long-term plan is part of the Curriculum Map and outlines the specific ICT skills that the children study in each term during each Phase. The children study ICT as part of their work in other subject areas. Our long-term Curriculum Map plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan. This Curriculum Map is currently being constantly revised and is unlikely to be fully complete until July 2012.
- 4.3** Our medium-term plans, which we have adopted from the Curriculum Map are created the form of a mind map and give details of specific skills for each term. The ICT subject manager is responsible for reviewing these plans. In this way we ensure that we cover the National Curriculum without repeating topics.
- 4.4** The Phase teacher are responsible for planning and delivering the teaching of ICT components in their lessons. These daily or medium term plans list the specific learning objectives of each lesson.
- 4.5** The topics studied in ICT are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the schemes of work, so that the children are increasingly challenged as they move up through the school.

## **5 Foundation Stage**

- 5.1** We teach ICT in the Foundation Stage as an integral part of the topic work covered during the year. We relate the ICT aspects of the children's work to the objectives set out in the EYFS Curriculum. The children are encouraged to observe and talk about ICT from everyday life, for example traffic lights, telephones, street lights, barcode scanners etc. The children have the opportunity to use the computers and a digital camera. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

## **6 The contribution of ICT to teaching in other curriculum areas**

- 6.1** Teachers are encouraged to provide the children with opportunities to use ICT skills to develop their learning in other subjects. We currently subscribe to Espresso and Education City which both provide a wealth of resources in which children can widen their skills and knowledge of all areas of the curriculum through ICT.

### **6.2 English**

ICT is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet by sending emails. They learn how to improve the presentation of their work by using desk-top publishing software.

### **6.3 Mathematics**

Many ICT activities build upon the mathematical skills of the children. The children have access to a range of fun, interactive software to develop mathematical skills. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically.

### **6.4 Science**

Children will have opportunities to use ICT to support work in science. This will be done by using graphing and spreadsheet software, databases and data logging equipment. Internet is used for research and revision purposes.

### **6.5 Foundation subjects**

Children will be given opportunities to use their ICT skills when working in the foundation areas. They will also have access to art/ graphing packages, music software, history CD Roms, Internet and recording equipment, to enhance learning.

## **7 Teaching ICT to children with special educational needs**

- 7.1** At our school we teach ICT to all children, whatever their ability. ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 7.2** Access to ICT for children with special educational needs is a high priority in this school. The use of ICT will provide opportunities to support SEN children and develop GATE children.

## **8 Out of hours use**

- 8.1** The school has acquired a number of laptops for use by pupils.
- 8.2** The school is aiming to provide provision for ICT clubs for both parents and pupils.
- 8.3** We have a group of ICT Buddies who help in the day to day running of ICT equipment.

## **9 Assessment and recording**

- 9.1** Teachers assess children's work in ICT by making informal judgements as they observe them during lessons.
- 9.2** The school uses an awards scheme to assess child progress against National Curriculum levels. Teachers use an assessment sheet to record this progress.
- 9.3** The ICT subject manager keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in ICT for each age group in the school.
- 9.5** Each child has a portfolio stored on the school intranet. They save any work they do within this portfolio. These folders will be monitored by the class teacher and subject manager.

## **10 Resources**

- 10.1** The school currently has a computer linked to a Smartboard in every classroom, an ICT suite with 10 computers and a laptop, 9 computers within teaching areas. In addition there are 2 additional computers in the Foundation Stage and a dedicated library computer. We also have a trolley containing 16 laptops for

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curriculum use. All computers are networked to the school intranet and have access to a broadband internet connection.

**10.2** All KS1 and KS2 classrooms are equipped with interactive whiteboards. There is also a portable projector and interactive whiteboard available for use in other teaching areas.

**10.3** All members of teaching staff have access to laptops.

Along with the computers, the school has the following hardware:

- Colour scanner x 2
- Digital camera x 12;
- Video recorder x 2
- DVD and video player;
- 10 Electronic keyboards;
- Calculators;
- Roamer;
- Data loggers x2.
- Digital microscope
- Digital video camera for use with PC
- 3 Bee Bots

## **11 Monitoring and review**

**11.1** The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject manager and the head teacher.

**11.2** The ICT manager will monitor planning, children's work and class teaching in accordance with the school's monitoring policy.

**11.3** The ICT subject manager is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT subject manager gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The ICT subject manager has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of ICT.

**January 2011**

**To be reviewed January 2012**

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# All Saints CE Primary School

## ICT Policy January 2011

