



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 monitor and control events both real and imaginary;
 - 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;
 - to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.

2 Teaching and learning style

- 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 by using a CD-ROM, or they might investigate a particular issue on the Internet. 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);
 - grouping children by ability in the room and setting different tasks for each ability group;
 - providing resources of different complexity that are matched to the ability of the child;

- using classroom assistants to support the work of individual children or groups of children.

3 ICT curriculum planning

- 3.1** The school uses the national scheme of work for ICT as the basis for its curriculum planning. We have adapted the national scheme to the local circumstances of the school.
- 3.2** We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The ICT subject leader works this out in conjunction with teaching colleagues in each year group, and the children often study ICT as part of their work in other subject areas. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.
- 3.3** Our medium-term plans, which we have adopted from the national scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. The ICT subject leader is responsible for keeping and reviewing these plans. In this way we ensure that we cover the National Curriculum without repeating topics.
- 3.4** The class teacher is responsible for writing the short-term plans with the ICT component of each lesson. These daily plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the ICT subject leader often discuss them on an informal basis.
- 3.5** 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 scheme of work, so that the children are increasingly challenged as they move up through the school.

4 Foundation Stage

- 4.1** We teach ICT in reception and nursery classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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.

5 The contribution of ICT to teaching in other curriculum areas

- 5.1** ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while CD ROMs and the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way.

5.2 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 learn how to improve the presentation of their work by using desk-top publishing software.

5.3 Mathematics

Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

5.4 Personal, social and health education (PSHE) and citizenship

ICT makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world.

6 Teaching ICT to children with special educational needs

6.1 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.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to ICT. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

6.4 We enable pupils to have access to the full range of activities involved in learning ICT. Where children are to participate in activities outside the classroom, for example, a visit to an ICT exhibition, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

7.1 Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National

Curriculum levels of attainment, and records these attainment grades in a mark book. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

8 Resources

8.1 Our school is working towards a position where there will be a computer available in every classroom in addition to a computer room with a network of computers for groups of children. The school has Internet access for computers but, as yet, not for every computer. We keep resources for ICT, including software, in a central store where there is a box of equipment for each unit of work.

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

Hardware

- colour printer;
- scanner;
- 2 digital cameras;
- video recorder;
- 3 electronic keyboards;
- calculators;
- robot;
- Electronic whiteboards

Software

- a word processing package;
- painting/drawing software;
- clip art;
- a multimedia programme;
- spreadsheets/database programmes;
- control programme;
- simulations;
- CD-ROMs.

9 Monitoring and review

9.1 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 leader. The ICT subject leader 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 leader 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 leader 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.

Signed:

Date: