

# ICT Policy



2017/18

## **Rationale**

We live in a rapidly changing world where development in technology is enabling communication to take place across countries and continents and between peoples and cultures. This modern world requires new skills. Understanding ICT and, more importantly, being able to apply it to the problems we face is one of the most important.

## **Our aims in the teaching of ICT**

- ICT to be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills.
- Pupils appreciate the relevance of ICT in our society and that they see it as an essential tool for learning, communication, research, controlling and understanding their environment, for processing of information to aid understanding and for research of current affairs.
- Every child regardless of race, gender, culture, background or any disability receives equal opportunity to develop their ICT ability (as outlined in the National Curriculum) alongside the other basic skills during their primary education.
- We will endeavour to ensure that all pupils are extended in each area of the curriculum.
- Pupils learn to work individually and collaboratively.
- Opportunities for ICT to be incorporated in all other areas of the National Curriculum and for ICT to support and enhance cross-curricular links.
- The ICT scheme of work to ensure pupils taught skills on and above those expected for their age range using latest technologies and a correct/relevant scheme of work to facilitate teaching and learning.

## **How pupils learn to use ICT In the classroom**

We believe that ICT must be presented in a practical context, which will be relevant to the children's experiences. Pupils must have 'hands on' experience, which begins as soon as it is practical to do so after entering the school Nursery. Every classroom is networked with one computer linked to an interactive smart board and a visualiser. This enables children to access a wide range of software covering every aspect of the National Curriculum.

ICT is taught in the classroom. Laptops and iPads are provided for the pupils and are shared one between two.

## **Learning Zones**

All our learning zones have a networked PC. Learning zones 1 and 2 also have a smart board and visualiser installed. The library also has 4 networked PC's.

## **School Halls**

Both halls are equipped with smart boards for use during whole class sessions, including outside visits, and assemblies.

## **ICT Support**

The school has a service level agreement with a specialist ICT technician (Joskos) who is based in school five days a week.

## **Scheme of Work**

In all Key Stages children complete work which covers all the objectives set out in the new primary curriculum . In KS2 this is supported by the Switched on Computing scheme of work.

## **Virtual Learning Platform**

This provides the school with a set of ICT features and facilities which enable communication and sharing of information by staff within the school, and with other schools and with the LA. It provides a basis for the subsequent addition of pupil accounts to meet the DfE vision of children being able to access a personalised online workspace, capable of supporting an e-portfolio in the very near future.

## **Developing and monitoring the ICT Curriculum**

The ICT curriculum is liable to change more frequently than other areas of the curriculum. Not all the required changes can be implemented in the short term because of the cost of training and new equipment. The School Development Action Plans for ICT set out proposals for the forthcoming years and will be reviewed and adapted annually to reflect these developments.

## **Assessment of ICT**

On-going assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match work to the abilities and needs of the pupils as they progress.

Within the Switched on computing scheme of work, spreadsheets are included as part of the package to assess and record children's progress. The progress records are stored on the teacher's drive of the school's network. Folders are kept by all classes, which are passed on annually to the next teacher. The folders contain an overview of each unit taught together with the programs used and skills taught. The children also have the opportunity to complete a self assessment at the end of each unit. These records follow the children through the school. At the end of each academic year the pupils will complete an annual review; these reviews will again be kept in the children's own assessment folder.

Children's work will be put onto the school's website wherever possible. The location of all work is kept in the shared drive which enables staff and pupils easy access to all work. This should reflect coverage of ICT through the year.

At the end of each unit, pupils are assessed against the National Curriculum level descriptions for ICT. Teachers will decide which level a child 'broadly fits', this will be recorded annually and put on the spread sheets.

The ICT Co-ordinator will look at class files during the summer term to monitor coverage. These records, compiled over time, enable the subject leader to track progress made across each year group.

### **The role of the ICT Subject Leader**

- To monitor the effective delivery of ICT throughout the school
- To monitor the effective deployment of equipment throughout the school
- To monitor the assessment procedures
- To advise staff on the delivery of ICT
- To work with outside providers to get 'best value for money'
- To liaise with the SLT with regard to budget planning for ICT.

### **Entitlement to the ICT Curriculum**

All pupils are to have access to the use of ICT regardless of gender, race, cultural background or any physical or sensory disability. Where use of a computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software, so the pupil may have access. Pupils with learning difficulties can also be given greater access to the whole curriculum through the use of ICT, their motivation can be heightened and they are able to improve the accuracy and presentation of their work.

## **More Able**

ICT is a tool through which we are able to provide activities that will also inspire, motivate, challenge and stretch our more able children. We aim to deliver thinking skills and curriculum content in exciting and stimulating activities that will engage and inspire them.

## **ICT Curriculum development**

It is necessary for teachers to participate in an organised programme of review and development for themselves as individuals and the school as a whole. Weekly staff meetings are held where the opportunity exists for all aspects of school policy to be discussed and reviewed.

Suitable INSET training may be provided for areas of the ICT curriculum in which there are weaknesses or further development has been identified. Outside providers can be used to help implementation of new software and provide training as appropriate. All staff are expected to be competent users of ICT.

## **Guidelines for responsible use of the Internet**

- Parents/Carers will be informed of the Online Safety Policy and will be asked to sign an agreement on their child/children's use of the Internet in school.
- Adults to supervise the sending of e-mails and ensure the recipient is known and safe.
- If any unpleasant material or messages are sent to the school please inform the head teacher.

**Date of Review: July 2019**