



St. Saviour's Church, Coalpit Heath.

The Manor C of E Primary School

Policy: Information and Communication Technology

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Approved: _____ **Headteacher**

Chair of Governors

Rationale

Through information and technology the school aims to prepare pupils to participate in a rapidly changing world. Increased ICT skills promote independent learning and gives greater access to a wide range of ideas and experiences. It enhances the quality of children's work across the curriculum and should enhance and enrich the learning process. All children from YR to Y6 have access to information and communication technology.

Aims

To give all children the opportunity through the ICT scheme of work and other curriculum areas to develop ICT skills. To encourage children to design, develop, explore and evaluate models of real or imaginary situations; to measure and control physical variables and movement; to make informed judgements about ICT applications and their effect on the quality of life for society and individuals. The school aims to ensure that children become familiar with ICT in many contexts. Children are encouraged to take greater responsibility for their own learning and to decide when it is appropriate to use ICT. The school aims to develop children's skills and capabilities in using ICT in a wide range of situations.

Objectives

The children are encouraged to develop confidence in using hardware and software and other IT equipment and as such are taught:

- To use ICT to manipulate and present written work, images, sounds and video to convey information effectively using a range of media.
- To store information, retrieve it and present it in ways which enhance interpretation and analysis.
- To be aware of the role of ICT in the control of equipment encountered in daily life.
- To be able to discuss the use of ICT and its place within real contexts.
- To understand how to use the Internet safely and responsibly to research and communicate information (see also 'Acceptable Use Policy').
- To manage their own 'learning area' and engage responsibly in discussion forums and blogging through Merlin Learning Platform.

Equal Opportunities

We value equal opportunities for all of our children and believe that all ICT resources should be fully accessible to all learners, including those with special educational needs. We aim to provide a growing range of ICT equipment to all pupils, meeting a diverse range of individual needs.

SEN / Differentiation

ICT can be a great motivator for children with behaviour difficulties and can enable greater access to the curriculum for children with learning difficulties. Word processing skills can enhance the presentation of work and improve the self-esteem for children who have co-ordination difficulties. Interactive books can reinforce independent reading skills and phonic and spelling games can improve basic literacy skills. Software specifically recommended by SEN professionals is used with individuals and groups. Each subject Co-ordinator should consider how ICT can enhance access to the curriculum for children with difficulties.

Planning

It is desirable in ICT to have a high level of reinforcement to ensure competence and confidence. Information technology has a strong cross-curricular element and this is reflected in planning and timetabling for ICT activities. The medium term plan identifies the progression of skills and ICT capabilities, and highlights the area each teacher needs to focus on each half term to achieve this. There are six key ICT strands to be taught progressively each year. These strands include:

1. Communicating Information – Text
2. Communicating Information – Images
3. Research and Acceptable Use of Technology
4. Handling Information
5. Control Technology
6. Modelling

Each class has at least one session timetabled in the ICT suite to allow the class teacher to focus on targets within the medium term plan. There is also access to a trolley of 16 laptops and these can be pre-booked and utilised in the classroom. Each half term the medium term plan highlights cross curricular links and the class teacher is encouraged to identify relevant links themselves as opportunities arise. Subject co-ordinators are also expected to make subject links with ICT. It is intended that these cross curricular links will be strengthened as the curriculum develops. As children develop their ICT skills it is important to use and reinforce these skills in other curriculum areas. Each class teacher has a file containing long and medium term plans and related documents.

Monitoring

The effectiveness of planning is monitored at ICT staff meetings. The policy is reviewed annually and the ICT Action Plan is reviewed prior to inclusion in school development plan. The ICT co-ordinator monitors the quality of teaching and learning and evidence is kept in the co-ordinators file. An annual audit of resources is carried out to enable long term planning to be effective. A portfolio of children's work is being developed by the ICT co-ordinator with the support of other staff as appropriate. The portfolio will be available to all staff to moderate children's work and provide evidence of achievement and progress across the age range.

Assessment

The class teacher is aware of skills and targets set in the medium term plan and should provide ample reinforcement for learning to take place. The class teacher is expected to identify children who are underachieving in a particular area and direct extra support. A more structured assessment programme will be developed to assist in this process.

Recording

Teachers will record progress through comments on children's work and short term plans, and on termly assessment sheets which will be introduced to staff in the summer term. Pupils will keep pieces of work for their records of achievement in electronic folders on the network drives.

Reporting

An annual comment is made on the individual school report to parents in the summer term. Target setting meetings with parents give an opportunity for comment on progress if needed.

Homework

Homework for ICT is not set on a regular basis but children are encouraged to use ICT when appropriate, to assist them in research or the presentation of information for example. Teachers use their own discretion when setting ICT homework.

Resources

The networked system provides the children with the opportunity to develop word processing, spreadsheet, database and drawing skills. The system extends to include control applications, desk top publishing and design packages relating to technology, art and music. The system uses a variety of professionally produced software titles, which have flexibility to allow differentiation of task and progression within and between applications. Children have access to the Internet and there is a separate 'Acceptable Use Policy'.

The ICT co-ordinator responds to recommendations from subject managers on purchasing software relating to other curriculum areas. Interactive whiteboards and associated multimedia equipment are available in all classrooms. Additional / updated software will be added as appropriate. As existing equipment becomes obsolete it will need to be replaced and this needs to be reflected in the ICT budget allocation.

Health and Safety

All cabling, networking and electrical work is carried out by professionals. Children have been supplied with adjustable chairs for comfort at the work station and sessions on the computer are limited to one hour not continuous working. Pupils are supervised closely and access to the Internet is restricted through the LEA Internet provision. In addition, pupils are taught explicitly about 'staying safe on the Internet' through the 'Research and Acceptable Use' ICT curriculum strand, delivered in the first term of each academic year. E-safety training is also offered to parents and agreements are signed by KS2 pupils, parents and all teaching and non-teaching staff. For further detail please refer to 'Acceptable Use Policy'.

Professional Development

Delivering a successful ICT curriculum depends as much on well trained and confident teachers as on appropriate software and hardware. One of the schools greatest investments is in the training of teachers with the new technology. ICT capability for all staff must be seen as a natural precursor to ICT capability for all pupils. Opportunities are provided for staff to take advantage of INSET arrangements and access to ICT resources for personal practice.

The Role of the Co-ordinator

- To write the ICT policy and review it annually.
- To provide staff with progression statement planning and support staff in the planning process.
- To monitor progress and the quality of teaching and learning.
- To keep a portfolio of children's work.
- To organise a relevant programme of staff development.
- To liaise with other subject leaders to support ICT across the curriculum.
- To liaise with governors.
- To audit regularly to identify future needs and policy.
- To inform and support the staff on ICT issues.