

Primary ICT Policy (Updated Sept 2011 DJC)

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1) Introduction

Information, Communication Technology (ICT) is the broad name given to the teaching of modern technologies including, computers, imacs, robots, control and monitoring devices and other audio visual equipment such as voice recorders, camcorders and digital cameras. Software refers to the programmes used on the computer to enhance the children's computer skills.

The ICT policy follows whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It also reflects agreed approaches to the whole school issues, i.e. teaching and learning strategies, differentiation, behaviour and discipline, special educational needs and equal opportunities.

The implementation of the policy is the responsibility of all the teaching staff.

2) Rational and purpose

At Holbrook Primary school we believe that all children should be able to cross barriers to learning. In this ever increasing technological age we believe that the teaching of Information, Communication Technologies (ICT) is vital in helping children to do this. ICT is an intrigue part of our society and our school life.

The acquisition of ICT skills is an ongoing process through which all children are given opportunities to develop specific skills, knowledge and understanding to enable them to work with a range of multi-media, technological equipment and to become computer literate. ICT is embedded throughout our curriculum. Children have the opportunity to develop and refine their ICT skills through a variety of different subjects and topics.

3) Aims

The school ensures that all children:

- Have entitlement to a broad and balanced, enriching curriculum.
- Use ICT with purpose and enjoyment.
- Develop and refine ICT skills so that they become confident ICT users.
- Have the opportunities to experience a broad range of technologies.
- Recognise and evaluate how ICT is used in the wider society and the impact of this.
- Are Computer Literate so that they have appropriate skills in order to achieve in a technological society.
- Meet the requirements of the National Curriculum and the Foundation Stage profile so that they achieve to the highest possible standard.
- Have equal access to ICT regardless of the gender, race or disability.
- Have the opportunity to celebrate their success in the use of ICT.

4) Objectives

The children should be able to:

- To use a variety of ICT equipment including computers, robots, control and monitoring equipment and audio Visual equipment such as voice recorder, digital cameras and camcorders.
- Effectively use software for different purposes including, graphical design and modelling, word processing, data handling, multimedia presentations, film, musical composition and simulations.
- Safely use the internet to search for information, access work from the school Learning Platform and communicate with others from our school and the wider world.
- To work independently at their appropriate level.
- Save their work in their user areas.
- Evaluate their work against a set criteria and comment on how they would improve it in the future.
- Recognise how ICT is used in the wider society.
- Discuss the benefits of using ICT for different purposes.
- Develop their understanding of new technologies.
- Be realistic about their own abilities in ICT and recognise their success as well as the areas for development.
- Apply skills they have learnt in ICT to other curriculum areas.

5) Teaching and Learning Strategies

At Holbrook Primary we aim for all children to develop their knowledge, skills and understanding of ICT. We do this through the use different teaching methods which accommodate the different learning styles of our pupils.

ICT is taught through discrete skills lessons and wherever possible these skills are then applied to other cross curricular subjects.

The Children have the opportunity to work independently, in pairs and larger groups. The work is differentiated so that all children have the ability to succeed and make progress including those with English as an Additional Language, Special Needs and Able Gifted and Talented.

6) Equal Opportunities and ICT

Teaching in ICT should address the fact that all children will develop their ability to use ICT equipment and develop ICT skills at a different rate. Differentiation is therefore paramount. This takes place through the amount of support the children will be given, the work that the children produce and the tasks set. Teachers and Teaching Assistants will support children with Special Educational Needs and those working below the expected level for their age group so that they become confident ICT users. Gifted and Talented children will be extended in their thinking and encouraged to develop their skills beyond the expected level for their age group. The teachers will help children who have English as an Additional

Language by helping them to develop their ICT vocabulary and use pictorial representations whenever possible.

7) Organisation and Management

It is expected that teachers will teach an hour's worth of **direct** ICT per week. However it is recognised that teachers may wish to block units of work, which is acceptable as long as they keep to this amount of time. E.g. If blocking a unit of work in a week, ICT should be timetabled for approx 6 hours during this week.

It is also recognised that ICT should be linked, where appropriate to other curriculum subjects. Therefore it is expected that most children will spend more than an hour per week using ICT equipment.

In Early Years ICT will be included within the Knowledge and understanding of the World area of learning and they will also have the opportunity to extend their skills through the rest of the foundation stage curriculum.

8) Planning and the Curriculum

Lessons are planned using the National Curriculum and QCA schemes of work. These are adapted in order to reflect the schools creative curriculum policy. The children are assessed throughout the scheme of work and they take part in a final assessment at the end of each unit. This assessment gives children the opportunity to independently demonstrate the skills they have learnt through each unit.

ICT should also be an integral part of all National Curriculum Subjects, providing the opportunity for children to apply skills they have learnt through discrete ICT lessons.

9) Role of the Co-ordinator

- Produce an ICT Policy and Acceptable Use Policy.
- Monitor Medium term planning to ensure that the National Curriculum is taught.
- Produce the ICT development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment.
- To provide training for teachers to ensure that they have the appropriate skills needed to teach ICT.
- To purchase and organise the appropriate ICT resources.

- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning and standards in ICT.

10) Role of the class teacher

Class teacher is responsible for teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements for ICT. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing the ICT activities. It is also the responsibility of the Class teachers to ensure that ICT activities and links are included in all curriculum subjects to enable children to apply and refine ICT skills.

11) Health and Safety

The school is responsible for teaching ICT in a healthy and safe environment with reference to appropriate risk assessments for activities likely to incur possible risk. It is the responsibility of the teachers to ensure that the children are sitting correctly at a computer screen and are having regular breaks away from the screens. They are also responsible for ensuring that the children use all equipment correctly and safely. All ICT equipment is subject to maintenance and safety checks and any faulty equipment is to be reported to the ICT technician and ICT co-ordinator.

12) Internet Safety

The school values the important contribution that the internet plays in developing children's learning. However the school is also aware of the possible risks and dangers that children can be exposed to when using the internet. We therefore take Internet Safety very seriously. The children from Year 2 – Year 6 are taught about these dangers through the Internet Proficiency Scheme (A copy can be obtained from the ICT coordinator). Parents are asked at the beginning of each school year to read the school rules for Internet Safety and are asked to sign to give permission for their children to be allowed to use the Internet as directed by their class teacher. The Internet rules are also shared with the children at the start of each year and whenever they are using the internet for a prolonged period of time. For further information on this please refer to our acceptable Use policy.

13) Monitoring and evaluation

The ICT co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of ICT on teaching and learning. The LA Advisor for ICT supports the school in school improvement and continued professional development.

The ICT development plan is reviewed with the head teacher and recommendations for development are recorded as part of the on going school self evaluation programme.

The ICT co-ordinator regularly attends training for subject leaders held by the LA and disseminates this within school staff meetings. Additional training events are also held within the staff-training programme or as part of staff meetings. These

events are informed by the monitoring of teaching and learning, local and national initiatives.

14) Resources

The school has a wide range of ICT equipment. Each classroom has an Interactive Whiteboard and in most cases an additional desktop computer. The school has 2 computer suites each containing up to 10 computers. These are timetabled based on the needs to individual classes on a flexible basis. Foundation stage also has a set of computers in their ICT area. The school also has a variety of audio visual equipment including 20 iMac laptops. Each teacher that requires a laptop has one provided by the school. The ICT coordinator is constantly evaluating and accessing the impact of resources and has an annual meeting with the Headteacher to discuss the resources need for the following academic year. For a full list of ICT resources please contact the ICT co-ordinator.

This policy will be reviewed in January 2013.