

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 At Kerem the children access ICT resources in many ways using a broad range of teaching styles to stimulate the children:

- All children attend a weekly lesson in the ICT Suite, with their class teacher or the ICT Teacher. These lessons focus on developing ICT skills and knowledge using the QCA Scheme of Work for ICT as its foundation.
- The children also have access to laptop computers in the classroom environment where the focus is on integrating their ICT skills with the rest of the Curriculum.
- The ICT suite and four classrooms have interactive whiteboards which are used as part of lessons in all curriculum areas.
- Children also develop their ICT skills when using other equipment in school such as cameras, Early Years role play equipment and other audio-visual equipment.
- 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. Open questions will be developed to challenge children's thinking and learning.

2.2 We recognise that all classes have children with widely differing ICT abilities. 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);
- children being grouped by ability in the sessions and setting different targets for each ability group;
- using classroom assistants to support the work of individual children or groups of children;
- Facilitating group work in which children support and enhance each others' learning and benefit from combining their skills and ideas.

3 ICT curriculum planning

3.1 The school uses the QCA scheme of work for ICT as the basis for its ICT curriculum planning.

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 year group. Plans are shared with class teachers so that the children can use 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 QCA scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work. The ICT teacher and class teacher are responsible for keeping these plans which are reviewed with the head teacher.

3.4 The ICT teacher and class teacher are responsible for writing the short-term plans for the ICT lessons. These weekly plans list the specific learning objectives of each lesson.

3.5 The class teacher is responsible for writing weekly short-term plans for all areas of the Curriculum including opportunities for ICT.

3.6 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 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. Children in the Reception Class are taught by the ICT teacher and class teacher in the ICT Suite and in the classroom. These sessions focus on developing ICT skills and relating them to the work being covered in the rest of the curriculum. The children have the opportunity to use the computers and a digital camera. During the year they gain confidence in using the computer to find information and 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. The Interactive whiteboards are used in all curriculum areas as a stimulus for the children and to enliven whole class teaching situations.

5.2 Interactive Whiteboards

Interactive Whiteboards are used to support learning in all subject areas. They make it easy for teachers to enhance presentation content by easily integrating a wide range of material into a lesson, such as a picture from the internet, a graph from a spreadsheet or text from a Microsoft Word file, in addition to child and teacher annotations on these objects. Teachers can also easily adapt and use customised learning objects from a range of existing content created specifically for interactive whiteboards. They allow learners to participate in group work and whole-class teaching providing a means of quick and motivating feedback.

5.3 Core Subjects

Literacy

ICT contributes to the teaching of Literacy. 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. They learn how to improve the presentation of their work by using desk-top publishing software. We also use software specifically aimed at improving literacy skills such as Clicker 5, Fast Phonics First and Easiteach Literacy.

5.3 Mathematics

Many ICT activities build upon the mathematical skills of the children. Children are able to use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. We also use the Easiteach Mathematics program to enhance mathematics lessons and improve skills.

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

ICT makes a contribution to the teaching of PSCHE and 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.

6.2 Individual Education Plans (IEPs) 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.

7 Assessment and recording

7.1 Children's work in ICT is assessed by making informal judgements as teachers observe children during lessons. Children are assessed informally when they begin their ICT lessons. On completion of a piece of work, the ICT Teacher reviews it and comments as necessary. This summative and formative assessment then informs future planning.

7.2 Each pupil has an individual area on the Computer Network. The children are shown that an electronic version of their work can be the finished piece and that it is therefore unnecessary to store paper copies of all work.

7.3 At the end of each unit of work the ICT teacher and class teacher plan an assessment activity for each year group. This requires children to use skills that have been taught throughout the term aligned to the key objectives for ICT. This assessment shows how children have progressed in their abilities and highlights areas in which further consolidation is required; these are then incorporated into future planning.

7.4 The use of the interactive whiteboards during plenary sessions enables and encourages children to evaluate their own and others' work in a positive and supportive environment.

7.5 The work that the children do is shared with peers, parents and visitors through display, celebration events, the school magazine, reports, and the school website.

8 Resources

8.1 The school has an ICT suite which houses 14 networked RM PCs. There also are 14 RM laptops housed in trolleys that can be taken into classrooms. The school has a wireless network and Internet connection. Four classrooms and the ICT suite have Interactive whiteboards which can be operated from laptops.

8.2 All staff can access their documents on the network from home. We are currently moving towards a system of e-mail communication for administration matters, memos, meeting agendas etc. Teachers have a secure area on the network for storing and sharing work including plans, worksheets and other resources.

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

- A4 colour laser printer;
- A4 black and white laser printer;
- scanner;
- digital cameras with video function;
- dual headphones with volume control;
- portable projector;
- portable tape and CD players;
- Roamer robot, class set of Bee Bot robots;
- LogIT Explorer datalogger;

Software

The school uses the RM Community Connect 3 Network system. This includes access to Windows programs as well as specially designed educational software. We have a collection of software which supports our ICT Scheme of Work as well as software to support the QCA Schemes of Work for other curriculum areas to enhance pupils' learning. The software is reviewed on an ongoing basis and appropriate additional resources are purchased to broaden our resources.

9 Staff Development

9.1 All staff members have had training in ICT skills and are encouraged to make use of the technological resources available in school. Teachers use the computers to do their planning, create resources such as worksheets and display materials.

9.2 Teacher receive further ICT training as part of the school's INSET programme to enhance teachers' capability levels and to raise confidence and competence in using ICT in the classroom.

10 Monitoring and review

10.1 The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT coordinator and class teacher. The ICT coordinator is responsible for supporting colleagues in the teaching of ICT and using ICT to support the teaching of other subjects, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

11 Health and safety

11.1 Equipment is maintained to the meet agreed safety standards.

11.2 Age appropriate class and safety rules are displayed in the learning environment.

Signed:

Date: