

Shenington Church of England Primary School

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POLICY DOCUMENT

Excellence Through Endeavour
"Let your Light Shine" – Matthew 5:16

ICT Policy

Introduction

ICT is an important aid to learning throughout the Primary age range. It is used to support teaching and learning across the curriculum as well as for the teachers' and school's administration purposes. We aim to give pupils opportunities to develop and apply ICT skills in all subjects and have confidence to achieve well in this subject.

The Place of ICT in the Curriculum

Provision is made for cross-curricular work by use of a range of technology.

Aims

We aim to produce learners who are confident, effective and responsible users of ICT. We will do this by:

- Helping children to develop the necessary skills.
- Helping children to use ICT with purpose and enjoyment.
- Encouraging a sense of achievement and developing confidence.
- Fostering a positive attitude towards ICT.
- Providing a foundation which can be built upon when the children enter secondary education.
- Enabling the children to understand the implications of ICT for working life and society.
- Helping children to become independent users of ICT.

Objectives

To enable children to:

- Learn about the relevance, appropriate use and application of ICT both within the classroom and the outside world
- Use information sources and ICT tools to solve problems
- Use ICT tools and information sources, such as computer systems and software packages, to support their learning in a variety of contexts
- Be actively involved in ICT and organise themselves

- Develop the cross-curricular use of ICT in all subjects.

Teaching and Learning Style

As an objective of teaching of ICT is to equip children with the technological skill 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 to progress in whatever they are studying. So, for example, children might research a history topic by using role-play software that engages them in a highly visual way, or they might place themselves in a historical setting by manipulating a digital photograph, or they might investigate a particular issue on the Internet.

We recognise that all classes have children with a wide range of 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:

- setting 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.

Planning for Continuity and Progression

The ICT Leader, together with the Head teacher, has overall responsibility for continuity and progression throughout the school. They liaise with the class teachers and the ICT education support team from Turn It On to further develop and monitor the scheme of work which informs the expectations of each year group.

We carry out the curriculum planning in ICT in two phases (mid-long term plan, and short-term). The mid-long term plan maps the ICT topics that the children study in each term during each key stage. The ICT leader devises this 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 mid-long term ICT plan shows the key skills with the project outlines and stipulates the curriculum time that we devote to. It shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Parents and carers are required to give signed authorisation before their child can use the Internet, either in guided or in independent school work. Parents and carers are, however, assured that their child's use of the Internet at school is always supervised. A record of those children who do not have permission to use the Internet at school is held by each class teacher and by the school office.

The ICT Leader is responsible for ordering all resources and monitoring their use.

Assessment

Assessment by the teacher takes various forms: there are end of unit assessment tasks and informal continuous assessment during all of the lessons taught which is used to inform the teacher both of individual children's progress and of future teaching and learning needs.

The children are encouraged to assess both their own work and others' efforts through written and oral reviews. They reflect on and adapt their own work, identifying ways in which it can be developed and improved. The children's work may also be accessed for assessment purposes through the staff drive when the teacher's login with their own personal logins.

Monitoring and Evaluation

The ICT Leader, together with the head teacher, is responsible for monitoring and evaluation. Where possible, curriculum time is given to enable classroom observation. Discussions take place between the ICT Leader and the rest of the staff, both individually and in staff meetings. Training is provided to all new teaching staff on planning and assessment and training on key skills is also provided for all support staff.

The teacher keeps an on-going record of each child's progress using informal assessment during the lessons. A verbal report is given on parents' evenings and a written report is included in each child's Annual Report to Parents. Parents are always welcome to discuss their child's progress at any time.

A sample of children's work is collected by ability and sex. These are stored in the shared area on the network.

Health and Safety

See relevant policies (E-Safety Policy, Child Protection Policy, Health and Safety policy).

Data Protection

Any activity which involves handling data about any identifiable individual must be considered under the Data Protection Act.

Acceptable Use Policy

See Policy

Equal Opportunity

Opportunities to take part in ICT are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender religion or cultural/ethnic background. The content of lessons and the resources available ensure that all are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they have access to any program with the other children.