

Greens Norton C. of E. Primary School



Information and Communication Technology Policy

Approved by

R J Jones, Chair of Governors

J. Pickering, Head Teacher

Background to the Policy

Information and communication Technology (ICT) is a Foundation Subject within the National Curriculum.

This policy outlines the purpose, nature and management of the teaching of ICT in our school.

ICT comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but ICT also includes programmable toys, tape recorders, calculators, video cameras, etc.

ICT ability is characterised by effective use of ICT tools and Information sources to analyse, process and present information, and to model, measure and control external events.

ICT is taught as a discreet subject through purposeful activities but it is also incorporated into the curriculum and used where it will enhance children's understanding of other subjects to further their learning.

Aims and objectives

The aims of our ICT provision are that all children will:

- enjoy using ICT and be able to tackle a variety of applications with confidence and a sense of achievement.
- develop practical skills in the use of ICT and be able to apply these skills to the solving of relevant and worthwhile problems.
- experience ICT being used to perform curriculum tasks effectively.
- appreciate the relevance of ICT in our society.
- understand the capabilities and limitations of ICT and the implications and consequences of its use.
- learn to work independently and collaboratively on ICT applications.
- ultimately, manage their own individual school based file containing a history of their ICT work.

Implementation

The programmes of study set out in the Statutory Orders form the content of the school curriculum for ICT and the activities the children undertake are planned from this.

At Key Stage 1 and 2 children will have experience in:

- communicating information – using the computer as a drafting tool to originate, alter and arrange written work, to draw and to create music.
- handling information – using increasingly sophisticated computer databases to collect, sort and interpret data.
- controlling – using commands to control a screen image or a programmable toy.
- modelling – using simulation programmes to represent a real or imaginary world, where the children are encouraged to make decisions and solve problems.

In addition at Key Stage 2, the children will monitor external events using appropriate software.

The school software map shown in Table 1, lists the software that each year group is expected to use. Following the map ensures that the pupils experience of software is continuous and progressive.

Some basic skills are taught to the children early so that they will gain maximum benefit from computer activities. These include:

- file management (searching, saving and retrieving)
- mouse operation
- efficient and effective use of the keyboard.
- safe logging on and off from computers.

Generally, children perform ICT work in groups although computers are used by individuals for tasks such as word processing. The groups will vary in size from pairs (most common within classrooms) to larger groups of up to 20 children accessing the computer suite of 10 desktop computers. Ability may be equally matched or mixed, to enable more competent children to help less able children. The groups may also be involved in teaching one another through a rolling programme, for example, when introducing new software.

When available, volunteer parents or other helpers are used to assist with reading, entry of data for the children to process, introducing new hardware and software and information retrieval for research.

The school will take such measures as are practicable to prevent inappropriate material being available in school.

Foundation Stage

We teach ICT in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage, 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. The children have the opportunity to use the computers, digital camera, interactive whiteboard and everyday technology. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

Key Stage 1 and Key Stage 2

Key Stage 1 and 2 pupils are taught in accordance with the National Curriculum for ICT and follow the programme of work developed by Northamptonshire County Council which has been developed from the QCA schemes of work for ICT. This provides children with opportunities to develop key skills in ICT and experience in using a variety of software for a range of purposes. Their experience includes the use of computers, laptops, digital cameras, interactive whiteboard and roamer.

ICT curriculum planning

We carry out the curriculum planning in ICT in three stages (long-term, medium-term and short-term). The long-term planning maps the ICT topics that the children study in each term during each key stage. Also the children often study 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.

Our medium-term plans, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. The ICT subject leader is responsible for keeping and reviewing these plans.

The class teacher is responsible for writing the short-term plans with the ICT component of each lesson. These plans list the specific learning objectives of the lesson.

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.

The contribution of ICT to teaching in other curriculum areas using key skills

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.

English (key skill: communication)

ICT is a major contributor to the teaching of English. 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 over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software.

Mathematics (key skill: application of number)

Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

Personal, Social and Health Education (PSHE) and citizenship

(key skill: improving our own learning and performance and working with others)

ICT makes a contribution to the teaching of PSHE and citizenship 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.

Spiritual, moral, social and cultural development

ICT can open up opportunities to explore aspects of the world which the children have had little experience thus creating an awareness of awe and wonder. Children using ICT can explore social and moral dilemmas and cultural differences.

Inclusion

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. Assessment against the National Curriculum allows us to consider each

child's attainment and progress against expected levels. Opportunity will be found for more able children to extend their ICT understanding.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning ICT. Where children are to participate in activities outside the classroom, for example, a trip to a museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Children's work is assessed informally by the class teacher through discussion and observation while the children are undertaking ICT work.

Formal teacher assessments are carried out annually prior to reporting to parents at the end of the academic year.

Records are kept in the form of teachers' written comments and notes and examples of children's work, both printed and or on file.

Resources

Table 1

	Reception	Yr 1	Yr 2	Yr 3/4	Yr 5/6
Communicating Information	Talking First Word Tizzy's First Tools Colour Magic	Talking First Word Colour Magic	Talking First Word Colour Magic	Word Colour Magic	Word Colour Magic Textease Power point
Handling Information	Tizzy's First Tools My World	My World Starting Graph	My World Starting Graph	Branching Database	Power point Word Excel
Measurement and Control	Izzie's Island Tizzy's First Tools Remote Control car	Roamer World Roamer	Roamer World Roamer	Lego Mindstorm Roamer Roamer World	Lego Mindstorm
Modelling	Tizzy's First Tools My World	My World	CD Rom	Zoombinis	Zoombinis

Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject leader. The ICT subject leader is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT subject leader gives the head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The ICT subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of ICT.

The role of the Co-ordinator

It is the responsibility of the ICT Co-ordinator to:

- write and update the curriculum policy for ICT;
- produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for ICT;
- monitor and review medium-term plans for ICT to ensure progression;
- aid colleagues with the planning and delivery of lessons when required;
- maintain a portfolio of children's work and use these to demonstrate what the expected level of achievement is in the ICT units of study for each age group in the school;
- monitor and review standards of ICT teaching through e.g. lesson observations, coaching techniques;
- produce an annual report reflecting on the standards of provision for ICT and to set targets accordingly;
- review and order resources to enable the delivery of the ICT curriculum.

Health and Safety

All pupils are taught to handle discs correctly and to switch computers on and off using the correct procedures. The dangers of electricity are stressed and all of the above are presented so as to ensure the pupils respect the equipment and respect other people's work on the computer.

Internet security and the procedures in place:

- Uses of the computers are supervised.
- A password is necessary to access the internet.
- RM computers have facilities in place to counteract unsuitable material from being seen by pupils.

Date ratified:

Due for review: