

Panshanger Primary School
Information and Communication Technology (ICT) Policy

Introduction

This policy contributes to pupil's enjoyment and achievement within the context of the following school aims and the Every Child matters Agenda:

- To create a happy, caring and stimulating learning environment in which children can enjoy, achieve and thrive;
- To realise each child's full potential by promoting healthy lifestyles and by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural, and physical development.
- To provide a broad and balanced curriculum appropriate to the children's needs and in accordance with the early Learning Goals and the National Curriculum;
- To raise self esteem and confidence by helping each child to gain a sense of achievement and to take pride in that achievement.

Vision Statement

ICT is an integral part of everyday life. At Panshanger our vision is for ICT to be embedded across the school and for children to be well prepared to meet future challenges of a changing world. They will be confident, well motivated and capable users of ICT with positive attitudes towards developing and changing technologies. ICT will enhance and extend children's learning opportunities across the curriculum and support personalisation of learning, high quality teaching, efficient management and administration and effective communication.

Aims

In order to realise our vision, we aim to:

- keep well-informed about educational developments in ICT
- provide pupils and staff with access to up-to-date technology and resources
- ensure continued professional development to enable staff to have the knowledge and skills needed to make effective use of ICT
- develop children's ICT skills in a planned and systematic way
- promote the creative use of ICT in order to motivate and inspire pupils and raise standards across the curriculum

Objectives

The aims will be achieved by enabling children to:

- develop ICT capability in finding, selecting and using information;
- use ICT for effective and appropriate communication;
- monitor and control events both real and imaginary;
- apply hardware and software to creative and appropriate uses of information;
- apply their ICT skills and knowledge to their learning in other areas;
- use their ICT skills to develop their language and communication skills;
- provide regular and frequent access to equipment and planned teaching of I.T. for all children.

Teaching and learning style

The teaching style adopted for ICT is as active and practical as possible. At times direct instruction and demonstration is given on how to use hardware or software but also the focus of teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by using a web page, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. The children are encouraged to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

It is recognised that some children have access to ICT equipment at home, while others do not and this leads to children having widely differing ICT abilities. Suitable learning opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child. This is achieved in a variety of ways, which include:

- 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);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources and support 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.

ICT Curriculum planning

- The school uses the Hertfordshire scheme of work for ICT as the basis for its curriculum planning, with modifications where appropriate.
- Long-term plans have been drawn up in order to map the ICT topics that the children study in each term during each key stage.

The medium-term plans, which have been adopted from these schemes of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and success criteria for each session. The ICT subject leader is responsible for monitoring and reviewing these plans.

ICT hardware

The school has a range of hardware to support work in the ICT curriculum. The school intends to enhance the provision of ICT equipment whenever possible. Obsolete equipment is disposed of in accordance with county guidelines.

ICT software

There is a range of software available on the server for all age groups and levels. Programs are chosen for specific learning outcomes as well as for cross curricular content.

Foundation Stage

ICT is taught in the Foundation Stage as an integral part of topic work informed by the objectives set out in the Early Learning Goals. The children have the opportunity to use the computers and controllable devices and toys in both an exploratory and structured way and to develop mouse control, find information and present work.

Teaching and Learning

- Each pupil will be introduced to the basic ICT skills required to effectively operate the technology in this school.
- Pupils will use ICT to support cross curricular learning.
- Staff will use a range of teaching styles with ICT i.e. whole class, small group and individual use of ICT equipment.
- Provision will be made for differentiation in order to develop the potential of the ICT capable child such as differentiation by outcome, task, groupings and support.
- The staff will meet to monitor and evaluate current ICT practice within the school, including pupil's continuity and progression.

General

We aim to provide a broad and balanced curriculum through our long term ICT and cross curricular plans. These ensure our pupils are taught a range of skills and techniques in ICT as a discrete subject and as part of work in other curriculum areas.

Pupils in KS 1 and KS2 will receive a minimum of 30 minutes discrete ICT teaching per week. In Foundation stage the opportunities for discrete teaching of ICT within topics are given when appropriate, and ICT is included in Child Initiated Play daily.

Special Educational Needs & Equal Opportunities

The school recognises the advantages of the use of ICT by children with SEN. Hardware and software is adapted to suit individual needs. Targets in children's IEPs may be supported by the use of specific programs e.g. Clicker, Widget

In addition to this our school uses ICT to increase access to the curriculum e.g. the use of visualisers, surround sound speaker systems and IWBs

The school promotes equal opportunities for computer usage.

Gifted and Talented

Children who are identified as Gifted and Talented are listed on the whole School Register and provision is noted in teacher's short term planning. For these children teachers make sure they plan activities that are suitably challenging, not simply doing more of something but challenging them at a higher level.

Inclusion

There are children of differing ability in all classes and some for whom English may be an additional language. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability and experience of the child. This is achieved through a range of strategies including:

- setting common tasks that are open ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups
- ensuring all children are aware of what they need to do to achieve.

Assessment and Recording

Within KS1 and 2 formative assessment of ICT will take place throughout the teaching of individual ICT lessons. Summative assessment will be carried out termly (through integrated projects and the application of the skills in other contexts), and will reflect the development of children's ICT capability. Clear learning objectives and success criteria, both in ICT and subject context, will support the focus of assessed activities. In Foundation Stage ICT is assessed in Child Initiated Play, as well as against clear Learning Objectives in small group time.

The school is aware that the best use of ICT means a great deal of the work produced does not need to be printed off. As a result of this all children in KS2 have a folder of their own work which the teacher and subject leader can access at any time. In KS1 work is saved centrally in a year group folder.

Monitoring and review

The subject leader monitors ICT planning regularly. This ensures all areas of the ICT curriculum are being implemented. In addition to this, the ICT subject leader monitors teaching and learning on a rotational basis and provides feedback to the class teacher and head teacher. Key points from this feedback are noted, and future monitoring will ensure that any areas of concern are addressed. Governors are kept informed of the subject leader's work and any areas of concern they identify. The ICT subject leader supports colleagues in the teaching of ICT, keeps informed about current developments in the subject and provides a strategic lead and direction for the subject in the school. The ICT subject leader gives the headteacher an annual summary linked to the SIP in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. Non-contact time is available for carrying out work sampling and for visiting classes to observe the teaching of ICT.

Success of the Policy

Indicators used to determine the success of this policy include progress tracking data, end of year levels, reports and report feedback, samples of work, lesson evaluations, marking and discussions with staff and pupils.

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