

KINETON GREEN PRIMARY SCHOOL



ICT POLICY 2012

Review – June 2015

Aims for Information and Communication Technology

ICT can provide exciting and challenging experiences for all children. It can promote the desire to learn and help them to achieve their full potential. Kineton Green Primary School will endeavour to build a firm foundation and offer opportunities for children to :

- develop ICT capability, including their knowledge and understanding of the importance of information and how to select and prepare it
- develop skills in using hardware and software to manipulate information in the processes of problem solving, recording and expressive work
- develop ability to apply their ICT skills to support all areas of their learning
- explore their attitudes towards ICT, its value for themselves, others and society and their awareness of its advantages and limitations

How ICT Promotes the General Aims of the School

In our teaching of ICT we aim to :-

- develop an independent approach to personal needs and learning whilst acquiring self confidence and self discipline by learning to use ICT as a tool to enhance and extend learning
- widen each child's experience, knowledge and understanding of the world by recognising how ICT can be used to communicate and handle information, control events and model real and imaginary situations
- help pupils to develop lively enquiring minds and apply themselves to tasks striving for excellence by extracting information from quality ICT resources such as CD-ROM encyclopaedias and Internet sites
- encourage co-operation, sensitivity and tolerance of each other by collaborating when using a computer as part of a group
- encourage parents to take an active part in their child's ICT education by understanding the use of today's technology

The Place of ICT in the Curriculum

ICT capability is a foundation subject, however since the NGFL initiative the status of ICT is considered equivalent to a core subject.

ICT is studied as a discreet unit of work. Opportunities for ICT go beyond this unit of work. The school plans for ICT in all areas of the curriculum.

Cross Curricular Links

Individual curriculum subjects show opportunities for ICT in long, medium and short term planning. High quality, appropriate ICT resources support children's learning in all subjects.

Foundation Stage

The Foundation Stage curriculum based on the Early Learning Goals places ICT within the area of Knowledge and Understanding of the World. Specific ICT objectives are identified in the Scheme of Work although in practice they form an integrated part of learning. ICT skills support and develop all areas of the curriculum. Children are taught and assessed on the basis of Stepping Stone statements that progress towards final objectives at the end of the Foundation Stage.

Time Allocation

Approximately $\frac{3}{4}$ to 1 hour per week is allocated for ICT capability teaching and learning.

Teaching and Learning

Long term planning for Information and Communication Technology provides an overall view of the work that is to be followed. There is a specific focus for each year group per term.

Medium term plans have been developed by the ICT co-ordinator to ensure continuity and progression through the year groups and phases and identifies the learning outcomes that are to be covered. These also identify the most effective ways of teaching and learning ICT through current topics.

Short-term planning is the responsibility of class teachers through discussion in phase meetings. The ICT co-ordinator is available for help and advice if and when necessary.

Class Organisation and Differentiation

Teachers should use a variety of strategies in the teaching of ICT. Different strategies are deemed to be more appropriate to different tasks:

Group work (including ability grouping and mixed ability grouping)

Individual work
Group and whole class demonstration

Teachers must ensure that all ICT experiences are adapted according to ability and need. A progressive range of challenging activities are planned to promote motivation.

Formative Assessments and Record Keeping

The learning objectives identified in the medium term plan provide the framework for making assessments. Assessments are made in a variety of ways, through observation, discussion and evaluation of saved or printed work.

In line with the whole school approach ICT assessment is based on the learning objectives in the QCA units of work. Notes are made on the achievement of children who did not meet the expectations and those who exceeded them. This information supports the classteacher and informs future teaching and learning of those skills. The assessment also supports the teacher in determining end of year levels. Children are levelled at the end of each year for school reports.

Monitoring and Evaluation

Medium term plans have been developed by the co-ordinator and are part of an on going process. They are subject to regular review and evaluation, in consultation with staff, as part of the monitoring role. Evidence supplied in the form of a portfolio of children's work is kept. The work is updated annually.

Safety

Staff should be responsible for their pupils' comfort:

- there should be no trailing leads or glare on screens
- when seating, the top of the monitor should be level with the top of the children's heads

Teachers need to know:

- how to change the monitor brightness
- how to change the sound
- how to check the speed of the mouse

Pupils should spend no longer than 3/4 to a full hour at any one time at a screen. It is important to keep all equipment clean - chalk dust, staples. food

and drinks can cause considerable “expensive” damage. As with all electrical equipment the computers should undergo a safety check each year.

Safe use of the Internet is important in order to access this valuable resource. Staff and parents should be familiar with the ICT Acceptable Use Policy.

Resources

The computer suite holds 31 computers including a Smartboard and projector. Each class teacher has a school laptop for use with the Interactive whiteboard. The computers are all networked apart from those in the Foundation Stage building. Networked computers have access to the Internet. There is a further computer in the library and a laptop stored in the office for supply staff. Software is stored in the computer suite. The computer to child ratio is maintained through NGFL grants and resources are upgraded or replaced annually according to available budget. There are 14 netbooks available for use, along with a set of 30 digital cameras and easy speak microphones.

Special Educational Needs

Pupils with intellectual, emotional, physical or communicational difficulties can benefit from ICT. The benefits can include heightened motivation, improvement of the accuracy and appearance of their work, better access to information and the development of creativity.

In planning and teaching ICT, teachers are required to have due regard to the statements on inclusion found in the National Curriculum. These are set out in three main sections:

- setting suitable learning challenges
- responding to the diverse needs pupils bring to their learning
- overcoming potential barriers to learning and assessment for individuals or groups of pupils

By giving attention to these principles and values, teachers will ensure that all pupils have the chance to succeed.

Equal Opportunities

The needs and interests of all pupils, regardless of race, gender, ability or aptitude is always promoted. Good quality work to the best of the children’s ability is a target for everyone.

Opportunities for developing links with PSHE

Spiritual :

- develop their self esteem and self knowledge
- allow them to express themselves in a variety of ways and give them time to reflect on their experiences

Moral

- respect other people and their property
- understand the difference between right and wrong
- appreciate and show concern for how their action may affect themselves and others
- seek to resolve differences by discussion
- display moral behaviour

Social

- participate co-operatively and productively
- work successfully with other children and adults
- realise their own strengths and weaknesses
- become co-operative and productive members of society beyond school
- show initiative and to be persistent in their approach to tasks and challenges

Cultural

- broaden, develop and enrich their interests and insights

Home/School Links

An information sheet that outlines termly plans for each year group is provided for parents. This booklet includes the ICT skills that will be covered.

The Role of the ICT Co-ordinator

The role of the co-ordinator is divided into many sections and can be seen as follows :

With children

- As a class teacher

With teachers

- advise/work alongside/consult
- arrange school based INSET
- Headteacher - inform/consult

Curriculum area

- share knowledge/experience as a consultant
- evaluate programme and monitor quality, standards, continuity and progression
- prepare and implement the development plan

Policy

- prepare, review and promote guidelines, policy and schemes

Networks

- liaise with ICT Adviser/Support Team
- organise technical support to maintain or mend equipment allowing full use of resources

Resources

- organise
- promote use