



## **ICT POLICY**

### **What is ICT?**

Information and Communications Technology is the study and use of systems that handle information electronically. Desktop computers and laptops are the most obvious of these but ICT also includes mobile phones, programmable robots, tablets, iPads, scanners, video cameras, iPods, visualisers, web cams, digital cameras and netbooks.

### **Rationale**

ICT continues to evolve very rapidly and has now become firmly entrenched in most aspects of everyday life, both at home and in the workplace.

As ICT underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this area to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will also enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

### **ICT Capability**

ICT capability is an ability to effectively use ICT tools and information sources to analyse, process and present information, and to model, measure and control external events. This involves:

- using information sources and ICT tools to solve problems;
- using ICT tools and information sources, such as computer systems and software packages, to support learning in a variety of contexts;
- understanding the implications of ICT for working life and society.

### **The Importance of ICT and ICT Capability**

According to the current National Curriculum, ICT prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, record, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiatives and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future.

## **Aims of ICT**

At Percy Main Primary School our aims are that:

- ICT be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills;
- Children be given the opportunity to develop ICT skills to record experiences and access further learning using outdoor environment;
- Children, parents, staff, governors and the wider community have relevant and meaningful experiences using ICT;
- Children appreciate the relevance of ICT in our society and the benefits that it provides. They see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;
- Children receive equal opportunities to develop their ICT capability, with the use of ICT being planned for in line with its status as a core National Curriculum subject
- Differentiation is planned for in each area of the ICT curriculum so that children achieve to the best of their ability;
- Children learn to work collaboratively and individually;
- Staff and children will demonstrate innovative uses of resources;
- Children have a heightened awareness and interest of ICT through the regular display of their ICT enhanced work in the classrooms and around the school, and the positive attitude of staff towards the use of ICT
- Teachers will develop their own ICT confidence and competence.

## **Our objectives for the teaching and learning of ICT**

These objectives are derived from the aims and guide our decisions in planning a scheme of work. They will form the basis for evaluation and assessment.

- To enable all children to use ICT with purpose and enjoyment
  - by providing tasks which are interesting and give scope for individual responsibility
- To enable all children to develop the necessary skills to exploit ICT
  - by ensuring enough access by pupils to become more proficient in the basic ICT skills and by
  - providing time outside lessons for use by children who do not have computers at home

- To enable all children to become autonomous users of ICT
  - by planning activities which allow children opportunities to apply their skills in a variety of different subject contexts
- To enable all children to evaluate the benefits of ICT and its impact on society
  - by creating opportunities to compare classroom use of ICT with that in the wider world
- To meet the requirement of the Foundation Stage Curriculum and National Curriculum as fully as possible and enabling all children to reach the highest standards of achievement
  - by intervening, where appropriate, to reinforce an idea or teach a new point
  - by planning activities which allow different levels of achievement or incorporate possibilities for extension work
- To create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT
  - by raising the profile of ICT in the school and by providing a continuous programme of staff development.

## **The Curriculum**

The curriculum for ICT at Percy Main Primary School is designed to enable pupils to meet the four strands of Knowledge, Skills and Understanding outlined in the National Curriculum and to provide the appropriate breadth of study that the National Curriculum demands. These strands for ICT are:

- Finding Things Out
- Developing Ideas and Making Things Happen
- Exchanging and Sharing Information
- Reviewing, Modifying and Evaluating Work As It Progresses

In working on the first 3 strands, children should frequently be encouraged to review, modify and evaluate their own work.

## **Principles of teaching and learning**

### **Breadth and balance**

Teachers and support staff will ensure that they understand the skills and concepts to be taught and the role of discussion in developing a critical awareness of the use of ICT. The scheme of work for ICT will provide guidance on the skills and knowledge to be covered by each year group. Teachers will need to plan their work so that these skills are taught and that they are practised and developed during work in

other subjects.

Activities using ICT will be planned to allow for different levels of achievement by pupils or to include the possibility of extension work.

### **Variety**

Pupils will have the opportunity to participate in a variety of activities both inside the classroom and through the use of our developing school grounds and our commitment to LOfC to learn to use ICT and apply these skills in a meaningful context. They will also evaluate how ICT is used in everyday life and compare this with the way they use it in school through:

- short directed activities to practise a specific skill
- activities with a subject context to practise and develop skills previously learned
- open ended activities which allow pupils to choose which tools to use or to select from a variety of media (eg; camera, iPads)
- whole class discussion to allow reflection on the use of ICT.

### **Relevance**

Work planned for children will be relevant to them and their lives. It will build on their existing skills and provide opportunities to develop new ones.

### **Cross-curricular skills and links**

The nature of ICT as a tool means that there will be many opportunities for links across our creative curriculum. Teachers will plan some activities that emphasise the development of ICT capability and others which support the topic being taught.

## **Present Resource Provision**

### **ICT Suite**

The school has an ICT suite of 31 PC's; one of these is a teaching computer connected to a Promethean Interactive Whiteboard. These PC's are connected to the network and school server. They are accessible by children Nursery to Year Six and all staff. Each machine has Broadband Internet access, provided by the Northern Grid for Learning through BT provision. The ICT suite is also equipped with a colour laser printer, a Promethean Active +2 Turnkey System Interactive Whiteboard, a Sanyo XE40 XGA Protector, sound system and a DVD/VCR Combi.

### **Main School**

The school currently has one networked PC in the Nursery and each of the seven KS1 and KS2 classrooms. Class Six has two networked PC's. Each of the eight KS1 and KS2 classroom, the Nursery and SEN room has a Promethean Active +2 Turnkey System Interactive Whiteboard, a Sanyo XE40 XGA Protector, speaker and amplifier sound system, a DVD/VCR Combi, access to a printer and a digital camera. Classes Two and Six both have visualizers.

The school also has a set of 32 N109 Classmate 2 10.1Inch Tablets.

Each teacher has a school laptop. All school computers and laptops are protected using Symantec anti-virus software.

In addition to this, there is a variety of other ICT equipment in school including; Flipcams, Roamers, a computer microscope, data loggers, CD players, microphones, control technology models and speakers.

A variety of software is available for use. This software is made available to those who require it through the school server.

To ensure that copyright and licence laws are adhered to, staff and pupils are not permitted to run software brought in from outside school on school PC's.

## **E-Safety**

The school has an E-Safety Manager (Mrs Donna Callaghan). An Acceptable Use Policy has been written and implemented in order to allow the safe and efficient use of the Internet for both staff and pupils.

All pupils and staff are required to sign an Internet agreement before Internet Access is allowed.

See Acceptable Use Policy for further details.

## **E-Learning**

The school has an E-Learning Manager (Mrs Donna Callaghan). The E-Learning Manager is responsible for the school and class Twitter accounts and the school website. This is an area currently being developed.

See E-Learning Policy.

## **Present Curricular Plans**

In ICT, as with all areas of the curriculum, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice should be planned throughout the school.

Support will be given with ICT planning and teaching by the ICT Manager.

Children in KS2 take part in ICT sessions at both Marden CLC and Longbenton CLC.

## **Entitlement to the ICT Curriculum**

All children should have access to the use of ICT regardless of gender, race, cultural background or physical or sensory disability. Pupils with special educational needs will be entitled to the same access to ICT as their peers. In planning lessons teachers will identify the learning goals for the majority of children as well as extension activities for the more able. Consideration will be given to modifying the task, or

providing peer or adult support, for children with difficulty. It is important to note that pupils with learning difficulties may achieve well in ICT and should be given every opportunity to provide support for others.

Teachers will liaise with the ICT Manager on the use of ICT to improve their involvement in the curriculum, for instance, to improve writing and presentation, to practise skills or to focus on the interpretation of graphs.

Children with learning difficulties can also be given greater access to the whole curriculum through the use of ICT. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn will raise self-esteem.

Pupils who show high levels of achievement in the use of ICT or for whom use of ICT can enhance high levels of achievement in other curriculum areas will be given opportunities to extend their use of ICT. This will be encouraged through school activities as well as through links with Norham Technology College.

Planning for ICT in the Early Years is carefully considered to allow the children to gain confidence in the use of ICT as soon as they start attending school. Children will have ICT experiences indoors, outdoors and through role-play in both child initiated and teacher directed time.

A range of appropriate hardware, software and activities needs to be offered.

Our scheme of work will ensure progression, and planning needs to match the learning opportunities offered with the children's age, abilities and skills. There are often huge differences in ability between children who have access to home computers and those who do not. Task matching may include provision of different software, varying the amount/type of support given, varying the tasks and varying groups.

## **Organisation and Responsibilities**

One member of staff is designated ICT Manager (Mr Tony House) and has overall responsibility for implementing and monitoring this policy. All staff have a responsibility to ensure that they are making appropriate use of ICT in teaching.

The ICT Manager will report to the school management team to ensure implementation of the school's ICT policy and ICT development plan. The ICT Manager will be responsible for monitoring curriculum coverage and the quality of teaching and learning. The ICT Manager will plan and lead the development of all school staff in ICT and provide regular reports on the level of resources.

## **Cross-Curricular Links**

An important feature of ICT in the National Curriculum is the intention that it is treated as a cross curricular activity. Like other technologies ICT is essentially a tool intended to ease the performance of tasks and to make that performance more effective. Whilst some aspects of learning about ICT can be dealt with during specific

ICT lessons there is much that children can only learn by using ICT during other activities. Thus it is essential that ICT be treated as a classroom resource that every child should experience regularly. This puts an onus on every teacher to be aware of the potential for using ICT in his/her teaching programme and to ensure that that potential is exploited to the benefit of the pupils. It is impossible otherwise to fulfil the requirements of the National Curriculum, let alone to ensure that children really do learn about the technology which will underpin much of 21st century life.

## **Health and Safety**

Food and drink must not be consumed near ICT equipment. It is the responsibility of staff to ensure that classroom ICT equipment is situated and stored securely, cleaned regularly and that the ICT suite is clean and tidy after use.

Staff should ensure that children are seated at the computers comfortably and be aware of the risks of continuous use (eg; eye/wrist strain etc).

An adult should always supervise children when they are accessing information via the Internet. The service provider (NGFL) does filter information but staff are ultimately responsible for information accessed by pupils.

## **Assessment and Record Keeping**

Assessment is an essential part of the learning process and should be an integral part of classroom activity for both the teacher and the pupil. Formative assessment enables the teacher to match work to the abilities and needs of the children and ensure progression in learning.

Children may progress at widely different rates in developing their ICT capability. It is important, therefore, that both teachers and children keep accurate records of the work they have done and the progress they have made.

Assessment procedures for ICT are currently being reviewed by the ICT Manager.

## **Review and Evaluation Procedures**

The everyday use of ICT is developing rapidly, with new technology being produced all the time. This policy will therefore be reviewed and revised on a yearly basis. The ICT Manager will liaise regularly with staff to monitor the effectiveness of this policy and revised scheme of work. Meetings with subject co-ordinators will also ensure that the use of ICT across the curriculum is planned for and evaluated.

**Tony House**

**ICT Manager**

**September 2013**

(Review Date: August 2014)