



THACKLEY PRIMARY SCHOOL

ICT POLICY

Aims & Objectives

Thackley Primary School firmly believes that the teaching of ICT should be at the heart of the curriculum as we aim to equip all learners with the experiences and skills for life which ICT provides in a rapidly changing technological world. Through high standards, our learners will be confident and independent in their use of ICT to solve problems across the curriculum. We enable them to find, explore, analyse, exchange and present information in an effective and memorable way. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

Our aims are to enable children to:-

- ❖ develop their ICT capability in finding, selecting and using information
- ❖ meet the requirements of the National Curriculum and help all children to achieve the highest possible standards of achievement
- ❖ use lots of different technologies for different uses
- ❖ apply hardware and software to creative and appropriate uses of information
- ❖ use these transferable skills taught in ICT in other areas of the Curriculum
- ❖ explore their attitudes towards ICT and its value to them and society in general, for example, to learn about issues of security, confidentiality and accuracy
- ❖ know how to stay safe online and what to do if they feel uncomfortable
- ❖ be creative and innovative with resources
- ❖ monitor and control events both real and imaginary
- ❖ celebrate success in ICT.

Teaching and Learning Styles

We recognise that all classes have children with widely differing abilities and differing equities of access in ICT. We provide suitable, stimulating and innovative learning opportunities for all children by differentiating work to meet the needs of all learners based on their ability and experience. We achieve this by:-

- ❖ setting common tasks which are open ended and can have a variety of responses
- ❖ open questions will be developed to challenge children's thinking and learning
- ❖ creating stimulating learning environments
- ❖ allowing individual learners to have access to a variety of resources and they are encouraged to reflect on the choices that they have made
- ❖ considering differentiation and progression through taking account of different learning styles when medium term planning
- ❖ training and using teaching assistants and HLTA's to support the work of individual or groups of children

- ❖ using a range of new technologies in lessons to enable all children to have the same equity.

ICT Curriculum Planning

The ICT Subject Leader consults with each teacher to ensure that the National Curriculum for ICT will be taught. 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 from Rising Stars for ICT will provide guidance on the skills and knowledge to be covered by each year group. **Esafety is taught in every unit of work through the Rising Stars scheme and teachers and other staff ensure children are taught how to keep safe online. Children understand what to do if they feel uncomfortable by anything online and understand the consequences if they do not follow the acceptable use policy.** This will be adapted by teachers to account for the individual needs of our learners. All children are taught a skills based lesson where the ICT suite is timetabled and in cross curricular ways. Teachers will need to plan their work so that these skills are taught and that they are practiced and developed during work in other curriculum areas. We achieve this through:-

- ❖ long term planning demonstrating coverage and progression of the key objectives for ICT
- ❖ ensuring opportunities for embedding ICT as a tool to support teaching and learning are identified in curriculum planning
- ❖ planning ICT in phases
- ❖ using cross curricular links, where possible, and linking ICT to our topic to make the lesson more meaningful to the children.

Foundation Stage

In the Foundation Stage the children have the opportunity to use technologies on a daily basis as part of basic provision. Learning Intentions are taken from the understanding the world area of learning in Development Matters in the EYFS. Reception also use the ICT suite for discrete ICT lessons where they work towards the Early Learning Goals. Children will also have ICT experiences in all areas of provision in both child initiated and teacher directed time.

Cross Curricular Links

The nature of ICT as a tool means that there will be many opportunities for links with other subjects. Teachers will plan some activities which emphasise the development of ICT capability and others which support the subject being taught. They must refer to subject schemes of work when planning work. ICT contributes closely to teaching and learning in all curriculum areas. For example, using databases supports work in Numeracy. The Internet and other web based learning provide opportunities for research to support a range of topic work. ICT also enables children to present their work in varied and interesting ways. We identify opportunities for cross curricular links in our planning. We try to develop the children as creators as well as consumers e.g. using iMovie to create film trailers.

Inclusion:

At Thackley we teach ICT to all children, whatever their ability and a positive use of technology is promoted for all. Children's individual needs will be addressed through provision of resources, learning styles and questioning to ensure all children make progress.

SEN

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 additional needs. 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.

Gifted and Talented

Through our teaching and learning policy we are able to provide a challenging curriculum for all our learners. Through the Gifted and Talented policy we are able to identify any children who require additional challenge in order to extend the breadth and depth of the ICT curriculum. The Gifted and Talented Leader will provide any resources and advice for staff if required.

Assessment

Each half term the children learn new skills which are assessed on a lesson by lesson basis either on a formal or informal basis. A target group of children will be assessed using APP in ICT to enable teacher to give children a national curriculum level at the end of the school year.

Resources

We have an ICT suite with 30 laptops and an Interactive Whiteboard. This has been recently replaced and updated. Additional to this each classroom has its own computer and Interactive Whiteboard which makes lessons stimulating and interactive. Each class has a visualiser, digital camera, flip camera and an iPod. We have 90 netbooks that are available for teachers to book out on a lesson by lesson basis. We are currently purchasing iPods and iPads for school so that we have a class set available for teachers to book out. Apps are bought when needed for all teachers to use and we currently subscribe to I Am Learning and Bug Club that children can have access to home as well as at school. Currently, classes are being fitted with Wiis to allow opportunities for effective and stimulating games based learning. Teachers are being trained to use the new blog set up for our children in phases.

Monitoring and Reviewing

The monitoring of the standards of children's work, the quality of teaching and planning in ICT is the overall responsibility of the ICT subject leader, though subject leaders have responsibility to ensure effective cross curricular links that impact on standards. Monitoring ensures progression in the skills being taught and an opportunity to see the standards of children's work. The ICT subject Leader is also responsible for supporting colleagues in the teaching of ICT, for keeping them informed about current developments in the subject and for providing a strategic lead and direction for the subject in school. The ICT subject leader will work together with the Headteacher and the LA consultant to monitor the strengths and identify areas for further development in the subject.

Review and Development

This policy and its effectiveness will be reviewed on a yearly basis.

Miss C Broomfield: ICT subject leader

Approved by *Governors*: February 2013

Next Review: February 2016