

Information & Communication Technology Policy

SAFEGUARDING STATEMENT

In order to safeguard all children, anybody working with children should take all reasonable measures to ensure that the risks of harm to the children's welfare is minimised. If there are any concerns about children's welfare, appropriate action to address the concerns should be taken.

PHILOSOPHY

We believe that the study of information and communication technology is an essential part of the school curriculum, which extends and enhances learning in all other areas of the curriculum. We recognise that ICT skills and understanding will be of increasing importance in the 21st century.

SCHOOL POLICY STATEMENT

Thinking Skills and Key Skills will be documented through planning and the Scheme of Work. (Thinking Skills are deemed to be: information processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluation skills; Key Skills are deemed to be: communication, application of number, information technology, working with others, improving own learning and performance and problem solving.) Teaching and learning strategies within the classroom will reflect the development of Thinking and Key Skills, which will promote competent and confident young citizens.

Teachers will use ICT resources to enhance, extend or develop learning and teaching where appropriate to the learning objective.

All pupils will be given opportunities to develop the skills, knowledge and concepts that they will need to use ICT effectively. Development of children's information technological capability will, where possible, be integrated into termly topic work used throughout a Year Group. Pupils will use the computer in order to support and develop other learning which is taking place within the classroom.

ICT will also be taught as specific skills where necessary and appropriate. We will provide group activities so that pupils may interact with others. It is necessary that pupils:

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- experience computer controlled devices encountered in every day life
- present and develop graphics and musical skills
- experience a wide variety of software that will enrich the curriculum on offer.

CONTINUITY AND PROGRESSION

We recognise that pupils' progress in ICT does not lie solely in mastering increasingly complicated software or equipment, but rather in the depth of understanding about the resources already familiar to them. Pupils will be encouraged to become increasingly independent in their choice of resources and in the operation of ICT apparatus. We recognise that pupils may have wider experiences with information technology outside school and that curriculum planning needs to take this into account.

Each Year Group will meet on a regular basis to ensure continuity throughout the Group. The ICT Subject Leader's role will include monitoring for continuity and progression throughout the Foundation Stage and Key Stage 1.

OFSTED

The OFSTED handbook 1993 (section 6:5 (ii)) states:

"In evaluating standards in information technology, inspectors will need to draw on evidence of pupils' use of information technology across the curriculum as well as in any specific lessons intended to develop information technology skills and understanding. Pupils' information technology experiences may be gained in the course of work where information technology is one of several sources."

MANAGEMENT

Information technology will be taught for 36 hours per year as a discrete subject in curriculum time and as a cross-curricular element in other subjects.

The Subject Leader for ICT will be responsible for considering resource needs and forming an appropriate bid after consultation with colleagues. A rolling programme of updating computer hardware will be established.

The role of the ICT Subject Leader includes:

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- implementation of the school's ICT Policy
- attendance at appropriate INSET (In-service training)
- developing ICT throughout the school
- offering or accessing advice and support for colleagues
- monitoring planning, delivery and assessment of ICT throughout the school
- planning for appropriate upgrades and enhancements to existing provision

EQUAL ACCESS AND OUTCOME

The school recognises that it is the entitlement of every pupil to fully access a broad, balanced and relevant curriculum. We will ensure that teachers identify and provide for pupils' Special Educational Needs by adapting teaching methods where necessary and by providing differentiated materials in accordance with a pupil's Individual Education Plan where appropriate. (Reference Equal Opportunities Policy and Special Educational Needs Policy.)

ASSESSMENT, RECORDING AND REPORTING

Assessment will show what a pupil knows, understands and can do. Opportunities for formative and summative assessment will be identified in planning. These will include adult observations and appropriate questioning to assess progress and understanding. On-going observations will be recorded to inform future planning for individuals. (See Assessment & Recording Policy for further information.)

Assessments detailed in the "Smart Learning" scheme will be used where appropriate.

A portfolio of children's work in ICT has been created which shows samples of pupils' ICT work which has been levelled to expectations for each Year Group.

Progress and achievement in ICT will form part of the Summer Term report to parents.

RESOURCES

Each class (including the Nursery and Special Needs area) has access to at least two computers. The dedicated computer suite has 15 stations and the library/resource area a further 2 stations. All these are linked to the internet as are at least one computer in each classroom. Internet access is filtered for unacceptable content in line with Medway's Pupil Filtering Policy.

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The school is committed to a rolling programme of updating and renewing hardware and software.

Other ICT resources include:

Audio and video recorders, televisions, scanner, digital microscopes, CD and DVD players, data projectors, interactive whiteboards, digital and video cameras, telephones, walkie-talkies, programmable toys (eg: Roamers).

HEALTH AND SAFETY

At every stage, children will be taught the importance of recognising and assessing hazards and risks to themselves and others, especially when working with electrical apparatus.

In all aspects of the planning and delivery of ICT, we will work within the framework of the school's Health and Safety Policy.

(See Safe Internet and E-mail Policy for further web safety information and procedures.)