Information and Communication Technology (ICT) Policy

1 Aims and objectives

1.1 ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 The aims of ICT are to enable children:

- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning in other areas;
- to use their ICT skills to develop their language and communication skills;
- to 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.

2 Teaching and learning style

2.1 As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to be able to use computers to help them in whatever they are trying to study. So, for example, children might research as history topic by using a CD-ROM/flash drive, or they might investigate a particular issue on the internet. Children who are learning science might use the computer to record results of an investigation. We encourage the children 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.

2.2 We recognise that all classes have children with widely differing ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- 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 class and setting different tasks for each ability group;
- providing resources 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.

3 ICT curriculum planning

3.1 The school uses The Wokingham scheme of work for ICT as the basis for its curriculum planning. We have adapted the scheme to the needs of our school.

3.2 We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The ICT co-ordinator works this out in conjunction with teaching colleagues in each year group. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

3.3 Our medium-term plans, give details of each unit of work for each term. They identify the key learning objectives for each unit of work for each year group. The ICT co-ordinator is responsible for keeping and reviewing these plans.

3.4 The class teacher is responsible for writing the short-term plans with the ICT component of each lesson. These daily plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the ICT co-ordinator often discuss them on an informal basis.

3.5 The topics studied in ICT are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 Foundation Stage

4.1 Children in Reception have access to ICT equipment in class and can use these in learning opportunities created through play. We use ICT resources in reception classes as an integral part of the topic work covered during the year. Specific objectives for ICT are not stated in the Early Learning Goals, however ICT is incorporated in topic learning to ensure all children have the opportunity to use ICT equipment such as iPads, Interactive whiteboards, Bee-Bots and CD players to enhance their learning experiences in class. The children have the opportunity to use a range of these daily. They also have opportunity to use other ICT resources such as digital cameras, microscopes, Easyspeaks, phones and head phones.

5 The contribution of ICT to teaching in other curriculum areas

5.1 ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in Art, and work using databases supports work in mathematics, while CD-ROMs and the internet prove very useful for research in humanities subjects. A range of software is available in each year group to support work in other curriculum areas.

5.2 Literacy
ICT is a major contributor to the teaching of Literacy. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills and learn how to improve the presentation of their work by using desk-top publishing software.

5.3 Mathematics
Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and

present information graphically. There are some number adventure games that require the children to use number skills so help to consolidate learning.

5.4 **Personal, social and health education (PSHE) and citizenship**
ICT makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT.

6 Teaching ICT to children with special needs

6.1 At Corfield C of E Infant School we teach ICT to all children, whatever their ability. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in ICT, we take into account the targets in the children's Individual Education Plans (IEPs).

6 Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. At the end of a unit of work s/he makes a summary judgement about the work of each pupil and records these on an ICT assessment sheet. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

7 Assessment and recording

7.1 Teachers assess children's work in ICT by making informal judgements as they Observe them during lessons. At the end of the unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment, and record these on an ICT assessment sheet. This is used as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

7.2 Corfield subscribes to Purple Mash and uses this platform to aid ICT learning. All work children produce is saved and stored on this platform. All children have their own usernames and log ins to access Purple Mash. This forms a portfolio of their work. Purple Mash is accessed from school and also from home to support Home Learning.

8 Resources

8.1 All classes have Interactive Whiteboards linked to a laptop accessed by the class teacher, and all classes have access to the children's laptops and class iPads to provide additional classroom resources.

8.2 Along with the computers, the school has the following:
Hardware

- colour photocopier
- Interactive Whiteboards

- iPads
- Laptops
- Bee-Bots
- listening centre (CD player and head phones)
- calculators
- Easyspeaks

9 Monitoring and review

9.1 The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT co-ordinator. The ICT co-ordinator is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT co-ordinator writes an Action plan which indicates areas for further improvement. The ICT co-ordinator has specially-allocated time for monitoring and evaluation of ICT.

Signed:

Date: