



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. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. 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 use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by using a CD-ROM, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. 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 room 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 national scheme of work for ICT as the basis for its planning. We have mapped this scheme across the curriculum so that ICT teaching is embedded into other subjects.

4 Foundation Stage

- 4.1 In the Foundation Stage, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers and a digital camera, Roamers, Bee-Bots, tape recorders, digital video cameras. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

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. ICT enables children to present their information and conclusions in the most appropriate way.

5.2 English

ICT is a major contributor to the teaching of English. 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 by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They 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. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

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. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world.

6 Teaching ICT to children with special educational needs

- 6.1 At our school we teach ICT to all children, whatever their ability. ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against



the National Curriculum allows us to consider each child's attainment and progress against expected levels.

- 6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to ICT. 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.

7 Assessment and recording

- 7.1** Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. At the end of a 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 records these attainments in the Oxfordshire Pupil Record. 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.
- 7.2** In addition to the Oxfordshire Pupil Record, an assessment cycle is in place to ensure that each strand of ICT is formally assessed in each phase of the school. (i.e. infants, lower juniors, upper juniors)
- 7.3** The ICT subject leader keeps samples of the children's work in an e-portfolio. This demonstrates the expected level of achievement in ICT for each age group in the school.

8 Resources

- 8.1** We are part of the OCN (Oxfordshire Community Network) which provides Broadband Internet access, Web Caching, Antivirus, Video Conferencing and Email facilities. Our school has a networked computer and Interactive Whiteboard in every classroom in addition to a computer room with 16 networked computers. Furthermore we have a mobile trolley of 15 wireless laptops and a cluster of 4 wireless laptops for SEN teaching.
- 8.2** Along with the computers, the school has the following:
Hardware
- 2 x colour laser printers;
 - scanner;
 - digital camera;
 - 6 x digital video cameras;
 - Roamer
 - 6 x Bee Bots
 - digital microscope.



Software

Microsoft Office- Word/Excel/Powerpoint/Publisher/Access	FlexiCAD 3 Compose World 2 RM Colour Magic Information Magic Literacy Bank 3 Textease Turtle SuperLogo	Smartboard Notebook Digital Blue Movie Creator Clicker 4 Wordshark 3 My World 3 POD
Acrobat Reader Internet Explorer Media Player Movie Maker MS Encarta Encyclopedia CD ROM My First Dictionary CD ROM Flexitree 2	Flowol + Mimics Fairground Rides RM Tutor 3 Handwriting for Windows	Teddy Bear's Picnic Izzy's Island Spelling Force Pick a Picture ORT Tree Tops

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 subject leader. The ICT subject leader 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 subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The ICT subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of ICT.

Signed:

Date: