

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) POLICY

FORNCETT ST PETER C.E.V.A. PRIMARY SCHOOL

Introduction

This policy document sets out the school's aims, principles and strategies for the use and delivery of Information and Communication Technology. It will form the basis for the development of ICT in the school over the next five years.

Reference is made to Forncett School's Safeguarding & Child Protection, Assessment, Internet Safety and Health and Safety policies which link to this policy.

Why teach ICT?

Children live in a rapidly changing world where technologies are extending human capacities. We therefore need to help prepare them to understand, experience and make an active contribution to this world in order to learn, communicate and develop the appropriate skills.

What does ICT cover?

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital life skill in modern society. At Forncett CEVA Primary School we interpret the term ICT to include the use of any equipment that allows users to communicate or manipulate information (in the broadest sense of the word) electronically.

This could include:

- Computers (desktop/laptop)
- Tablets
- Voice-operated equipment
- Programmable devices
- Calculators
- Pressure pads
- Temperature sensors and probes
- Light sensors
- Electronic musical instruments
- Audio and video recorders
- Telephone systems/mobiles
- Digital cameras
- Photocopiers

Links to the school's management information system (MIS)

The use of the school's MIS system is separate to this policy but we consider it important that all staff are seen to use ICT confidently in their daily work.

Aims

Our aim is to produce learners who are confident, safe and effective users of ICT. We strive to achieve this by:

- Helping all children to use ICT with purpose and enjoyment
- Helping all children to develop the necessary skills to exploit ICT
- Helping all children to become autonomous users of ICT
- Helping all children to evaluate the benefits of ICT and its impact on society
- Meeting the requirements of the National Curriculum for computing as fully as possible and helping all children to achieve the highest possible standards of achievement in computing and ICT use
- Using ICT to develop partnerships beyond the school

- Celebrating success in the use of ICT

Objectives

- To encourage children to use ICT as a tool to access other forms of learning and develop the skills needed to do this
- To develop children's understanding of everyday uses of ICT
- To develop technological literacy through a range of products which children will be familiar with and which will be easily understood and accessed
- To integrate technology in imaginative role play as a reflection of the world around us
- To encourage children and staff to use the internet safely in order to gain knowledge and support learning
- To use ICT for communications purposes – with parents, with other agencies, with other primary practitioners, between children and between staff and children
- To encourage children to work collaboratively, sharing knowledge, skills and enjoyment
- To develop a skills-based approach to computer use which puts the child in control of the equipment rather than the other way round
- To integrate ICT throughout the curriculum

The school's curriculum organisation

ICT is incorporated in the planning of each scheme of work for all subjects in the new National Curriculum, including computing. When planning work involving ICT, teachers identify some activities in which the emphasis is on the development of ICT capability and others in which the emphasis is on the subject, which is being supported by ICT. The ICT Co-ordinator consults with each teacher to ensure that the programme of study for ICT is taught.

Roles and Responsibilities

The roles and responsibilities with regard to ICT are as follows:

The head teacher:

- Allocates appropriate resource to ensure sustainable development
- Motivates staff by articulating a view of how ICT can engage, enrich and extend learning and teaching
- Makes strategic decisions based on when ICT adds value to pupils' learning
- Knows how to utilise ICT to support organisational and management processes
- Enables opportunities for innovation in the curriculum

The ICT subject leader:

- Monitors ICT teaching and learning via planning
- Liaises with ICT technician
- Liaises with cluster ICT network
- Oversees management of hardware and software resources by technician
- Acts as a model of good practice in teaching and learning of ICT
- Audits training needs and provision of appropriate training
- Ensures continuity between classes
- Ensures ICT progression

The governing body:

- Ensure the consistent implementation of the ICT policy
- Reviewing the ICT policy

The class teachers:

- Assessment of pupils
- Ensure that the school's Health and Safety procedures relating to ICT are adhered to
- Ensure that there is equality of opportunity in classroom ICT provision

Teaching and learning

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate use of ICT in their classes. For example:

- Using the laptop through the LCD monitor or the iPad with the apple TV to demonstrate to a group of pupils or the whole class
- Leading a group or class discussion about the benefits and limitations and potential dangers of ICT
- Teaching discrete computing and ICT lessons to build knowledge and skills
- Allowing children regular opportunities to use ICT as a tool for research, practising a skill or producing an outcome e.g. presentation, animation, mind-map etc.

In discrete lessons, groups will be selected to ensure that all children are equally active and involved in the task and that all have equal access to the appropriate equipment e.g. keyboard, iPod etc.

Activities using ICT are planned in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work.

Teachers are expected to intervene where appropriate, to reinforce an idea or teach a new point.

Planning

Long-, medium- and short-term curriculum plans will include use of ICT as well as full coverage of the computing curriculum. There will also be a cross-curricular, focused approach to ICT.

Recording, assessment and reporting

Each teacher maintains a class checklist to record children's progress in acquiring basic computer skills. Assessment of their ICT capability is achieved by planning appropriate curriculum activities in line with the school's general policy for assessment and reporting.

Equal opportunities

All children will have equal access to technological equipment regardless of gender, race, culture or ethnicity, disability or class. However positive action may be taken to ensure that children with individual needs are given priority of access. These needs may be due to physical disability, social need as a result of financial constraints in the home background, or needs in relation to gender bias which might become apparent in boys' and girls' access to technology.

Staff development

A programme of training, devised by the ICT co-ordinator, will be undertaken by all staff to increase skills and knowledge so that they are able to use ICT for planning, teaching, record-keeping, communication and access to further knowledge. All staff may access training provided by the LA or other outside agencies, where it is pertinent to priorities identified in the School Improvement and Development Plan.

Health and safety

Health and safety procedures regarding computer use and use of electrical equipment will be adhered to as set out in the Health and Safety policy. Each member of staff accepts responsibility for the healthy and safety of children in their care.

Responsibilities – The ICT and computing subject leader is responsible for leading the subject. One teacher is CEOPs trained. Our ICT technician service is provided by JCComtech.

All staff are to note that in line with our Safeguarding Policy and Safer Working Practices guidance and data protection policy, all personal mobile recording devices such as mobile

phones and tablets are to be kept securely out of classroom sight and access during the school day. At no time must personal digital recording devices be used in school with the children. The school provides recording equipment for these purposes.

Reviewed by Staff & Governors – February 2017

Next Review Date – February 2018

Signed : Date :