Learning and Teaching Policy for Information and Communication Technology

Vision

As ICT underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world.

- To equip all learners with the experiences and skills of ICT that they will use in a rapidly changing technological world.
- Learners in our environment will be confident and independent in their use of ICT to solve problems across the curriculum. Critical thinking and information literacy are also skills which will be developed.
- ICT continues to evolve very quickly and has now become firmly entrenched in many aspects of everyday life, both at home and in the workplace.
- ICT to include a wide range of technology for example, computers, digital cameras, roamer, sensor boxes, etc.
- Interactive Whiteboards are used as a teaching tool to enhance teaching and learning, increasing pupil motivation and enthusiasm which will lead to further attainment in the use of ICT.

Aims

- Meet the requirements of the Foundation Stage Curriculum and National Curriculum.
- Children, parents, staff, governors and the wide community have relevant and meaningful experiences using ICT to ensure all become confident users of ICT.
- Children have a growing awareness of how ICT is used in the world around them and of the benefits that it provides.
- ICT is used to support problem solving and learning across the curriculum.
- Innovative use of resources.
- ICT to be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills.
- Children appreciate the relevance of ICT in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment.
- To work with CYPD, ICT consultant, staff and the community to identify present and future needs.
- Children receive equal opportunity to develop their ICT capability, with the use of ICT being planned for in line with its status as a core National Curriculum subject.
- Differentiation is planned for in each area of the ICT curriculum so that children achieve to the best of their ability.
- Children learn to work individually and collaboratively.
- Children have a heightened interest and awareness of ICT through the regular display of their ICT enhanced work in the classrooms and around the school, and the positive attitude of staff towards the use of ICT.

Curriculum coverage and progression

- Long term planning demonstrates coverage and progression of the key objectives for ICT through QCA units of work.
- Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning.

Assessment

- Practitioner observations, summative and formative assessment fully informs future planning.
- Progress is assessed using the key objectives for ICT.
- Practitioner judgements are supported through levelling and a portfolio of evidence.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment using Assessment for Learning methods.
- Information is shared with appropriate stakeholders through display, celebration events, newsletters, reports, and relevant websites.

Monitoring

- Regular monitoring of all aspects of ICT informs the subject leader and SIDP/ self evaluation form.
- Regular review of ICT action plan to highlight current focus and identify future developments.

Learning styles and the learning environment

- Medium term and short term planning take account of differentiation and progression.
- All learning styles (for example: visual, auditory and kinaesthetic) will be considered through the use of Interactive Whiteboards within each classroom and a wide variety of ICT resources.
- Open questions will be developed to challenge children's thinking and learning.
- Stimulating learning environments will be created.
- Independent learners will have access to a variety of resources and encouraged to reflect on the choices that they have made.
- Through ICT cross curricular links can be made for children to research topics on the Internet to enrich their learning.

Early years

- Children will have ICT experiences indoors and through role play in both child initiated and teacher directed time. There is a variety of appropriate ICT resources.

Inclusion

- Children's individual needs will be addressed through provision of resources, learning styles and questioning.
- Positive use of technology will be promoted for all.

- A wide range of opportunities for children to use and develop their own ICT skills and learning.
- All learners have the opportunity to develop their ICT capability through planned use of the ICT suite and ICT facilities within each classroom.

Liaison and transfer between settings

- Children's attainment in ICT is shared with practitioners/teachers in each setting.
- Children's work is saved on the school network.
- End of year reports inform of ICT progression to parents and teachers.

Home, school and community links

- ICT developments and achievements are shared and a positive relationship fostered with home, school and the wider community.
- After school ICT club for children to help raise attainment by targeting specific year groups.
- Norfolk Community Primary School webpage is live on the Internet.

Resources
Refer to current resource list.
- Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum.
- An ICT asset register is maintained.
- ICT Technician (Andy Dawson & Trisha Barratt) is responsible for auditing and maintaining hardware resources.
- Software for ICT is audited by subject leaders and proposed budgets submitted to SMT.

Roles and responsibilities

- All stakeholders will work together to ensure the implementation of the ICT policy.
- The subject leaders are responsible for monitoring curriculum coverage and the impact of learning and teaching.
- The subject leaders are continually reviewing and assessing the curriculum and its teaching, adapting the action plan in accordance.
- ICT Technician is responsible for auditing and maintaining equipment and setting the budget requirements for the following three years.

Health and safety

- Age appropriate class and safety rules are displayed in the learning environment.
- Equipment is maintained to the meet agreed safety standards.
- Interactive Whiteboards in each class are fixed at the correct height for the year group.
- Firewall is up to date and in place at all times to ensure Internet safety.

- All those using projection equipment such as interactive whiteboards are clear that no-one should stare directly into the beam. Children should be supervised at all times during the operation of the projector.

Pupils' Access to the Internet

The "filtered" Internet Service is used to minimise the chances of pupils encountering undesirable material. We only allow children to use the Internet when there is a responsible adult present to supervise. However, it is unrealistic to suppose that the teacher's attention will always be directed toward the computer screen. Members of staff will be aware of the potential for misuse, and will be responsible for explaining to pupils, the expectation we have of pupils. Teachers will have access to pupils' emails and other Internet related files and will check these on a regular basis to ensure expectations of behaviour are being met.

Review of the Policy

- The policy will be reviewed annually by the ICT leaders and leadership team and shared with all stakeholders.

Written   June 2007
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