

LARKS HILL JUNIOR & INFANT SCHOOL



ICT Policy

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Larks Hill J & I School

ICT Policy

Introduction

Information and Communication Technology (ICT) is a National Curriculum core subject. This document outlines Larks Hill School's policy regarding the delivery of ICT.

This policy reflects the consensus of opinion of the whole teaching staff and has been drawn up as a result of staff discussion.

The implementation of this policy is the responsibility of the Headteacher and all the teaching staff.

The nature of Information and Communication Technology

ICT in our school is concerned with children using and applying a variety of systems that handle electronically retrievable information. This will include the use of computers, but may also include programmable robots, tape recorders, TV and video, calculators, a video camera, a digital camera and a scanner.

The nature of ICT means that it will be used in all curriculum areas, supporting and enriching the children's learning experiences.

Aims

- To develop, maintain and increase confidence, independence and pleasure in using ICT;
- To develop ICT capability and understanding;
- To motivate and enthuse children - ICT should be fun;
- To familiarise children with the various uses, applications and potential of ICT;
- To broaden the children's understanding of the effects of ICT in their environment;
- To enable children to adjust to, and take advantage of, technological change by considering the changing role of ICT;
- To give children immediate access to richer source materials;
- To enhance the learning opportunities of all children;
- To provide a means by which all children can achieve success and a high standard of presentation;
- To extend and enrich learning in all areas of the National Curriculum and beyond.

Entitlement

The children's entitlement is based upon the National Curriculum for ICT. Children will have opportunities for using ICT to develop their Knowledge, Skills and Understanding in the following areas:

At Key Stage 1

Finding things out

- Gathering information from a variety of sources
- Entering and storing information in a variety of forms
- Retrieving information that has been stored

Developing ideas and making things happen

- Using text, tables, images and sound to develop their ideas
- Selecting from and adding to information they have retrieved for particular purposes
- Planning and giving instructions to make things happen
- Trying things out and exploring what happens in real and imaginary situations

Exchanging and Sharing Information

- Sharing their ideas by presenting information in a variety of forms
- Presenting their completed work effectively

Reviewing, modifying and evaluating work as it progresses

- Reviewing what they have done to help them develop their ideas
- Describing the effects of their actions
- Talking about what they might change in future work

At Key Stage 2

Finding things out

- Talking about what information they need and how they can find it and use it
- Preparing information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy
- Interpreting information, to check it is relevant and reasonable and to think what might happen if there were any errors or omissions

Developing ideas and making things happen

- Developing and refining ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate
- Creating, testing, improving and refining sequences of instructions to make things happen and monitoring events and responding to them
- Using simulations and exploring models in order to answer "What if ...?" questions, investigating and evaluating the effect of changing values and identifying patterns and relationships

Exchanging and Sharing Information

- Sharing and exchanging information in a variety of forms, including e-mail
- Being sensitive to the needs of the audience and think carefully about the content and quality when communicating information

Reviewing, modifying and evaluating work as it progresses

- Reviewing what they and others have done to help them develop their ideas
- Describing and talking about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others
- Talking about how they could improve future work

Breadth of study

Children will be taught the above Knowledge, Skills and Understanding through:

In Key Stage 1

- Working with a range of information to investigate the different ways it can be presented
- Exploring a range of ICT tools
- Talking about the uses of ICT inside and outside school

In Key Stage 2

- Working with a range of information to consider its characteristics and purposes
- Working with others to explore a variety of information sources and ICT tools
- Investigating and comparing the uses of ICT inside and outside school

Implementation

The school has a computer suite with 16 PCs and a projector. Each class has two timetabled sessions in the suite each week, one allocated for the ICT curriculum with an allocated TA, the other for ICT cross curricular work. Class teachers decide how many children will be working in the suite at any one time depending on the nature of the work involved. We are fortunate to have several support staff who are competent users of ICT, who can take groups of children into the suite under the guidance of the class teacher. Therefore, children have opportunities to work individually or in pairs. We also have 33 notebooks that can be booked by any teacher for use in the classroom.

We have adopted the QCA Scheme of Work for ICT. Each class teacher will teach the named units of work for their year group much of which is supported by TAs.

Teachers also plan tasks that are designed to extend skills already taught in previous years.

In 2005 the school had full installation of interactive whiteboards in every classroom from Reception to Y6. This has given teachers to develop their teaching to include the opportunity to use ICT in all lessons including interactive teaching, access to the Internet as well as being able to play DVDs and videos. All teachers have had basic training in the use of the IWBs and some teachers have had further training which they have been able to disseminate to other staff during INSET sessions.

All children, regardless of age, race, gender or ability have the opportunity to develop ICT capability.

Special Educational Needs

The very nature of ICT means that it allows children with special educational needs access to the curriculum through the use of specific hardware or software. Advice is also sought from an Occupational Therapist regarding seating and more than one type of mouse is available in school.

Assessment

Class teachers assess children's work during ICT experiences. Teacher assessments are reported to parents at the end of each academic year. Records may be kept in the form of teacher's notes, printed children's work or children's work on disk. The ICT co-ordinator is planning to create a portfolio of children's work that will include samples from each unit studied as well as planning to develop assessment within this subject over the coming year.

Background Information

This policy was informed with reference to the National Curriculum for ICT for England, the QCA Scheme of work for ICT and guidance from Wakefield Authority.

Monitoring and Reviewing

Class teachers will cover the QCA units for their year group, usually 1 unit per half term, although teachers may decide to combine units into a term-long 'project' such as the Year 6 websites which includes internet research. Year 6 children also work on SAM Learning at school and at home in the Spring Term running up to SATs.

The ICT Co-ordinator will review the coverage of the QCA units to establish whether all the requirements of the National Curriculum are being met and whether any training for staff is needed.

INSET can be arranged as after school sessions for the whole staff or courses are attended for those teachers with a specific need or to cover a particular QCA Unit.

This policy will be monitored on an on-going basis and will be reviewed periodically by the Head teacher and staff.

The school does need to develop assessment for ICT this will be put into the action plan.

This policy will be reviewed during the academic year 2013-14 to decide whether any amendments to our scheme of work are necessary when the new curriculum is published.