

## **Sample Information and Communication Technology Policy linked to the SEF**

### **Rationale**

*A statement on the school views regarding ICT within the curriculum. This should link to the school vision for ICT.*

ICT provides an invaluable tool to support both teaching and learning. For teachers it provides fast access to a wide range of resources and enables resources to be shared across the school/LEA and nationally, this results in reduced workloads to teacher. ICT enables teachers to present information to pupils in motivating and exciting ways and provides access to experiences and learning resources that were not previously available. Children need to develop transferable skills to enable them to adapt in an ever changing and technology rich environment.

### **Aims**

*What the school intends to achieve in relation to ICT.*

- To ensure that the school a wide range of flexible resources to support learning and teaching in ICT and across the curriculum
- To improve children's capability in the use of ICT.
- To extend and enhance learning across the curriculum.
- To enable children and staff to select and use ICT tools appropriately and efficiently and apply their use across a range of subject areas
- To ensure continuity and progression throughout the primary phase and towards secondary education.
- To deliver the programmes of study for ICT.
- To enable the children to appreciate the importance of ICT in their lives and some of the purposes for which it can be used.
- To reduce staff workload through use of ICT to support management and administration.

### **Standards**

#### **Assessment**

On-going assessment has always been an integral part of good practice allowing the teacher to match work to the abilities and needs of the pupils and to provide a summative statement at the end of the key stages. At the end of each unit of the scheme of work children are assessed against the expectations of achievement statements through use of an integrated task related to another subject. This is used to provide evidence of attainment linked to the scheme of work and this attainment is monitored annually. Samples of work at three different levels are kept in an electronic portfolio and the context for the work is included. This portfolio provides a summary of the range of work undertaken at each year group and also gives a clear indication of standards across the school. There is regular moderation against national standards using nc action materials ([http:// www.ncaction.org.uk](http://www.ncaction.org.uk)).

### **Personal and Social Learning**

### Safe Practice in ICT

Pupils and teachers are taught how to use ICT, including data projectors safely. Reminders are also displayed by interactive whiteboards and in the computer suite. Pupils are taught the skills and knowledge associated with acceptable use of ICT through it being linked to the scheme of work. See our acceptable use policy for further information relating to this heading.

### Equal Opportunities

All pupils have access to the use of ICT to develop their ICT capability regardless of race, gender and cultural background. Research shows that boys may be more confident than girls and have a tendency to dominate computer activities in mixed groupings. Staff are aware of this and adjust groupings where necessary to ensure equality of access. We recognise that there are some children who have greater access to computers in their home environment and the ICT co-ordinator will monitor the effects of access on pupil performance. During teaching of other subjects ICT may be used to enhance learning by, for example:

- providing access to the curriculum for a particular group of learners
- differentiation of the task to provide additional support for some learners
- extension work for some learners
- See other subject policies for more detail.

### Attitudes

Positive staff attitudes are fostered through the use of training opportunities for all staff wherever possible. Staff are given time in INSET and staff meetings to become familiar with the software they will be using. Children are encouraged to investigate in their use of ICT. Sensitive grouping is used, where necessary, to develop children's confidence. Particular emphasis is placed on training Teaching Assistants to enable them to work confidently with groups of children on tasks involving the use of ICT. Any work with parents and governors could be included here.

## **Learning and Teaching**

### Learning and Teaching Strategies

A variety of strategies are used to facilitate learning. Activities may be led by a teacher, teaching assistant or parent or they may be pupil led. The start of the lesson may include teacher demonstration, modelling and discussion. The central part of the lesson may include structured activities, class and group teacher led activity; problem solving and investigative approaches are also used to facilitate learning. Children are given the opportunity to work on their own during ICT skills work and co-operatively when applying ICT to other subjects. ICT is also used to motivate pupils and to provide access to additional activities to enhance learning.

Interactive whiteboards are used to facilitate whole class teaching and to support group activity during lessons.

### Subject Knowledge of ICT Curriculum

The Subject Leader carries out a regular audit of staff skills and ensures that appropriate staff development is made available for those who require training. In house development opportunities include INSET, staff meetings and Subject Leader support. Additional opportunities include attendance at courses, Advanced skills Teacher and Consultant/Adviser support.

### Professional Use of ICT to Support Other Subjects

The ICT Subject Leader has also trained one specialist Teaching Assistant who carries out a trouble-shooting role where required and is able to lead workshops with Teaching Assistants. The ICT subject leader uses the skills audit to identify training required and colleagues attend appropriate training or training within school is planned and led by appropriate staff including ICT Advisory staff where appropriate.

Training includes work on the ICT curriculum, using ICT to support learning and teaching across subjects and professional use of ICT to support teaching and reduce workloads.

### Inclusion

Pupils with learning difficulties can be given greater access to the whole curriculum through the use of ICT. They are able to improve the accuracy and presentation of their work and this can improve their motivation and raise self-esteem. A variety of software has been purchased to support this work.

Where necessary pupils are given additional support to provide access to the curriculum through the use, for example, of word banks, talking word processors and templates. Specialist software and hardware is also available for pupils with specific difficulties, for example, roller ball mice for pupils with co-ordination problems, magnification software for pupils with sight problems and software to support pupils with developing numeracy and literacy skills.

ICT is used to provide additional activities to extend and challenge gifted and talented pupils.

### Quality of Provision

Each aspect of the ICT curriculum is delivered through the QCA scheme of work. For each year group the QCA scheme of work identifies the activities and skills to be taught, as well as the resources to be used, vocabulary to be developed and the expectations for achievement. All staff teach the units that apply to their year group; this ensures continuity and progression throughout the school. The units will be delivered in accordance with QCA recommendations except for the following:

The unit on e-mail will be carried out in Year 3 and also reinforced through work in Year 5

Units of work are developed and extended through the subject areas in order to ensure transference of skills, for example:

Pupils get a further opportunity to work with music software in Year 5

Pupils use logo to develop their mathematical skills in year 6

Pupils use simulations to support work in science

Pupils use presentation software to create talking books for younger children in literacy

Implementation and monitoring of the scheme of work is carried out by the ICT co-ordinator.

A curriculum map for each year group shows all the ICT learning opportunities for pupils within each year.

Any other changes should also be included here; for example, changes due to lack of access to equipment or changes to the suggested timings of the units. Example links to other subjects should also be included.

### Planning

The scheme of work and curriculum map are used as a basis for planning. The curriculum map shows:

- The topics where ICT is addressed
- The skills covered
- Where ICT is used to support other subjects

Planning is saved onto the portal where it can be accessed for monitoring purposes.

### **Resources Provision**

Classes have access to a variety of ICT equipment depending on the age and experience of the children. All classes have one multimedia computer with Internet access linked to a data projector and interactive whiteboard for whole class teaching.

All classes have 2 timetabled slots in the computer suite, one of which is used for teaching the subject of ICT and the other for a relevant subject focus.

Key Stage 2 have access to two computers for monitoring and control work and Key Stage 1 classes have access to remote controlled toys and 'Roamers'.

One computer, with appropriate software, is used to support children with special educational needs and is located in the SEN room. There is also a computer for staff use for planning, preparation and assessment purposes in the staff room.

Classes also have access to a scanner when they are using the computer 'suite' and digital cameras are available to every class and an interactive whiteboard is available for use at each key stage.

There is also access to a number of laptops which can be used with groups to support learning and teaching across the curriculum.

All computers are linked to the internet and to the school network in order to facilitate access to resources.

An equipment audit is carried out annually and a copy is kept in the co-ordinators file and in the computer suite with the technical support log.

Technical support for the curriculum and for administration is provide by South Gloucestershire Education ICT (contact number                      ). This involves a half day on site visit every two weeks as well as remote and helpdesk support for curriculum and administration computers.

### **Use of software**

A range of appropriate software is available. A variety of packages are used for communicating information; these packages become more complex as children rise up through the school leading to use of a full desk top publishing package in years 5 and 6. Data handling and graphics packages also progress in the same way, providing children with a carefully graduated range of experiences to enable them to use a range of software appropriately. Continuity and progression is ensured through the scheme of work. An overview of software used throughout the school is included with the scheme of work. Software to support other curriculum areas is the responsibility of that curriculum co-ordinator and is purchased through their budget.

An inventory of software licences is kept with the licences themselves and is checked on an annual basis by the ICT subject leader/ technician to ensure that the correct number of licenses have been purchased. Subject leaders also keep an inventory of software relating to their curriculum area.

New software and hardware is regularly purchased and introduced in accordance with the school ICT plan. The resource allocation for ICT is planned through discussions involving

staff and governors in order to ensure that the school keeps pace with the rapid changes in ICT.

### Sustainability

*Include here any information on funding decisions for ICT and consultation between senior managers as well as the governors.*

ICT is overseen by a management team which includes the head teacher, ICT Subject Leader, ICT Governor and a Teaching Assistant with responsibility for ICT. The management team have regular meetings to discuss spending of the ICT budget and any additional funding which may need to be allocated from devolved formula capital or other school budgets. The ICT Governor is responsible for liaison with the governing body. The ICT Subject Leader provides a report to governors on an annual basis on ICT requirements for the school. This report takes into account recommendations made by DfES and the LA on ICT requirements.

Meetings annually review school audit information (carried out by the ICT Subject Leader) to monitor the computer to pupil ratio.

The LA has a strategy for safe and environmentally friendly disposal of equipment which the school adheres to.

### Time Allocation

*An indication of time spent.*

All children have two half-hour slots in the computer 'suite' to develop ICT skills. ICT work is often set in a context provided by work in other curriculum areas and pupils have the opportunity to spend half an hour applying their ICT skills within the classroom to develop work in other curriculum areas. The majority of lessons involve the use of resources delivered through interactive whiteboards.

## Leadership and Management

The following roles and responsibilities have been identified in relation to ICT

Role	Responsibility
<b>The Role of Senior Management</b>	The overall responsibility for the use of ICT rests with the senior management of a school. The Head, in consultation with governors and staff: determines the ways ICT should support, enrich and extend the curriculum; decides the provision and allocation of resources ; decides ways in which developments can be assessed, and records maintained ; ensures that ICT is used in a way to achieve the aims and objectives of the school; ensures that there is an ICT policy, and identifies an ICT co-ordinator.
<b>The Role of the ICT Subject Leader</b>	The designated teacher should: ensure the development of a scheme of work for the ICT curriculum. This will develop the pre-requisites for the use of ICT across the curriculum; promote the integration of ICT within appropriate teaching and learning

	<p>activities, develop and monitor the contributions of subjects to its cross-curricular use ;</p> <p>manage the provision and deployment of resources and give guidance on classroom organisation support</p> <p>encourage colleagues;</p> <p>act as a contact point between the school and support agencies ;</p> <p>provide limited technical expertise, drawing on the facilities of HUMMEC, technicians or network managers where appropriate ;</p> <p>coordinate the evaluation and review of the school's ICT policy.</p>
<b>The Role of The Subject Manager</b>	<p>There is a clear distinction between teaching <u>about</u> ICT and teaching <u>with</u> ICT. Subject managers should plan where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives.</p>
<b>The Role of The Teacher</b>	<p>Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT.</p>
<b>Role of the Technician</b>	<p>The technician is responsible for:</p> <ul style="list-style-type: none"> <li>carrying out tasks identified in the support log book</li> <li>making recommendations to ensure that provision maintains reliability</li> <li>ensuring systems are kept up to date with regular updates of windows</li> <li>ensuring systems are kept safe by keeping virus checkers up to date</li> <li>and ensuring all systems are effectively backed up</li> </ul>

### **Developing and Monitoring the ICT Curriculum**

The ICT curriculum is subject to frequent change due to government initiatives and advances in technology. The plan for developing and managing this curriculum change is outlined in the schools ICT plan, which is updated every year by the ICT co-ordinator. The implementation of this policy and the scheme of work will also be monitored by the ICT co-ordinator. Teaching of ICT to all pupils will be monitored annually through classroom observation and the sampling of teacher planning by the ICT subject Leader. Attainment will be monitored through examination of assessment files with samples of work.

The ICT plan is monitored annually and there is also annual monitoring against national and school based targets for ICT.