

Milton Road Primary School

Information and Communication Technology (ICT) Policy

1 Aims

1.1 ICT has become part of the way we all work and entertain ourselves.

Almost everything we do at school now involves the use of ICT:

- online lesson research, teaching plans and resource materials including video and photos;
- lesson delivery with the interactive whiteboard;
- communication by e-mail and fax;
- document distribution and storage;
- assessment information analysis;
- production and editing of reports.
- recording of work with digital media (photographs, video etc)
- presentation of student work using multimedia resources such MS Power Point, digital video and photography

1.2 Through teaching ICT we equip children to participate in a world of rapidly-changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

1.3 The objectives of teaching ICT are to enable children:

- to develop ICT capability in finding, selecting and using reliable information;
- to use ICT for effective and appropriate communication;
- to monitor and control events, both real and imaginary;
- to apply their ICT skills and knowledge to their learning in other areas;
- to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security and personal safety, confidentiality and accuracy.

1.4 Our Targets at Milton Road Primary School

- For the majority of children to reach level 5 by the end of Key Stage 2.
- For the children to feel confident when using ICT equipment.
- For the children to be familiar with core software.
- To know when to use ICT and when other methods would be more suitable.

1.5 ICT Code of Conduct

We have an ICT Code of Conduct designed to promote responsible use of the Internet amongst the children. All children are reminded of its contents at the beginning of each school year and at other appropriate times.

2 Teaching and learning style

2.1 As an objective of teaching of ICT is to equip children with the technological skill 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 progress in whatever they are studying. So, for example, children might research a history topic by using role-play software that engages them in a highly visual way, or they might place themselves in a historical setting by manipulating a digital photograph, or they might investigate a particular issue on the Internet. We use interactive software and interactive whiteboards in our daily lessons.

2.2 We recognise that all classes have children with a wide range of 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:

- setting 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 teaching assistants to support the work of individual children or groups of children.

3 ICT curriculum planning

3.1 The school follows the QCA scheme of work for ICT as the basis for its curriculum planning. The ICT curriculum is divided into five aspects of attainment:

- finding things out
- developing ideas and making things happen
- exchanging and sharing information
- reviewing, modifying and evaluating work as it progresses
- breadth of study.

3.2 We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study throughout the year. The teaching staff follow this with the support of the Key Stage and subject leaders. The children incorporate ICT into their work in other subject areas. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

3.3 Our medium-term plans, which we have adopted from the QCA scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work. The Key Stage leaders are responsible for keeping and reviewing these plans.

3.4 The class teacher is responsible for writing the short-term plans with the ICT component of each lesson. These plans list the specific learning objectives and expected outcomes for each lesson.

3.5 Planning is regularly reviewed by the Key Stage leaders and discussed with teachers.

3.6 The topics studied in ICT are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

We teach ICT in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, 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 become familiar with the use of computers, a digital camera and a floor robot. Then, during the year, they gain confidence and start using the computer to find out information and to communicate in a variety of ways.

5 The integration of ICT teaching in other curriculum areas

5.1 The integration of ICT into the curriculum contributes to teaching and learning in all subject areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software and hardware to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while role-play simulations and the Internet prove very useful for research in all subjects. ICT enables children to present their information and conclusions in the most appropriate way. Quite a lot of software is generic, and can therefore be used in several curriculum areas.

5.2 Literacy

ICT is a major contributor to the teaching of Literacy. Children's reading development is supported through talking stories. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by communicating with people via e-mail. We are exploring opportunities to use email and video conferencing to communicate with other communities throughout the world. Children also learn how to improve the presentation of their work by using desktop publishing software. There is, in addition, a variety of software which targets specific reading, grammar, typing and spelling skills.

5.3 Mathematics

Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. Interactive programs underpin the effective delivery of the curriculum and are used throughout the school.

5.4 Science

Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. The Internet and digital video are used to resource lessons. Data loggers are used to assist in the collection of data and in producing tables and graphs.

5.5 Personal, social, citizenship and health education (PSCHE)

The Internet provides an opportunity to explore live global issues through reliable and up to date sources. There is also opportunities to use messaging and video conferences to communicate with others throughout the world.

6 ICT and inclusion

6.1 At our school we teach ICT to all children, whatever their ability and individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

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 (for example, a lot of software can be differently configured for different ability ranges). Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. 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. Specialist software is used to create and record school data relating to special needs, including IEPs. 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, by increasing their confidence and motivation.

6.4 We enable pupils to have access to the full range of activities involved in learning ICT. We have a range of software which is designed to include all learners. Our hardware can accept a range of input devices catering to pupils with specific difficulties.

7 Assessment for learning

7.1 Teachers will assess children's work in ICT by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

7.2 The teacher ensures that all children's work is stored in the child's personal folder which is retained during the child's time at the school.

7.3 The teacher provides the Key Stage leaders with samples of the children's work that is stored centrally. This ensures that moderation of the use of ICT in the school can take place.

8 Resources

8.1 Our school uses an on-going purchase programme with interactive whiteboards, data-projectors and computers in every classroom to meet the needs of staff and pupils. We have a small bank of computers in every year group. There is also a computer suite in the library. We also have a trolley of 18 laptops and a trolley of 18 tablets. We use the county Broadband link and filtering software. We make extensive use of audiovisual equipment. Our software collection is regularly reviewed to ensure it is relevant, current and meets the ongoing needs of an integrated ICT lead curriculum.

8.2 We employ a specialist technician to keep our equipment in good working order. We have a fault reporting process and ensure that these are dealt with promptly. The technician also sets up new equipment, and installs software and peripherals.

8.3 We employ an ICT Development Coordinator in a specialist ICT support role. This person is responsible for day to day routine problem solving and support for staff using ICT equipment. The role is to assist in the teaching of ICT skills to children and the training of staff. This person is also responsible for the storage and inventory recording of software and hardware and related license information.

8.3 All staff are provided with a laptop to ensure continuity of research, planning and recording in the home and work environments.

8.4 Staff are encouraged to research and trial new software. Software is purchased by the Subject Leaders who will review recommendations. New choices will be included in the school purchase programme.

8.5 Staff are expected to ensure that ICT files and data sourced on non-school equipment which are to be imported onto school networked computers are virus free and compatible with existing school software.

8.6 Teachers are responsible for ensuring that any data sourced by children's outside the school environment is monitored for viruses and non-appropriate material.

8.7 Along with desktop and laptop computers, the school has the following:

Hardware

- network, including switch, router and server PC;
- network shared resources, including black and white, and colour laser printers;
- interactive whiteboards and screen projection equipment;
- scanner;
- digital stills and video cameras and web cams;
- digital microscopes;
- data loggers and sensors;
- DVD and video recorders;
- tape-based listening centre and digital sound recorder;
- floor and Lego robots;
- control interfaces with buzzers etc.;
- headphones and microphones;
- overhead projectors;
- USB flash memories for portable storage;
- keyboards (musical).

Software

- word-processing and desktop-publishing programs;
- painting and drawing software;
- music composition package;
- multimedia presentation program;
- spreadsheet and database programs;
- control program and models;
- simulations;
- encyclopaedia reference material;
- virus protection.
- Interactive educational programs.

Online material

- online content subscriptions;
- school website;
- Starz e-mail accounts and personal webspace.

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 Key Stage leaders. The Key Stage leaders are also responsible for supporting colleagues in their teaching of ICT, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for ICT in the school. The Key Stage leaders have specially-allocated time for carrying out the vital tasks of reviewing samples of the children's work, and of visiting classes to observe the teaching of ICT.

9.2 This policy will be reviewed in 2008.