



**COLLIS PRIMARY SCHOOL**

**ICT POLICY**

## INTRODUCTION

The development of ICT is changing at home and in the community. Its impact on the lives of individuals continues to grow and it is essential that our pupils can take advantage of its opportunities and understand its effects.

Therefore, it is important that all pupils at Collis School gain the appropriate skills, knowledge and understanding to have the confidence and capability to use ICT throughout their lives. We enable them to find, explore, analyse, exchange and present information.






## AIMS OF ICT

- ✚ To stimulate and promote the use of ICT in order to support, enhance and extend learning opportunities.
- ✚ To follow National Curriculum guidelines, non-statutory guidance in ICT to develop and reinforce a cross-curricular approach to ICT within the classroom.
- ✚ To build up children's competence and confidence when working in ICT by providing a range of experiences to develop ICT skills and attain expected National Curriculum levels.
- ✚ To ensure that all children have access to, and experience of, appropriate high-quality hardware and software to enable them to achieve the highest level of competence
- ✚ To encourage a healthy attitude towards the safe use of ICT, ensuring pupils are following the Acceptable Use Policy appropriately, especially when using the Internet.
- ✚ To help both pupils and teachers to develop confidence and competence to use ICT in a range of situations and contexts appropriate to tasks in hand.
- ✚ . To use ICT technology as a tool for learning, in tandem with other teaching methods.
- ✚ To encourage the flexibility needed for children to decide when it is appropriate to use ICT in their work and take advantage of future developments in ICT.
- ✚ To use ICT for effective and appropriate communication.

## OBJECTIVES

By the end of Key Stage 2 every pupil will have been provided with well planned opportunities to learn about, and use, the distinctive features and characteristics of hardware and software which are readily accessible to them at school.

Pupils will:

-  Have confidence in handling hardware, software and other ICT equipment
-  Have the ability to use ICT equipment to manipulate and present written word, images and sounds so as to convey a message effectively
-  Have the ability to use a ICT equipment to store information, and retrieve then present it in ways which enhance interpretation and analysis
-  Have an awareness of the role of ICT encountered in daily life in the control of equipment
-  Be able to talk about their use of ICT and its place within real live contexts.

## PLANNING AND DELIVERING THE CURRICULUM

In order to achieve the school's aims, ICT is taught discretely to teach specific skills but also in a cross-curricular style when ICT skills are used in other subjects. The school's long term planning follows a combination of QCA Schemes of Work for ICT and Swindon's ICT schemes of work. Every year group maps out when each unit will be delivered throughout the academic year. These units are planned carefully to enable the teacher to make relevant ICT links with other curriculum subjects that are being taught in each term.

Our medium term plans, identify the key learning objectives for each unit of work. Schemes of work are written by Class teachers in consultation with the ICT co-ordinator to ensure progression across the whole school and that the planned activities are linked with topics in other subjects where possible.

Teachers also detail additional ICT links and opportunities in all their Literacy, Numeracy and Foundation Subject planning. Cross-curricular opportunities for ICT are therefore made clear and used in a purposeful context, through the use of the interactive white boards in each classroom, the 2 class computers and when appropriate the use of the lapsafe containing 17 laptops.

In the Early Years Foundation Stage, ICT is an integral part of all work covered during the year. The planning is based on the Early Years Foundation Stage curriculum guidance which underpins the curriculum planning for this age group. The children have the opportunity to use computers, interactive whiteboards, digital cameras, voice recorders, digital microscopes and programmable toys. Throughout the year, they use ICT to communicate, handle data and model real life and imaginary situations.

## **ASSESSMENT AND RECORDING**

Assessment is an integral part of the planning process for all National Curriculum subjects and should include opportunities for assessment in terms of the National Curriculum requirements in ICT.

Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. On completion of work, pupils save their work into individual folders on the school network which provides a good assessment tool for teachers.

At the end of each unit of work, children complete an assessment which the class teacher keeps as a record.

## **RESOURCES**

Each class has one computer with access to the internet and connection to the classroom's Interactive whiteboard (In Key Stage 2 there are two computers). In addition to this, each class has a timetabled session to use the Computer suite containing 17 computers. Additionally we have a lapsafe, containing 17 laptops, which the teachers can book to support other subject teaching.

The Early Years Foundation Stage have a pod of 6 PC's which they have full use of throughout the day.

The school has a range of software, hardware and ICT equipment including digital cameras, a Digi blue camera, Intel Microscope, roamers, pro bots, bee bots, data loggers, microphones, tape/CD players, video recorder and control equipment.

## **EQUAL OPPORTUNITIES AND THE USE OF ICT**

Computers are becoming an everyday fact of life for the children in our schools. It is important, therefore, that all children, girls and boys, those with low attainments and those with high attainments, irrespective of ethnic and social background, feel comfortable with them.

Computers can play an important role in language development, project work, problem solving and investigations. It is important that we move away from the image of computers as complicated pieces of technology, towards using them as a resource, which is familiar to each and every child in the class.

Familiarity gives confidence, and confidence breeds enjoyment and motivation. This has been demonstrated to be particularly evident for children with special educational needs.

Careful planning is necessary to ensure that all children have sufficient time to develop and implement their computer skills. To ensure each child is catered for, the following points should be taken into consideration:

- ✚ Groups should be mixed sex and size or ability wherever possible and appropriate. Careful monitoring of these groups is necessary to ensure that no one child dominates and that individual skill development is recorded
- ✚ All teachers are role models for children. Teachers should be aware of their influence on children and develop their own confidence and competence in the use of the computer.

## **HEALTH AND SAFETY**

Collis Primary School is aware of the potential health and safety issues risks with regard to ICT equipment, especially when using the hardware and accessing the Internet and pupil data. All teachers and teaching assistants are responsible for making sure the hardware and software are used correctly and safely on a day-to-day basis, following guidelines in the school's E-Safety Policy. Any problem should be reported to the ICT Co-ordinator, ICT technician or Senior Management.

## **MONITORING AND REVIEW**

The ICT Co-ordinator and the management team are responsible for the monitoring of ICT throughout the school. The co-ordinator attends courses on relevant subjects and updates the teachers about any key issues or developments. The Head teacher and co-ordinator are responsible for overseeing the planning, providing support and drawing up action plans when necessary.