



## Information and Communication Technology Policy

### 1. INTRODUCTION

At Cowley Hill Primary School we give all children access to a wide range of high quality Information and Communication Technology (ICT) equipment, including the use of computer hardware and software, video/DVD equipment, interactive whiteboards, projectors, television, radio/CD players, cameras, programmable robots/toys, e-mail and the internet (see Acceptable Use Policy). We help children to develop the confidence and skills they need in order to be successful in this increasingly technological age. We also teach children to make sensible choices about the use of Information and Communication Technology (ICT) in the development and presentation of their work across the curriculum.

### 2. VISION & AIMS

ICT extends our knowledge of different subjects and the world around us and greatly improves our ability to make decisions about how we can communicate most effectively. At Cowley Hill our children are equipped with the skills, knowledge and understanding to contribute successfully in an ever changing and advancing technological world.

The children at Cowley Hill are given opportunities to:

- Enjoy using ICT and tackle all applications with confidence and a sense of achievement and purpose;
- Develop ICT skills, including their knowledge and understanding of the importance of information and of how to select and prepare it.
- Learn new skills when using hardware and software to manipulate information in the process of problem-solving, recording and expressing their work;
- Enhance their ability to apply their ICT capability to support their learning in all curriculum areas;
- Explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.

At Cowley Hill we:

- Create an environment where all are staff confident in using ICT, through continuing training and professional development, with an annual staff skills audit and training programmes run in response to the findings of these audits.

- Encourage children to confidently use their ICT skills to enhance their learning and raise standards.
- Have in place Schemes of Work which are designed and implemented to make the best of ICT learning.
- Promote safe and sensible use of all ICT equipment. (See Acceptable Use Policy)

### 3. TEACHING AND LEARNING

At Cowley Hill we follow the Hertfordshire ICT Scheme of Work for our long, medium and short term plans. The units in each year of this scheme fulfil the objectives set out in the National Curriculum. The units may be taught in a different order but completion of them ensures that each strand of the Programme of Study for ICT develops consistently throughout each Key Stage. Each unit of work within the scheme forms the basis of the medium-term plans, and clear learning objectives are given for each unit. In the short-term, each lesson gives activities (which can be adapted by individual staff to suit the topic they are teaching) to enable children to reach the stated targets and become independent learners. These challenges are matched to the ability and experience of the child.

The use of ICT is encouraged in all subjects and staff record cross curricula use on their planning and in the folder where they log equipment held centrally in and out.

All pupils from Year 1 to Year 6 have a 1 hour weekly whole class timetabled ICT skills based lesson. Free slots can be booked on a week by week basis for use in other curricular subjects. Foundation Stage have their own stand alone computers which are accessible to the children at all times during the school day. All classrooms have interactive whiteboards plus one in the library and another in the Deputy's office (which is used for group work). There is also a projector and screen in the hall.

### 4. INCLUSION

All children have access to the curriculum, irrespective of gender, race, culture or special educational needs. Through differentiation in short-term planning we give every pupil the opportunity to experience success in learning. To achieve as high a standard as possible we set suitable learning targets which correspond to children's diverse learning needs.

At Cowley Hill we:

- Encourage pupils to train and assist their peers where possible;
- Use different ways of presenting information to children ;
- Offer Support with technical language;
- Regularly monitor and evaluate current ICT practice within the school, including pupils' continuity and progression;

### 5. HOW WE TEACH CHILDREN ICT SKILLS

At Cowley Hill we teach our children ICT through:

- Working with others, listening to their ideas and expertise and treating these with respect;
- Being creative and persistent;
- Encouraging them to critically evaluate their own and others uses of ICT;
- Developing ways of thinking, finding out about and communicating ideas;
- Exploring their values and attitudes through ICT;
- Developing language skills by talking about their work and presenting their own ideas;
- Using the appropriate technical vocabulary;
- Reading non-fiction and extract information from sources such as reference books or CD Roms, e-mail and via the internet.

## 6. HOW WE TEACH TO ENABLE THE RANGE OF LEARNING

The school builds on and develop the children's previous experiences of ICT that they may have experienced either at home, nursery or school. The children are taught and given the opportunities and experiences to learn about:

- Developing ideas and making things happen;
- Finding things out;
- Exchanging and sharing information;
- Reviewing, modifying and evaluating work in progress.

## 7. ASSESSMENT, RECORDING AND REPORTING

The work the children do in each unit demonstrates what they have learned. Informal judgements are made during each lesson and at the end of each term of work the children complete an integrated task which allows them to put into practice all the skills that they have learnt and show their understanding. This work is levelled by teachers and the children self-evaluate their work.

The ICT co-ordinator collects samples of ICT work on a termly basis, which are used in the school's ICT portfolio. This is maintained in order to obtain consistency and appropriate standards across the school.

## 8. RESOURCES

The ICT Co-ordinator together with the Head Teacher (HT) make decisions about the type and numbers of individual resources. The HT also directs the usage of the ICT budget allocation and how the resources purchased are deployed.

All members of staff have responsibility to ensure the correct use of computer hardware and software. All staff must inform the Co-ordinator of problems experienced with any equipment. The HT and ICT Co-ordinator are responsible for ensuring the maintenance and repair of equipment through liaison with the technician from InterMIT, the technical support company working with the school. A log book is available in the main school office for staff to leave enquiries about technical support.

### **Hardware:**

There is access to:

- 3 Colour printers (One in each Key Stage)
- Digital cameras and associated software
- 16 laptops on a trolley and a further 3 spare laptops
- Floor turtles or roamers
- Beebots
- 1 class set of Probots
- Every class has a video/DVD player
- 3 OHPs
- Every class has an Interactive Whiteboards plus one in the library and Deputy's office
- CD players
- 2 digital Microscopes
- 1 portable digital projector
- 1 logIt device
- All teachers have a laptop

### **Software**

There is access to:

Software that allows a wide access to all types of programme necessary to fulfil the requirements of the ICT schemes of work - see lists provided for staff.

- Software that allows children to move, and match words and pictures, word banks;
- Paint and object based drawing software;
- Clip art files on familiar topics;
- A graphing programme for pictograms, bar charts, pie charts and line graphs;
- Databases;
- Simulations
- A range of CD-Roms.

Some units are enhanced by the use of e-mail and access to the internet.

## **9. MONITORING AND REVIEW**

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the subject leader. The subject leader is 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 subject leader has specifically allocated time for carrying out the vital tasks of reviewing samples of children's work and of visiting classes to observe the teaching of ICT.

#### 10. HEALTH AND SAFETY

When working with resources and equipment in practical activities, and in different environments - including those that are unfamiliar - children are guided as per the 'Acceptable Use' policy, to which all pupils and parents must agree.