West Exmoor Federation
Policy for Information and Communication Technology.

Aims

ICT in the modern world is agreed by all as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to incorporate the use of these technologies in order to provide our pupils with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole.   ICT (principally but not exclusively computers) is used in many ways for the presentation, analysis and storage of information, but also to model, measure and control external events, to solve problems and to support learning in a variety of contexts across the whole curriculum.

Our aims in teaching Information and Communications Technology are that all pupils will enjoy the freedom of using ICT. Children will be able to choose and use appropriate applications with confidence and a sense of achievement, develop practical skills in the use of ICT, be able to apply these skills to the solving of relevant and worthwhile problems, understand the capabilities and limitations of ICT and the implications and consequences of its use. We also aim to utilise ICT in order to enable our children to work together across the federation.

ICT skills are recognised as cross-curricular within the National Curriculum and their use is called for or assumed in all subjects, except PE, to support and enrich pupils' learning. It is also a knowledge and skill area in its own right. As in other areas of the curriculum we incorporate the requirements and recommendations of the National Curriculum into our planning and assessment at class, year and school level.
The ICT curriculum is divided into four key areas of knowledge, skills and understanding.
- Finding thing out.
- Developing ideas and making things happen.
- Exchanging and sharing information.
- Reviewing, modifying and evaluating work as it progresses.

Resources.
We use RM multisite CC4 network technology in all of our schools. This system enables the children and staff to log on to their own profile and save work at any of the three sites. The CC4 network also incorporates RM tutor software. This allows staff to monitor the children's use of computers. Each school site has wireless internet connectivity, enabling the children and staff to access the internal network and the internet throughout the sites. The educational software and resources are identical in each school enabling staff and pupils to have equal access to resources. Each classroom is equipped with a Smartboard linked to a teacher laptop.
Each school has laptops for the children to use. These are stored centrally in laptop charging trolleys and are taken into classrooms or other learning spaces when required. We currently have a ratio of at least 1 laptop: 2 children. Each class has a digital camera for staff and children to record learning. Each school has a high quality video camera and tripod for staff to use to enhance learning and to record special events / performances. We constantly monitor our hardware and software requirements in terms of teaching ICT and also in using ICT to support and develop other areas of the curriculum.

Teaching and learning.
ICT is taught in two ways; discrete ICT lessons and through using ICT to support and enhance learning in other curriculum areas. The discrete ICT curriculum focus' on teaching specific ICT skills eg. Spreadsheets, modelling, control etc. These skills are then used and developed in all other areas of the curriculum.
ICT provision begins in Early Years Foundation Stage with children recognising that a range of technology is used in places such as homes and schools. They are encouraged to select and use technology for particular purposes. Pupils have the opportunity to work individually, in pairs and in small groups, and will experience the frequent use of ICT in their own classrooms.

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Pupils will become increasingly independent in their use of ICT and the choice of software required for any given curriculum activity. This aim should be kept in mind from the earliest contacts pupils have with computers, by informing them clearly why they are using a computer for a particular activity.
 Excellence in Information and Communication Technology use is celebrated on the school website and in displays around the school, of text, pictures, graphs and charts produced by pupils using computers.

Home and school links.
The children each have their own profile on the schools' Learnanywhere Virtual Learning Platform. This offers a safe and convenient way for children to submit homelearning or transfer files between school and home.

Equality of Opportunity
All pupils have equal access to the ICT curriculum and equipment. Specialised access software and hardware is available for pupils with special educational needs. All reviews of provision for pupils with special needs include consideration of a child's access to a computer.

Strategies for Ensuring Progress and Continuity
It is the responsibility of the ICT subject leader to plan the long term ICT curriculum ensuring appropriate progression and continuity. Other subject leaders are responsible for ensuring that a range of appropriate ICT skills are incorporated into their subject's long term plans. (Further guidance for cross curricular links can be found on the Department for Education website. At the end of each statutory programme of study there are suggestions for ICT opportunities which will support the learning in each subject.)

Recording and Assessment
       Pupils' work in ICT is assessed and recorded in line with the school policy on assessment. Teacher assessments are made at the end of each unit, mainly on a half termly basis. A comment on each child's progress and ability to use a computer with confidence and competence across a variety of applications is made in the annual report to parents.

Access and Privacy
(see also Acceptable Internet Use Policy)
The student profile on the server prevents children from downloading or installing any programs or applications. All software is added to the system by a system administrator; either the ICT subject leader or a technician from ScoMis. The network runs through SWGFL filtering system for external content. This blocks accessibility to certain internet sites.

E-safety.
(See E-safety policy.)

Health and Safety
Children are taught how to handle electrical equipment safely. Pupils are encouraged from the earliest age to consider and adjust their posture when using the keyboard in order to avoid strain to the arms and back. Staff should consult the SENCO and CSTs with regard to any implications of the use of ICT for known medical conditions e.g epilepsy, visual impairment.