



Middle Street Primary School

Policy for Information & Communication Technology

Revised April 2017

POLICY FOR INFORMATION TECHNOLOGY

Document Purpose

This policy reflects the values and philosophy of Middle Street in relation to the teaching and learning of Information Technology. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the scheme of work for Information Technology, which sets out in detail what children in different classes and year groups will be taught, what hardware they will use, and the appropriate software for each year group.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed to:

- All teaching staff
- All non-teaching staff

A copy of the policy is available in the ICT room

These are available for:

- School governors
- LEA adviser/inspector
- Inspection teams
- Parents (if requested)
- Visiting teachers

Aims for Information Technology

- To be consistent with our school philosophy
- To follow Curriculum Policy Guidelines
- To reinforce a cross-curricular approach to Information Technology
(*'Children should encounter Information Technology in a wide range of contexts and not exclusively through the study of Information Technology itself.'*)
- Emphasise access
(*'Children should have frequent access to Information Technology tools and have adequate opportunity to use these tools when it is appropriate to do so.'*)
- Follow National Curriculum Statements of Attainment, Level Descriptions and Non-Statutory Guidance

Information Technology is a foundation subject in the National Curriculum, and is a cross curricular skill. Throughout Information Technology there are four strands:

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

These strands are developed through the Programmes of Study, Attainment Targets and Level Descriptions.

Throughout Key Stage 1 and Key Stage 2 children will develop an understanding of, and a competence to use increasingly challenging Information Technology skills.

At Middle Street our children work at levels appropriate to their abilities.

Aims

- To give all children at Middle Street access to all areas of Information Technology
- To offer all children the opportunity to have reached their level in Information Technology as specified in the Information Technology National Curriculum and others specified areas of National Curriculum
- To use the computer in order to support and develop other learning which is taking place within the classroom
- To develop Information Technology as a cross-curricular tool
- To build up children's competence and confidence when working in Information Technology
- To provide a range of experiences to develop Information Technology skills across the four strands
- To ensure that all children have access to, and experience of, appropriate hardware and software to enable them to achieve the highest level of competence and understanding
- To enable children to work together and share ideas

Objectives

In the teaching and learning of Information Technology children will have the opportunity to use the computer or other devices to:

- Manipulate and present text so as to convey a message effectively
- Store and retrieve information
- Plan a set of instructions, enter them into the computer, and manipulate them to achieve a desired end
- Experience computer control encountered in every day life
- Detect patterns and relationships and form and test simple hypotheses
- Present and develop graphics and musical skills

Curriculum and School Organisation

In order to achieve these aims and objectives, the teaching of Information Technology is organised:

- In a cross-curricular way to support and enhance:
 - whole school topic plans i.e. 'Learning Journeys'
 - individual subjects - especially those of English, Maths, Science and Geography, where Information Technology is specified in Programmes of Study

- In units covering the four strands, to develop the progression of Information Technology skills

Within the Scheme of Work learning activities for Information Technology are sequenced to ensure progression, and are taught in a variety of ways:

- Direct class teaching to introduce a specific program or skill
- Through practical tasks using the appropriate hardware and software (see Scheme of Work for appropriate hardware/software lists, activity and information sheets)
- Group activities, so that children can interact with each other
- By providing children with real experience in the practical application of Information Technology skills
- Through the use of the Scheme of Work which provides learning opportunities throughout the four strands
- It is enhanced by using Information Technology where possible for a specific purpose perceived by the child, for example in drafting and redrafting email to a link school, or preparing artwork for scenery in school productions.

Information Technology planning and evaluation is in year groups and is linked to year group topics. (Copies of the half-termly topics are kept by class teachers and notified to parents). Work on specific strands and/or skills is planned at class level on a half-termly basis in long-term plans. This is then planned on a weekly basis on short-term plans.

Information Technology has a coordinator who ensures that Information Technology work is planned to meet the needs of individual and groups of children. The scheme is planned to meet the needs of individuals, groups and year groups. Each class has access to laptops for half a day a week, in each shared area there are further desktop computers for use throughout

the week. Equal access is provided for all children and care is taken that no one child dominates when groups work at the computer.

Time Allocation

The time allocated to the teaching of Information Technology is based on the recommendations set down in the Dearing Report. In line with these recommendations approximately 27 hours of Information Technology work takes place at Key Stage 1 in any one year and 36 hours at Key Stage 2. This is partly accessed through work done involving the use of ICT in other areas of the curriculum.

Use of computers varies from class to class according to need, development of skills, links to topics and timetabling restrictions, for example, PE.

The computers, or programmable machines or toys are used throughout each day alongside other curriculum areas and topics.

In a school year each child will have had access to hardware and software to allow them to:

- Develop Information Technology skills in each of the four strands
- Enhance topic work as support in other curriculum areas

Planning

The Information Technology coordinator is responsible for planning continuity and progression through the Scheme of Work and the provision of appropriate hardware, software and other resources. This is shared as a whole school.

Each member of staff is then responsible for planning Information Technology work to meet the needs of the children in their class. For topic based Information Technology work this is planned in year groups.

Teachers use the scheme of work, information and guidance provided by the ICT coordinator and statutory and non-statutory guidance to help inform their planning. This planning is completed in detail either half-termly or termly.

It is planned in two sections, topic based work, and ongoing class work. This detailed planning is then translated into weekly plans which are completed in retrospect.

Planning is shared with other colleagues in teaching and non-teaching staff, and is monitored by the Headteacher or Deputy Headteacher.

Information Technology is planned:

- To develop Information Technology skills
- To ensure continuity and progression through the strands
- To enhance topics

Class Organisation and Teaching Style

At Middle Street class teachers are responsible for their own class organisation and teaching style in relation to the teaching of Information Technology, but at the same time ensure these reflect the overall aims and philosophy of the school.

Because of the unique nature of Information Technology in requiring special resources, teaching of Information Technology is done in groups of varying size from classes/half classes down to pairs or small groups of children. Children are sometimes grouped by ability (mixed or similar), age (in mixed age classes) or in mixed friendship groups. There are occasions when software or a specific skill might be introduced to a class, or work set for a specific child depending on the task. This allows the child to work on individually prepared tasks with work matched to each child's own developments. The teaching of Information Technology requires the use of appropriate hardware and software.

Information Technology is a cross-curricular tool and so is linked to many areas of the curriculum. It also provides opportunities for teaching the following cross-curricular dimensions:

- Equal opportunities
- Personal and social education

Assessment

Information Technology can be assessed in a variety of ways:

- Observation of child or group on task
- Discussion with children about their task
- Saved work in pupil folders (Years 3-6)
- Printouts of work
- Children's own evaluations of their work

These assessments:

- Inform future planning
- Provide information about individuals and groups
- Provide summative information
- Provide information for parents

These assessments are carried out throughout both Key Stages and are the responsibility of the class teacher with support from the Assessment Coordinator.

(See Policy for Assessment, Recording and Reporting for further details.)

Record Keeping

Records are kept of each child's progress in Information Technology. Individual class teachers use methods appropriate to their class to record progress made. These are filled in each term, or more often if the class teacher feels it is appropriate.

See Policy on Assessment, Recording and Reporting.

Reporting

See Policy on Assessment, Recording and Reporting.

Coordinator's Role

The coordinator works to support the staff in Information Technology. This can include preparing a draft policy for discussion, a Scheme of Work, a yearly audit and action plan, leading staff meetings, INSET, resources, advice and help in planning, hardware and software support.

Resources and Accommodation

A variety of Information Technology resources are available in school.

Many programs and Internet access are available throughout the school via the intranet.

Each teacher is responsible for the day-to-day care of their computers and for the software they use. Any problems must be reported to the coordinator. Machines should not normally be moved about, disconnected or exchanged.

The coordinator, in consultation with teachers, will review the allocation of hardware and software annually. This will reflect the degree of priority which Information Technology is given each year in the School Development Plan.

INSET Provision

INSET needs are identified through:

- School development planning
- Curriculum review and evaluation
- Coordinator needs
- Individual needs

These are prioritised by the Staff Development/INSET Coordinator and form part of the School Development Plan. A variety of providers is used. See policies on INSET and Staff Development.

Equal Opportunities

All teaching and non-teaching staff at Middle Street are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress.

Information Technology is an area of the curriculum where, because of its unique nature in requiring specific equipment, equal access needs to be planned and monitored very carefully. It is the responsibility of the individual teacher to plan their pairs and groupings so that this is achieved, and to keep records of this. General monitoring is the responsibility of the Headteacher and the Deputy Headteacher.

See Policy on Equal Opportunities.

Special Educational Needs

All children should have access to a broad, balanced curriculum which includes Information Technology, and should make the greatest progress possible. Provision for children with SEN in relation to Information Technology is the responsibility of the class teacher, support staff and SEN Coordinator as appropriate. Information Technology especially provides a means where children with SEN are able to present and develop their work easily.

Where possible, the computer is made available for specific children, or groups of children to work with support staff and/or work with each other so that work can be drafted and redrafted easily. Access is also provided to computers in the SEN room with an appropriate range of software.

See Policy on Special Educational Needs.

Cross-Curricular Themes and Skills

Links between Information Technology as a cross-curricular skill, and cross-curricular themes are identified on whole school topic plans by the Information Technology and cross-curricular theme/topic coordinators. Appropriate software to use, strands to cover and Information Technology skills to develop are identified.

Evaluation

Evaluations are carried out by the class teacher. This is monitored by the Headteacher or Deputy Headteacher.

These evaluations focus on:

- Children's progress and achievements
- Appropriate use of hardware and software
- Coverage of the four strands

These evaluations form the basis for future planning, long and short term.

Evaluation and review of the Information Technology Policy and Scheme of Work take place on an annual basis. Changes or adaptations of policy are discussed and agreed by the whole staff before the policy is amended. Throughout the year the whole staff are encouraged to feed back information about hardware, software, Scheme of Work, policy and ideas.