



ICT Policy

Rationale

Information and Communications Technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

ICT is an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Aims

- To enable children to become independent users of computing technologies, gaining confidence and enjoyment from their activities,
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the Computing National Curriculum,
- To use computing technologies as a tool to support teaching, learning and management across the curriculum,
- To ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities,
- To maximise the use of computing technologies in developing and maintaining links between other schools, the local community including parents and other agencies.

Broad Guidelines

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups,
- the systematic progression through EYFS & Key Stages 1,
- that the National Curriculum Programmes of Study and their associated strands, level descriptions and attainment target are given appropriate coverage,
- that all children have access to a range of computing resources,
- that computing experiences are focussed to enhance learning,
- that cross curricular links are exploited where appropriate,
- that children's experiences are monitored and evaluated,
- that resources are used to their full extent,
- that resources and equipment are kept up to date as much as possible,
- that staff skills and knowledge are kept up to date
- that all children follow the scheme of work for computing,
- that we monitor children's computer use to ensure equal access and fairness of distribution of computing resources,
- that we provide curriculum materials and software which are in no way class, gender or racially prejudice or biased,
- that we monitor the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

Internet Safety

Please refer to E-Safety Policy

Home school links

Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. Teachers are sensitive to the fact that children may not have access to computing technologies or may not wish to use it to complete tasks out of school.

A school email address has been given to parents and is listed on the website. The school is also developing its systems to directly mail parents to keep them up to date with school developments.

We intend develop the existing school website to promote the school's achievements as well as providing information and communication between the school, parents and the local community.

Inclusion

We recognise computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example. Computing can cater for the variety of learning styles which a class of children may possess.

- Using computing technologies can:
- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of computing technologies as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Assessment

ICT is assessed both formatively and summatively using achievement criteria based on the Programme of Study.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the school's scheme of work. These are conducted informally by the class teacher and are used to inform future planning. Where appropriate a collection of students' work will be stored individual pupil folders and will build a portfolio of evidence. Assessment summarises children's computing capability at within each band at three different levels:

- towards expected
- expected
- above expected

Senior Management

The overall responsibility for the use of computing technologies rests with the senior management of a school. The Head, in consultation with staff:

- determines the ways computing should support, enrich and extend the curriculum,
- decides the provision and allocation of resources,
- decides ways in which developments can be assessed, and records maintained,
- ensures that computing technologies are used in a way to achieve the aims and objectives of the school,
- ensures that there is a ICT Policy, and identifies an ICT Co-ordinator.

ICT Coordinator

There is a designated ICT Co-ordinator to oversee the planning and delivery of ICT within the school. The ICT coordinator will be responsible for

- raising standards in ICT as a national curriculum subject
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the ICT curriculum and reporting to the Headteacher on the current status of the subject

Monitoring

Monitoring computing will enable the ICT Co-ordinator to gain an overview of computing teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of computing teaching and learning the ICT Co-ordinator will:

- Scrutinise plans to ensure full coverage of the ICT curriculum requirements,
- Analyse children's work,
- Observe computing teaching and learning in the classroom,
- Hold discussions with teachers,
- Analyse assessment data.

Conclusion

At Central Street all teachers and learners in our school will become confident users of ICT so that they can develop the skills, knowledge and understanding which enable them to use appropriate computing resources effectively as powerful tools for teaching & learning.

Written/amended: July 2017

Next review date: July 2020