

Lady Katherine Leveson
Church of England Primary School



Information, Communication and
Technology Policy

Responsibility of: KJ Brooks

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Lady Katherine Leveson Church of England Primary School Policy for ICT

Overview: *The use of Information and Communication Technology is a key skill for everyday life. We recognise that technology can be used to acquire, organise, store, manipulate, interpret, communicate and present information, and, as such, is an important tool in teaching and learning. We realise staff and pupils are entitled to quality hardware and software, which will be reviewed and renewed on a rolling program as finances allow. We seek to support staff and pupils as they gain the skills needed to use ICT effectively throughout the curriculum.*

Purpose: *The purpose of this ICT policy is to state how our school intends to teach ICT as a set of skills in its own right, and to develop it as a tool for teaching and learning throughout the curriculum.*

Rationale:

ICT is used in two main areas:

Pupils' learning is enhanced by:

- *A curriculum programme, which ensures continuity and progression in the development of ICT skills and their application in other subjects.*
- *Assessment procedures that effectively inform planning and teaching, and hence learning.*
- *The opportunity to use and apply ICT skills across the curriculum as it is integrated into a themed curriculum*
- *Use of software to enhance learning in other areas of the curriculum, and to provide different ways to access information and experience learning across a range of abilities.*
- *Safe access to the World Wide Web, through Solgrid, providing access to information and resources beyond the physical learning environment.*
- *Opportunities to communicate electronically via e-mail, strengthening and extending links with other schools, local businesses and the wider community in a supervised setting.*

Staff effectiveness is enhanced by:

- *Discussions on the use of ICT and its effectiveness via staff meetings, resource evaluation and training sessions*
- *The support of a technician.*
- *Constantly reviewing the quality and range of resources produced for teaching and learning.*
- *The sharing of good practice within our own school, liaison with teachers from other schools and advisory teacher input.*
- *Developing greater use of ICT as a tool for the management of teaching and learning.*

Parental support will be enhanced by:

- *Cultivating greater awareness of the range of resources published on the Internet to support home and out of school hours learning.*
- *Use of a learning platform – Knowledge Box – provided by SMBC*
- *Use of the school website.*
- *E-mailing newsletters*
- *Opportunities to participate in workshops involving using ICT to support their child's learning*

Key Principles

ICT is an integral part of our teaching and learning. All pupils are entitled to access ICT to gain appropriate skills and access new learning opportunities.

Aims and Actions:

Our aim is to equip pupils and staff to make appropriate use of ICT in aiding creativity and learning in the present, and to cope confidently with its future uses.

To do this pupils and staff need:

- *A range of basic skills in using software and hardware*
- *Opportunity to practise these skills to develop IT capability*
- *To be able to understand the advantages and limitations of ICT*
- *To develop good health and safety practices*

In addition staff need:

- *Training and support to keep up to date with their use of ICT*
- *Technical support*

Pupils have weekly lessons in the ICT suite to learn and practise new skills. They follow QCA units, however we are aware that these are being up-dated and pupils are often working ahead of the levels implied, so a year 2 pupil may be working on skills from a year 4 unit.

All classrooms have an ICT display and show evidence of ICT use in other curriculum areas.

Interactive whiteboards are used in every classroom. All whiteboards are networked to our computer suite and have access to software and the internet. Whiteboards are linked to staff laptops.

Pupils are encouraged to log books in and out of the library using Junior Librarian.

Through other areas of the curriculum they use ICT to do research and present work. They use data logging to record information. They present findings and data in tables, spreadsheets, and graphs. They may use digital photography and sound recording to record work. Pupils have the opportunity to submit theme-based homework that has used ICT skills in presentation or research.

The school recognises the advantages of the use of ICT by children with special educational needs. Using ICT can:

- *address children's individual needs*
- *increase access to the curriculum*
- *enhance language skills*

Assessment, and Recording

At present assessment is made by looking at the progression of pupils skills and recording this progress in an assessment folder that is kept in the ICT suite, enabling teachers to assess as pupils work. Teachers also match children's ability against a general statement of progress at the end of the QCA unit.

The current assessment procedure is under review, we need to look at how we assess the overall capability of individual pupils. Our move to a theme based curriculum and new computer suite will provide more opportunity for those struggling to consolidate skills taught in ICT and to increase capability as pupils apply their skills.

ICT work will be marked in line with the school policy on marking. Evidence of tasks may be in paper form as a print out or activity on paper, although most work will be stored in the pupil's i-drive area of the network. It is understood that some activities may be evidenced by observation and oral feedback only, and that this is embedded in the assessment. Teachers should keep their own ongoing record to inform this assessment to inform their planning.

For reporting purposes, which will be at the end of Key Stages One and Two, a level of each pupil's ICT capability will be given. This will be based on the attainment target level descriptions. The portfolio of work will aid levelling in these year groups.

Roles and responsibilities:

Staff's role:

- *Enable pupils to gain and develop key skills.*
- *To enhance learning through appropriate use of ICT*
- *Given opportunity to use ICT when appropriate*
- *Help pupils to become aware of the health and safety issues in the use of ICT*

Pupil's role

- *Develop key skills as directed by staff*
- *Treat equipment with care*
- *Use the internet safely and sensibly*

Monitoring and Evaluation

This policy should be reviewed as points on the school action plan are implemented.

The following need to be monitored:-

- *Classroom display*
- *Use of ICT in other curriculum areas – begin looking at capability.*
- *Use of skills assessment file.*

These are monitored as part of the S.I.P. on a programme of lesson observations, pupil interviews, planning and work trawls – these are detailed in the Action Plan. The assessment file is checked to make sure it is in use.