

*Sonning Common
Primary School*

**POLICY
STATEMENT
ON
ICT**

Policy 34 Version 3

SONNING COMMON ICT POLICY

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital skill in modern society.

Aims

Through the use of ICT in the curriculum we aim to help pupils become knowledgeable about the nature of information, gain confidence with the range of technology and have the ability to exploit potential. The use of ICT is promoted within all subjects as well as a subject in its own right. It is crucial that ICT is seen as a tool that can be used across the whole curriculum, including art, music and P.E. As many opportunities as possible should be taken to use ICT applications as part of the study of other subject areas, so that it becomes embedded in relevant situations and realistic contexts.

We strive to achieve this by:

- using ICT where possible to enhance children's learning in all areas of the curriculum.
- introducing the children to a wide range of ICT applications and about ICT tools, such as word processing, databases, graphics and software for control technology and processing sound pictures.
- helping pupils acquire the skills to use appropriate ICT tools effectively, with purpose and enjoyment.
- equipping pupils with the knowledge of the uses, effects and limitations of ICT enabling them to evaluate the benefits of ICT and its impact on society.
- meeting the NC requirements as fully as possible and helping all children to achieve the highest standard of achievement.
- using ICT to develop partnership beyond the school through the use of the Internet, and e-mail.
- celebrating success in the use of ICT.
- encouraging all teachers to develop an awareness of the ways in which ICT might contribute to the achievement of both their subject-teaching and their wider educational aims;
- encouraging all teachers to develop their own ICT confidence and competence.
- allowing opportunities for work to be printed for display, evidence, publishing on the school web site etc.

Planning

The school has a detailed long-term curriculum map which ensures progression of skills and capability and coverage of the ICT programme of study throughout the school. Currently, planning for ICT as a subject is being recorded on a separate planning sheet, as used for all subjects other than literacy and numeracy. However, the use of ICT within subjects is recorded, or cross-referenced on the sheet for that subject.

ICT is incorporated in the planning of each scheme of work. When planning work involving the computers the QCA schemes are closely followed, to develop ICT capability. When emphasis is placed on the subject, teachers use ICT as a support for children's learning.

During any particular planning period, 1 or 2 aspects of ICT are covered and within each of these the focus is on only 3 or 4 specific skills. These skills are highlighted on the relevant planning sheet. It is understood that other skills will feature continuously in ICT and these need not be highlighted. A balance of aspects and skills is covered in a year.

Differentiation is determined by the complexity of the task set, the support/independence involved and the quality and accuracy of work produced.

The ICT co-ordinator will ensure the ICT Programme of Study is being covered by monitoring medium term plans.

Inset and staff training

Staff training needs is met by auditing staff skills and confidence in the use of ICT.

The ICT Co-ordinator will attend courses and support and train staff as far as possible. Staff confidence and expertise is developed through regular planned training sessions provided by the ICT Co-ordinator, and external agencies.

Support is given, where possible, with ICT planning and teaching by the ICT co-ordinator.

Teaching and Learning Styles

The class teacher is responsible for the individual child's ICT experiences. They are expected to employ a range of teaching and learning strategies and to use their professional judgement to decide on the most appropriate.

These will include:

- using the computer or the interactive whiteboard to demonstrate to a group of pupils or to the whole class.
- Using the interactive whiteboard as a tool to benefit learning in all curricular areas, such as the use of Easiteach maths and the Internet.
- leading a group or class discussion about the benefits and limitations of ICT.
- individual or paired work using work sheets, work books or help cards.
- collaborative writing and design work in groups.
- Occasionally the 'cascade' approach will be used to introduce a new feature of a piece of soft ware or similar. This approach means that the teacher teaches a pupil or small group of pupils and these children then go on to teach the next group and so on.
- When the children are working in groups, the teacher endeavours to select groupings to ensure that all children are equally involved in the task, with equal access to the computer keyboard.
- The activities are planned in order to allow different levels of achievement and incorporate possibilities for extension work. Teachers expect to intervene where appropriate to reinforce an idea or teach a new point.

Present resource provision

ICT Suite

The school has a range of computer hardware including a suite of 17 RM CC3 computers complete with enough pre-loaded software to deliver the ICT curriculum. Each machine has Internet access. The computer suite is also equipped with a black and white laser printer, a colour deskjet printer, a projector and screen and a scanner.

Main School

The school is working with a variety of resources including:

- Pcs in some classrooms
- A notebus trolley with 15 wireless laptops in KS2
- Interactive whiteboards in every classroom with the exception of kites at the present
- Peripherals Eg: Roamers, Beebots, scanners, Digital Blue video digital cameras, tape recorders, CD players, televisions, videos, headphones, and a digital microscope.

A variety of software is available for all machines. To ensure that copyright laws are adhered to and avoid viruses, staff, pupils and parents are not permitted to run software brought in from outside school on school machines. An audit of resources is undertaken yearly to ensure that hardware and software are kept as up to date as possible and that obsolete or broken machines are scrapped or repaired.

Roles and Responsibilities

The **Head teacher** is responsible for:

- ensuring staff access to ICT.
- meeting statutory requirements.
- health and safety policy and practice.

The **Co-ordinator** is responsible for:

- advice concerning appropriate software to meet the needs of the policy in conjunction with the County Advisory Service.

- purchasing and organising ICT resources.
- identifying what ICT support is needed by individual staff.
- ensuring the consistent implementation of the ICT policy.
- ensuring continuity between year groups.
- ensuring ICT progression.
- reviewing the ICT policy
- reviewing the ICT development plan and producing an action plan each year outlining the targets for that year.
- monitoring new developments in ICT (through the attendance of appropriate INSET) and integrate these into action plans, schemes of work and policies where appropriate.
- curriculum development.
- liaison with feeder/receiving schools.

The **Class teacher** is responsible for:

- record keeping and assessment of pupils.
- ensuring equal access for all pupils.
- developing the ICT curriculum and its usage within other curricular areas.

Time Allocation

Each class is allocated an hour in the ICT suite each week (timetable in the staffroom). Unallocated time in the suite is available for use on a *first come first served* basis. Children spend at least 1 hour each week focusing on ICT based activities.

Health and Safety

Children are not responsible for moving heavy equipment around the school. They may load software but are given the responsibility of switching machines on without a member of staff present.

Food and drink should not be consumed near ICT equipment.

It is the responsibility of staff to ensure that classroom ICT equipment is stored securely, cleaned regularly and that their class or themselves leave the ICT Suite clean and tidy after use.

An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils.

Equal Opportunities

In delivering the ICT curriculum, teachers respect individual needs with regard to race, gender and special educational needs including pupils with physical, emotional, behavioural and learning difficulties and those with special abilities.

Assessment

As in all other subjects, children are assessed and appraised of their progress in understanding and applying ICT.

Recording and Reporting

Reporting to parents is done informally at parents' evenings, by appointment etc, and an annual written report is provided which will focus upon attitudes of the child to ICT, skills, and competence in a variety of applications. Formal summative assessment is carried out at the end of each National Curriculum Key Stage through the use of teacher assessment.

Jo Price

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