

ASHBROOK SCHOOL



"Everyone matters; everyone is important"

INFORMATION & COMMUNICATION TECHNOLOGY POLICY

Updated Spring 2010

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SCHOOL AIM: "Everyone matters; everyone is important"

Co-ordinator: Mrs C Ryan **Link Governor:** Mrs S Walker

AIM

In the light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible personal, physical and educational outcomes.

SUMMARY

Information Technology describes a way of working in which children communicate, handle information, and control, monitor and model situations using a range of technology. They use their knowledge and understanding to investigate different methods and devise solutions, working practically and using a variety of programmes. In pursuing the process, children gradually appreciate that technological development is continually progressing.

LEARNING INTENTIONS

- To develop the confidence and competence to identify, examine and solve problems using a variety of approaches and methods.
- To allow children to develop knowledge, **skills** and understanding, through discovery and first hand experience, of the applications and limitations of computer systems and an awareness of the rapid changes in ICT.
- To allow children to use previous learning to carry out an information technological task.
- To develop children's ability to communicate in information technological contexts
- To help children develop the social skills required to work as a member of a team as well as the ability to work independently when the situation demands it.

ORGANISATION

The QCA Units of Study are being used as appropriate in order to develop the children's skills and knowledge in ICT. The general requirements of study allow for a balanced programme of ICT activities which build on previous work and achievements. At Foundation Stage and Key Stage 1, the ICT curriculum is planned to provide links with other subjects, as well as those activities which teach specific ICT skills. A whole school approach to ICT has been developed which gives consideration to the progression of knowledge, skills, values and attitudes and the use of resources.

MANAGEMENT

The QCA Units and Foundation Curriculum have been used to evolve a scheme of work for ICT appropriate for each year group. Where possible the units relate to topics for each half term.

In order to achieve our aims we seek to develop skills, knowledge and understanding in the following areas:

Communicating Information:

- To create and communicate ideas in different ways, real and imaginary, through words, pictures, sounds, charts and graphs
- To understand these ideas can be altered easily and begin to experiment with changes
- To begin to combine different ways of expressing meaning for different audiences and for best effect.

Handling Information:

- To collect, store and retrieve information
- To analyse, interpret and display information
- To appreciate that large amounts of information can be quickly handled by computers

Controlling:

- To be aware of everyday devices which use control mechanisms and the ways they can be controlled ie: remote control, tape recorders, floor robots, etc
- To be able to control programmable toys confidently and purposefully, giving and following direct instructions
- To build up simple sequences of instructions

Modelling:

- To use adventure games to explore imaginary situations, solve problems and make decisions which will affect the outcome
- To work collaboratively

TEACHING AND LEARNING

The QCA Units, and Foundation curriculum for ICT, will provide the framework for our ICT curriculum in conjunction with the national curriculum **enabling children to be confident, creative and independent learners.**

A variety of methods are used to introduce and teach ICT activities and skills to children. A number of strategies can be used to extend children's learning:

- adult demonstration of a task **to introduce new software, extend its use or develop new skills and solve problems**
- individual, group or whole class investigation
- hands-on experience
- use of tools
- use of Information Technology books

CROSS-CURRICULAR LINKS

Links are to be found between ICT and a range of other curriculum areas. However, the links should be genuine rather than tenuous or contrived.

ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links to art, work on databases links to Maths, which CD Roms and the Internet prove very useful in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way.

ICT is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop and have a purpose for their writing skills by communicating with people through email. Children use ICT in maths to collect data, make predictions, analyse results and present information graphically. They also acquire measuring techniques involving positive and negative numbers. ICT is linked to every other subject area giving children the opportunity to research using a range of resources

Using relevant software at a level appropriate for the individual child, the quality of teaching and learning will be enhanced in most other subjects.

CONTINUITY AND PROGRESSION

To ensure continuity and progression it is vital that information is recorded and transferred in a comprehensive manner at regular and appropriate stages.

Children's ICT formative records are monitored and new targets for learning are set as appropriate.

Planning for ICT occurs at four levels:

- Long term - yearly planning
- Medium term - half-termly planning
- Short term - weekly planning and daily planning

Foundation Stage:

We teach ICT as an integral part of the topic work covered during the year. In the Foundation Stage at Ashbrook we relate ICT aspects of the children's work to the Learning Intentions set out in the Early Years Foundation Stage Profile, which underpin the curriculum planning for these children aged 4 and 5. The children have the opportunity to use computers in their own area on a daily basis and weekly in the ICT suite. During the year they gain confidence and start using the computer to support their own learning. Being introduced to the ICT suite right from the beginning means the children are already familiar with the concept of whole class ICT.

Developing Independence:

Children, as young as 4, are expected to use computers and, from the beginning, work towards clicking on a familiar icon and getting started. In Years 1 and 2 children are also taught to exit their program and shut it down when finished. We believe if children are taught to do these things and then are expected to carry them out, a teacher's time can be used more effectively on other tasks. To aid this pupil autonomy all computers in the ICT suite have a child-proof login which prevents the children from accessing or deleting parts of the computer system.

DIFFERENTIATION (see also Special Needs Policy)

Our aim is to meet the needs of each individual child and involve them as far as possible in determining their next target and organisation of their pace of work.

Some children will be able to pursue more demanding work at higher levels and should be encouraged to do so. Some children will benefit from work at a lower level in order to help them consolidate particular skills. This will be addressed through planning.

EQUAL OPPORTUNITIES/SPECIAL NEEDS

All pupils will have access to ICT on an equal basis, irrespective of gender, race or religion and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

A broad, balanced and differentiated curriculum will be provided in order for each child to achieve their potential as far as their capability allows.

ASSESSMENT, RECORDING AND REPORTING

Assessment is fundamental to the implementation of the National Curriculum and Foundation Profile. Regular teacher assessments help to determine the child's level of performance. These assessments can be recorded in the Formative Record File.

The teacher should provide learning experiences which ensure that each individual child makes progress across the curriculum.

Much assessment will take place informally in the classroom and discussion between the teacher and the child will take place in order that targets can be negotiated as appropriate.

All assessment tasks should be constructed so that they provide valuable learning experiences and a basis for future action.

At the end of each year children's progress is recorded in their Record of Achievement, which is sent home to parents and a copy is kept in the child's file. Within our planning folders there will be a record of learning objectives covered by children during the year.

OPERACY

- Thinking is an important human life skill which, like literacy and numeracy, has to be learned and practised to be effective.
- We use 'thinking tools' to help with this process. These tools help us to generate often completely new ideas, in all areas of the curriculum, which may not have been considered before.

- Once the thinker has acquired the skills and techniques, they can control and direct their thinking at will.

STAFFING AND RESOURCES

Class teachers are responsible for delivering the ICT Curriculum within their class.

At Ashbrook we recognise the importance of having good quality and up-to-date resources, which are clearly labelled and easily accessible. This supports the development of our children's independent skills. Displays will be attractive, promote the current teaching and learning, as well as celebrating the achievement of individuals or groups of children within each class. There is a nominated member of staff who has responsibility for co-ordinating the curriculum and is supported by a Link Governor.

There are 6 computers in the ICT suite, as well as a trolley of laptops for use by each class. Around the school there are other computers for use by teachers and children. Each teacher has their own laptop as well and each classroom **and the small group room have an interactive whiteboard, as well as one in the ICT suite.** We also have a range of programmable toys.

MONITORING AND EVALUATION

The Curriculum Manager, the ICT Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements, guidelines and schemes of work are drawn up and revised in line with the School Improvement Plan.

DATE WRITTEN

This policy was rewritten in the Spring Term 2006 and will be regularly reviewed in line with the ever changing learning climate. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.

UPDATED

January 2007. **Reviewed and updated March 2010.** To be reviewed in 2012 in line with the new primary curriculum

