

ASHBROOK SCHOOL

INFORMATION & COMMUNICATION TECHNOLOGY POLICY STATEMENT

SCHOOL AIM: "Everyone matters; everyone is important"

Co-ordinator: Mrs E Rippon **Link Governor:** Mr M Cheshire

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 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, 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.

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.

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
- 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 links with:

- English - story writing, instructions, reading, learning of phonics, spelling

- Maths - all areas of maths can be accessed through the relevant programmes
- Art - creating pictures
- Design Technology - designing objects
- History - Using programmes to access information about people, places and things in the past
- Geography - Software which extends the children's learning about the world around them
- R.E. - Software which enhances the children's learning about their own and others' beliefs

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:

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

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 has an interactive whiteboard, as well as one in the ICT suite. We also have a range of programmable toys.

(Role of the ICT Co-ordinator - see Appendix 1)

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.

ROLE OF THE INFORMATION & COMMUNICATION TECHNOLOGY CO-ORDINATOR

To be responsible to the Headteacher, in liaison with the Curriculum Manager, for the co-ordination of the work in the specified curriculum area by undertaking the following:

- 1 Act as consultant in the specified curriculum area with other members of staff.
 - 1.1 Foster the necessary integration of curriculum planning and delivery throughout the school in consultation with colleagues
 - 1.2 Advise and support colleagues in aspects of their work:
 - individual children's needs
 - teaching/learning strategies - in conjunction with the Special Needs Co-ordinator, if appropriate
 - classroom management
 - planning, assessment and record keeping
 - use of resources
 - 1.3 Identify and advise on current and future needs and contribute to whole school planning
 - 1.4 Organise and purchase relevant teaching resources from within annual budget
 - 1.5 Convene and chair relevant staff meetings in liaison with the Headteacher/Curriculum Manager by:
 - drawing up an agenda/timetable
 - preparing background/discussion papers
 - organising necessary equipment and material
 - organising guest speakers/advisors input
 - noting decisions made/actions to be taken
 - ensuring appropriate follow up
 - 1.6 Refer colleagues, where necessary, to external agencies for advice/support eg: Resource Centres, Library, Museums
 - 1.7 Inform newly qualified teachers, new members of staff and supply teachers about arrangements for the curriculum area
 - 1.8 Organise workshops for parents, as appropriate

- 2 Take major responsibility for the development of the curriculum area.
 - 2.1 Keep abreast of current thinking by attending relevant courses/meetings, reading and research and share significant developments with other colleagues
 - 2.2 Draw up and develop policy statements, guidelines and schemes of work as appropriate in consultation with the Headteacher and Curriculum Manager by:
 - preparing draft/discussion papers
 - chairing staff meetings
 - organising working groups, where appropriate
 - researching material and gathering information
 - attending INSET
 - feeding back progress to colleagues/governors
 - 2.3 Organise, manage and maintain resources in consultation with other colleagues
 - 2.4 Monitor the effectiveness of work in order to improve the quality and continuity of work throughout the school
 - 2.5 Liaise with colleagues with like responsibilities in the liaison group and participate in National and County initiatives as and when appropriate
- 3 Make a significant contribution to relevant school based in-service training, in liaison with the INSET Co-ordinator and Curriculum Manager.
 - 3.1 Identify needs/intended outcomes
 - 3.2 Plan appropriate programme, involving advisory service and outside agencies where appropriate
 - 3.3 Take responsibility for the overall organisation of the initiative
 - 3.4 Devise means of effectively evaluating the outcomes
 - 3.5 Formulate plan for further action as appropriate

This job description may be amended at any time after discussion with the relevant member of staff and the Headteacher.

POLICY DOCUMENTS/ICT