



C of E Primary School

Learning and Teaching Policy for Information and Communication Technology **January 2011**

'Information and communication 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 National Curriculum. QCA 1999.)

'ICT offers school leaders rich opportunity to transform the learning experience for pupils and teachers as well as to improve organisational performance.'
(BEETA – 'School Improvement Through ICT'
The Self-review Framework, Spring 2006

This policy is written for all staff, Governors and parents of Surrey Hills Primary School to enable everyone to develop a shared understanding of the impact ICT can have on a child's learning. It will be reviewed as planned in the School Development Plan.

ICT is a tool which pupils can use to communicate and handle information and present it in a variety of ways. The ability to use ICT effectively is not only a key Curriculum requirement, but also a vital skill in a modern, changing society.

Aims and Objectives

Our aim is to produce learners who are confident and effective users of ICT, incorporating it in other areas of the curriculum when appropriate.

To enable all children to use ICT with purpose and enjoyment:

- by providing tasks which are interesting and give scope for individual responsibility.

To enable all children to develop the necessary skills to exploit ICT:

- by ensuring enough access by pupils to become more proficient in the basic ICT skills

To enable all children to become autonomous users of ICT:

- by planning activities which allow children opportunities to apply their skills in a variety of different subject contexts.

(When planning work involving ICT, teachers will identify whether the learning objective is ICT, or subject, specific. The ICT Co-ordinator will liaise and consult with each teacher to clarify specific Learning Objectives).

To enable all children to evaluate the benefits of ICT and its impact on society:

- by leading group or class discussion about the benefits and limitations of ICT and by creating opportunities to compare classroom use of ICT with that in the wider world.

To meet the requirement of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement:

- by intervening, where appropriate, to reinforce an idea or teach a new point.
- By offering a wide range of ICT equipment, i.e. digital cameras, DVD etc
- by selecting groups where all pupils are equally active and involved in the task, and have equal access to the computer keyboard.

To create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT:

- by raising the profile of ICT in the school and by providing a continuous programme of staff development.

To allow children, parents, staff and governors to have relevant and meaningful experiences using ICT:

- by developing and introducing the use of Learning Platforms (through staff meetings/ governor training, parent information evenings/ within class).

Curriculum coverage and progression

- Long term planning of units demonstrates coverage and progression of the key objectives for ICT.
- Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning.

Assessment

- ICT skills are monitored within each year group.
- Children are encouraged to evaluate their own and others' work.
- Trialling sessions are agreed within the year so that samples of work can be compiled with a portfolio.

Monitoring

- ICT is monitored through discussion with children and observation of displays, evidence of planned activities within all areas of the curriculum and work sampling.
- The monitoring will be used to identify staff development needs, to develop the Scheme of Work and to ensure effective learning for the children.

Early years

- Children will have ICT experiences indoors, outdoors and through role play in both child initiated and teacher directed time.

Inclusion

- All children should have equal access to ICT in order to develop their personal ICT capabilities to their full potential.
- Children with SEN will be entitled to the same access to ICT as their peers.
- Consideration will be given to modifying a task, or providing peer or adult support for children with difficulty.
- The SENCO and ICT Co-ordinator will also try to advise teachers on the ICT support available for individual children with Special Educational Needs, including those who are particularly able.

Home/School links

- Parents are informed about their child's progress through termly Parent Interviews and an annual written report received in the Summer Term.

Resources

- Included in the school budget is a rolling programme for the update or replacement of ICT equipment. See Administration Officer at Abinger, or at Westcott for further details.
- If a member of staff would like to request an ICT resource they should speak to the, Head Teacher or the ICT Co-ordinator.
- Any technical difficulties should be reported to Please report any technical difficulties to the ICT Co-ordinator at an appropriate time and then ask the Admin Officer to action any repairs.
- An ICT audit for list of all hardware and software is available in the school.

Roles and responsibilities

The Head will be responsible for:

- liaison with the Governors about their monitoring responsibilities
- supporting the ICT Co-ordinator
- organising the budget

The ICT Co-ordinator will be responsible for:

- writing, then reviewing and updating, the ICT Scheme of Work ensuring a cross-curricula approach and progression throughout the Year Groups and school
- reviewing and updating the policy
- ensuring the effective teaching of ICT throughout the school through monitoring by class observations and work sampling
- developing assessment pro formas for staff and children
- advising on the purchase of ICT resources (overseen by Head)
- auditing and organising ICT resources
- overseeing staff development
- offering support to all staff, particularly those with lack of basic ICT skills or ICT confidence
- offering advice on possible teaching activities

Teachers will be responsible for:

- including effective ICT teaching activities in their short and medium term planning. This teaching should include ICT specific Learning Objectives as well as using ICT as a learning tool to support other Curriculum areas

- assessment of pupils to ensure progression
- ensuring all children have equal access to the computer
- checking, where possible, that the ICT resources they use in their classroom offer images of gender and ethnicity in a balanced, non-stereotypical manner
- having ICT work displayed in the classroom either as an individual ICT display, or incorporated into other displays

Health and safety

- Age appropriate class and safety rules are displayed within each class
- Equipment is maintained to the meet agreed safety standards.
- E-safety policy

Monitor and Review

Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

The policy will be reviewed according to the School Development plan timetable, unless local or Government initiatives deem it necessary to do so earlier. .