# South Kilworth C of E Primary School

# Information and Communication Technology (ICT) Policy

Date of Adoption by Governing Body_____

Date of Review_____

Signed_____

May 2013

## Aims

This policy outlines the teaching, organisation and management of ICT taught and learnt at South Kilworth C of E Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring rests with the ICT co-ordinator:

Through teaching ICT South Kilworth Primary aims to equip all children to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them develop the necessary skills for using information in a safe and effective way. This is a major part of enabling children to be confident, creative and independent learners.

The objectives of teaching ICT are to enable children:

- To develop ICT capability in finding, selecting and using information; For example, searching the Internet or databases.
- To use ICT for effective and appropriate communication; For example, Word processing, publishing and presentations.
- To monitor and control events, both real and imaginary; For example, simulations, sensing and Roamer.
- To apply their ICT skills and knowledge to their learning in other areas; Cross curricular links.
- To explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security and personal safety, confidentiality and accuracy.

## Teaching and learning style

In order to equip children with the technological skill to become independent learners, the teaching style that we adopt is as active and practical as possible. We use direct instruction on how to use hardware or software to ensure acquisition of skills and combine this with cross curricular opportunities to allow individuals or groups of children to use ICT to help them progress in whatever they are studying.

We recognise that all classes have children with a wide range of ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- grouping children by ability in the room, and setting different tasks for each ability group
- providing resources of different complexity that are matched to the ability of the child
- using classroom assistants to support the work of individual children or groups of children.

## ICT curriculum planning

Our school uses the National Curriculum as the basis for ICT planning. ICT forms an integral part of our Topic lessons and is planned to complement the topic that each class is studying.

We carry out the curriculum planning of ICT in three phases (long-term, medium-term and short-term).

The topics studied in ICT are planned to build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit and also plan progression into the scheme of work, so that children are increasingly challenged as they move up through the school.

## The Foundation Stage

ICT is taught in the foundation stage as an integral part of the topic work covered during the year. Children have the opportunity to use a variety of software on the class computers, digital cameras and interactive programs with the Interactive Whiteboard.

## The contribution of ICT to teaching in other curriculum areas

The teaching of ICT contributes to teaching and learning in all curriculum areas. Teachers use software and the Internet to present information visually, dynamically and interactively, so that children understand concepts more quickly. ICT also enables children to present their information and conclusions in the most appropriate way.

## Literacy

ICT is a contributor to the teaching of literacy. Children's reading development is supported through activities involving internet searching. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by communicating with people via email. They also learn how to improve the presentation of their work by using desktop publishing software. There is in addition a variety of software and online resources which targets specific reading, grammar and spelling skills. They learn how to create short video sequences, with cameras and editing software. Microlibrarian is used in the school library.

## Numeracy

Children use ICT in numeracy to collect data, make predictions, analyse results, and present information graphically. Screen robots and physical robots allow pupils to give exact instructions for a particular route, or to use their knowledge of angles to draw a range of polygons. The school buys into an online program mathletics that supports children's maths learning at home and at school.

## Science

Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Data loggers are used to assist in the collection of data and in producing tables and

graphs. Children also use ICT to present their findings. Digital microscopes and visualisers enable children to examine objects and living things more closely.

## Personal, social and health education (PSHE) and citizenship

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and email. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. See the E-Safety Policy for further information.

## ICT and inclusion

At South Kilworth Primary we teach ICT to all children, whatever their ability and individual needs. ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

## Assessment for learning

Teachers will assess children's work in ICT by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

Teachers assess levels of attainment for ICT throughout the year using Classroom Monitor. This enables the ICT Coordinator to track progress throughout the school and indentify children who may need extra support or challenge. Levels of attainment are reported to parents in the child's annual report.

## Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the subject leader. The ICT subject leader is also responsible for supporting colleagues in their teaching of ICT, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for ICT in the school. An annual summary report is presented to the headteacher and governing body and priorities acted upon in order to improve further attainment and ICT facilities.

This policy will be reviewed at least every three years.