Stanton Community Primary School

Learning and Teaching Policy for Information and Communication Technology

Vision

- To enable our children to become confident and competent users of ICT in a rapidly changing technological world.
- To enable pupils to use technology to enhance their learning, and problem solving skills across the curriculum
- To allow all children to access a broad curriculum, including those with learning and physical disabilities.
- To increase motivation and cater for individual learning styles.
- For all pupils to have access to learning through the schools VLE (DB primary) and through Mathletics.
- For all information relating to the school to be published and maintained on the school website

Aims

- To develop ICT capability in finding, selecting and using information;
- To use ICT for effective and appropriate communication;
- To monitor and control events both real and imaginary;
- To apply their ICT skills and knowledge to their learning in other areas;
- To use their ICT skills to develop their language and communication skills;
- To explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, safety, confidentiality and accuracy.
- To have access to a broad variety of ICT equipment including laptops, Smart boards, electronic programming toys, cameras and tablets.

Curriculum coverage and progression

- Long term planning demonstrates opportunities for use of ICT across the curriculum.
- The long-term planning is completed by the ICT co-coordinator and maps the progression of ICT skills that will be taught across each

of the year groups.

- The planning aims to build on previous skills, while introducing new technologies and programmes to ensure that children are increasingly challenged as they move through the school.
- Use of ICT to support learning in literacy and numeracy is highlighted on weekly plans.
- ICT is not a stand alone subject and should be embedded throughout the curriculum.

Assessment and monitoring

- Teachers will assess pupils' work in ICT by making informal judgments as they observe them during lessons.
- On completion of a piece of work, the teacher marks it and comments, as necessary. At the end of a unit of work, the teacher will assess the pupils against the key skills.
- Key skills lists will be used by the class teacher to inform future planning.
- The ICT subject leader will review skills lists termly to ensure that high quality teaching and learning is taking place and that long term planning caters for the needs of the children.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment. Children will use BLP strategies to consider how they can move their learning on to the next level.

Learning styles and environment

- The teaching style that we adopt is as active and practical as possible to ensure that all children can practice the skills they need to learn to be independent learners.
- We recognize that children have widely differing ICT abilities and medium term planning will take into account differentiation and progression.
- Open questions and challenges are used to allow children to demonstrate their ability in a variety of ways, while still encouraging the children to challenge themselves.
- Children are given access to a wide variety of resources and are encouraged to reflect on the choices they have made.
- All learning styles are considered.

Early years

- Nursery and Reception (Hazel Class) both use the ICT suite on a regular basis.
- From an early age the children are encouraged to use the interactive board, programmable toys, class / suite computers, calculators and digital cameras to support their learning.
- ICT experiences are often through play and exploration and occur inside and outside, through role-play and can be both adult and child initiated.

Inclusion and equal opportunities

- All pupils have equal access to ICT provision and an equal opportunity to develop their ICT capability.
- Children's individual needs will be addressed through provision of resources, learning styles and questioning.
- Independent, but safe use of ICT resources will be actively encouraged across the curriculum
- In some instances, ICT will be used to enable SEN children to access the curriculum. In many instances, the use of ICT has considerable impact on the quality of work that children produce; it increases their confidence and motivation. In some cases specially adapted equipment may be introduced.

Liaison and transfer between settings

- Children's attainment in ICT is shared between all year groups.
- Close links will be made with transfer schools and children's attainment will be reported.

Home, school and community links

- Closer home-school and community links are being developed through the VLE DB primary.
- ICT developments and achievements are shared and a positive relationship is fostered with home, school and the wider community.
- Parents are informed of incidences of 'unsafe use' of ICT equipment (please see E-safety policy).
- The school will endeavour to share best practise with parents in

relation to ICT, through training, parents meetings and share mornings, where the parents can see the children at work.

Resources

- A whole school decision making process ensures the purchase of quality resources which offer good value for money.
- Resources are purchased and deployed to effectively meet to skills requirements of the Foundation Stage and National Curriculum.
- An ICT asset register is maintained.
- ICT resources are maintained on a regular basis by an independent supplier.

Roles and responsibilities

- All stakeholders will work together to ensure the implementation of the ICT policy.
- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching on the children's attainment.

Health and safety

- Age appropriate safety rules are shared with and signed by each child before being displayed next to class laptops and in the ICT suite.
- Equipment is regularly maintained to meet agreed safety standards.
- Any ICT fault is reported to the subject leader and if it's deemed necessary CPW are contacted.
- The internet is filtered by E2BN. Additional site filtering is enabled through CPW.

Linked policies and documents

This policy is closely linked to

- E-safety policy
- Acceptable Use (of the internet) Policy
- Rules for VLE document (child signature required)
- Pupils acceptance of the 'Acceptable use Policy' form

Review

- This policy will be reviewed annually by the ICT leader and leadership team and shared with all stakeholders.

Review by –

Date –

Counter signed -

Next review date -