

Stepney Primary School



A Small School With Great Expectations

INFORMATION COMMUNICATION TECHNOLOGY POLICY

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff.

Document Purpose

This policy reflects the values and philosophy of Stepney School in relation to the teaching and learning of Information communication technology. It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on planning, teaching and assessment.

Audience

This policy, having been presented to and agreed upon by the staff and Governing Body is distributed to:

- All teaching staff;
- All non-teaching staff;
- All policies are available for;
- School governors;
- LEA adviser/inspector;
- Inspection teams.
- Parents (if requested);
- Visiting teachers.

Aims for Information communication technology

- To be consistent with our school philosophy.
- To reinforce a cross-curricular approach to Information Communication Technology:
(‘Children should encounter Information communication technology in a Wide range of contexts and not exclusively through the study of Information Communication Technology itself.’)
- Emphasise access:
(‘Children should have frequent access to Information Communication Technology tools and has adequate opportunity to use these tools when it is appropriate to do so.’)
- Follow National Curriculum Statements of Attainment, Level Descriptions and Non-Statutory Guidance.

Information Communication Technology is a foundation subject in National Curriculum, and is a cross curricular skill. Throughout Information Communication Technology there are five strands:

1. Communicating Information;
2. Handling Data;
3. Measurement and Control;
4. Modelling;
5. Applications and Effects;

These strands are developed through the Programmes of Study, Attainment; Targets and Level Descriptions.

Throughout Key Stage 1 and Key Stage 2 children will develop an understanding of, and a competence to use increasingly challenging Information Communication Technology skills.

At our school children work at levels appropriate to their abilities. It is expected that most children will achieve Level 2 at the age of 7 and Level 4 by the age of 11.

School Aims:

- To give all the children access to all areas of Information Communication Technology;
- To offer all children the opportunity to have reached their level in Information communication technology as specified in the Information Communication Technology National Curriculum and others specified areas of National Curriculum;
- To use the computer in order to support and develop other learning that is taking place within the classroom;
- To develop Information communication technology as a cross-curricular tool
- To build up children's competence and confidence when working in Information Communication Technology;
- To provide a range of experiences to develop Information communication technology skills across the five strands;
- To ensure that all children have access to, and experience of, appropriate hardware and software to enable them to achieve the highest level of competence and understanding;
- To enable children to work together and share ideas.

Objectives:

In the teaching and learning of Information Communication Technology children will have the opportunity to use the computers and other technology devices to:

- Manipulate and present text so as to convey a message effectively;
- Store and retrieve information;
- Plan a set of instructions, enter them into the computer, and manipulate them to achieve a desired end;
- Use a data base as a tool in the storage and retrieval of information;
- Use a spread sheet as an aid to calculation and retrieval of information;
- Experience computer control encountered in every day life;
- Detect patterns and relationships and form and test simple hypotheses;
- Present and develop graphics and musical skills;
- Use the computer as a research tool.

Curriculum and School Organisation

- In order to achieve these aims and objectives, the teaching of Information Communication Technology is organised to support and enhance; pupil development, whole school theme plans and individual subjects. It is delivered in units covering the five strands linked from the QCA scheme of work and adapted by year groups. This allows all to develop the progression of Information Communication Technology skills.
- Within the Scheme of Work learning activities for Information Communication Technology are sequenced to ensure progression is taught in a variety of ways.
- Direct class teaching to introduce a specific program or skill through practical tasks using the appropriate hardware and software (see Scheme of Work for appropriate hardware/software lists, activity and information sheets).
- Group activities, so that children can interact with each other.
- By providing children with real experience in the practical application of Information Communication Technology skills.
- Through the use of the Scheme of Work which provides learning opportunities throughout the five strands.
- It is enhanced by using Information communication technology where possible for a specific purpose perceived by the child, for example in drafting and redrafting letters to a link school, preparing a report for the journalist's club, or for the school newspaper.

Information Communication Technology planning and evaluation is linked to class and year group themes. Work on specific strands and/or skills are planned at year group level on a termly/half-termly basis in long-term plans. This is then planned on a weekly basis on short-term plans.

Information Communication Technology has one member of staff designated as Co-ordinator with support from a Teaching Assistant. The TA works alongside the class teacher as support for the children and to help on technical matters.

Technical support and maintenance for the school is provided by external agencies. Once a week, maintenance of the system is given.

In the ICT suite our aim is make sure that there is at least one computer for 2 children in classes over thirty children. Whilst under thirty children classes have a computer each.

We are also trying to enhance their technology understanding through the use of other forms such as – digital cameras- problem solving, web-design, roamers, timers, interactive whiteboards, video cameras, etc

Roles and Responsibilities

The Head teacher will:

- set high expectations and monitor the teaching and progress in ICT;
- encourage a whole school approach, keeping parents, governors and support staff well informed of ICT issues;
- support the ICT co-ordinators and individual teachers;
- regularly review and monitor the Improvement Plan for ICT.

Governors will:

- support the staff in implementing the school's policy for ICT;
- monitor and review the Improvement Plan for ICT.

Co-ordinators will:

ICT from autumn 2008 will be shared between Mr N Cameron and Mrs S McIlwaine.

All Co-ordinators have been given the responsibility of making sure that ICT is used within their own subjects. The ICT Co-ordinator ensures that Information Communication Technology work is planned to meet the needs of individual and groups of children. The scheme is planned to meet the needs of individuals, groups and year groups. The co-ordinator receives any information on resources, teaching and learning, professional development. Each class has at least 1 computer and other forms of ICT and an interactive whiteboard. Equal access is provided for all children and care is taken that no one child dominates when groups work at the computer.

Co-ordinators also will ensure that new advances in training for staff parents and teaching methods for children will be provided.

New software will have training provision e.g. whiteboard training.

Teachers will:

- Implement ICT lessons, or as appropriate in the Foundation Stage, sharing clear objectives with the children.
- use a range of teaching and learning styles to incorporate
 - direct teaching;
 - whole class sessions;
 - group/paired work;
 - individual work.
- Use the National Curriculum of objectives to aid planning and assessment using the key objectives and planning grids for medium-term planning (pacing grids) and short-term planning.

Staff will:

Staff are permitted to use ICT and the internet for their own purposes but have to adhere to the policies and guidance that the governing body has adopted from Kingston Upon Hull City Council, namely: 'Policy on the use of Information Technology Procedure for Managers' (Hull City Council Human Resources Implementation Date: 4th November 2003 Revised: September 2007).

Specifically, staff **must not** use ICT/Internet for their own personal (non-school related) business at times when they are responsible for and/or in the company of pupils.

Time Allocation

- The time allocated to the teaching of Information communication technology is based on the recommendations set down in the Dearing Report. In line with these recommendations approximately 27 hours of Information Communication Technology work takes place at Key Stage 1 in any one year and 36 hours at Key Stage 2. This is accessed as specific teaching and through other areas of the curriculum.
- Use of computers and other forms of ICT varies from class to class according to need, development of skills, links to topics and timetabling restrictions, for example, PE.
- A timetable is in place where every year group receives one morning session and one afternoon session through out the week.
- The computers and other forms of ICT, or programmable machines or recording apparatus are used throughout each day alongside other curriculum areas and topics.

- In a school year each child will have had access to hardware and software to allow them to:
 - Develop Information communication technology skills in each of the five strands;
 - Enhance topic work as support in other curriculum areas.

Planning

- The ICT Co-ordinator is responsible for checking planning continuity and progression through the Scheme of Work. Also the co-ordinator is responsible for overseeing that ICT is being planned in each subject and year groups.
- Each subject co-ordinator is responsible for planning ICT into their subjects. Appropriate hardware, software and other resources are the responsibility of the Head Teacher and the ICT Co-ordinator.
- Each member of staff is responsible for planning ICT work to meet the needs of the children in their class.
- Teachers use the scheme of work, information and guidance provided by National curriculum both statutory and non-statutory as guidance to inform their planning. We follow our own units which are blocked because of our unique class structure it is not possible to follow QCA scheme exactly.
- This thematic approach is carefully checked on the two year cycle to make sure that there is a broad and balanced coverage of the ICT curriculum.

Information Communication Technology is planned:

- to develop Information communication technology skills;
- to ensure continuity and progression through the strands;
- to enhance topics;
- We operate a yearly rolling programme to suit our classes and ensure coverage.

Class Organisation and Teaching Style

Because of the unique nature of ICT in requiring special resources most direct teaching of Information Communication Technology uses the interactive white board. Children are sometimes grouped by ability (mixed or similar), age (in mixed age classes) or in mixed friendship groups. A rotational system is frequently used to enable all children access.

ICT is a cross-curricular tool and so is linked to many areas of the curriculum. It also provides opportunities for teaching the following dimensions:

- Equal opportunities;
- Personal and social education;
- Citizenship;
- Business links.

Assessment

Information communication technology can be assessed in a variety of ways:

- Observation of child or group on task;
- Discussion with children about their task;
- Saved work;
- Printouts of work;
- Children's own evaluations of their work;

These assessments:

- Inform future planning;
- Provide information about individuals and groups;
- Provide summative information;
- Provide information for parents;
- Contribute to each child's assessment portfolio and record of achievement.

Assessments are carried out throughout both Key Stages and are the responsibility of the class teacher we hold staff sessions to discuss standards to ensure we are consistent.

On a termly basis the ICT co-ordinator will collect in copies of assessments made by the class teachers and evaluate progression throughout the school. The ICT Co-ordinator will monitor the progression and submit a report to the Governor's at the end of the year.

The head will interview the Co-ordinator to discuss progress of each year group.

Class teachers will provide a foundation subject tracker at the beginning and the end of the year to identify progress.

(See Policy for Assessment for Learning)

Equal Opportunities, Inclusion and Accessibility

At Stepney we believe in equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. Within ICT each teacher will ensure that all pupils are included in ICT lessons. Teachers will pay attention to the achievement and attainment of:

- boys/girls
- minority and ethnic faith groups, travellers, refugees and asylum seekers
- pupils who have EAL
- pupils with SEN
- gifted and talented pupils
- children 'looked after' by the local authority
- other children, such as sick children and those from families under stress
- pupils at risk of disaffection and exclusion;

To ensure that these pupils are effectively included in ICT. The coordinator will monitor attainment and achievement of these pupils.

Gifted and Talented/more able

Through ICT this school recognises that every child has an entitlement to an appropriate education. At Stepney we recognise the importance of high standards for more able children and therefore appropriate challenge will be set for more able pupils within ICT lessons. High achievement in ICT is rewarded in class and during achievement assemblies. Miss Bonnington is the Co-ordinator for the More Able.

Children with English as an Additional Language

Children with English as an Additional Language will be included in ICT lessons. Teachers will be aware of specific needs and target work appropriately. Teachers should have regular discussions with the Ethnic Minority Support Service and it may be necessary for the pupils with EAL to complete work on ICT vocabulary with the Ethnic Support Service teacher. Teachers will need to be particularly aware of language barriers when tackling language based ICT topics.

Health and safety

All the children are taught about health and safety in ICT. There are clear distinctive rules which the children must obey, they are the school rules.

Eating and drinking:

The ICT room must be supervised at all times when children are in the room or using other devices. We have a no eating or drinking policy in the room or with other devices around the school. Children are taught understanding of using switches plugs and other general safety rules and issues. (See the health and safety policy.)

Every child matters:

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic well-being.

We are trying to incorporate these 5 points throughout the curriculum through the use of ICT. (See the Every Child Matters Policy).

Record Keeping:

- Records are kept of each child's progress in ICT. Individual class teachers use methods appropriate to their class. Progress is recorded on class overview sheets at the end of end topic. At the end of each individual lesson class teachers record achievers and non achievers on their short term planning.
- See Policy on Assessment, Recording and Reporting.

Reporting

See Policy on Assessment for Learning.

Co-ordinator's Role

The coordinator works to support all the staff in Information communication technology and to support all subject co-ordinators in planning and delivering ICT. This can include preparing a draft policy for discussion, a Scheme of Work, a yearly audit and action plan, liaison with the curriculum project manager, leading staff meetings delivering staff development, advice and help with planning and to provide a stimulating learning environment in the ICT Suite.

Resources and Accommodation

- A variety of ICT resources are available in school.
- Each classroom has a computer station and interactive whiteboard.
- We have an ICT suite where we have 29 stations which are all network linked.
- Appropriate soft ware is stored in a location near the stations.
- The suite is to be used as working classroom with working walls and displays. Walls are used for key curriculum learning.
- Teachers are responsible for the day-to-day care of their computers and other forms of ICT and for the software they use. Any problems must be reported to the head teacher. Permanent machines are not to be moved about, disconnected or exchanged.
- We have a trolley of 16 laptops which are available to be booked out on a weekly basis by the class teacher.

Staff Development

Needs are identified through:

- School development planning;
- Curriculum review and evaluation;
- Co-ordinator and teacher needs as identified in staff annual reviews.

These form part of the School Development Plan. A variety of providers are used.

Special Educational Needs

All children should have access to a broad, balanced curriculum which includes Information communication technology, and should make the greatest progress possible. Provision for children with SEN in relation to Information communication technology is the responsibility of the class teacher, support staff and SEN Co-ordinator as appropriate. Information communication technology especially provides a means where children with SEN are able to consolidate, develop and present their work easily.

Where possible, the computers and other forms of ICT are made available for specific children, or groups of children to work with support staff on the elements of their IEP's that require specific software programmes. See Policy on Special Educational Needs. Mrs R Brocklebank is our SEN Co-ordinator.

Evaluation

Evaluations are carried out by the class teachers' teaching assistant and are monitored by the ICT Co-ordinator and the Head teacher.

These evaluations focus on:

- Children's progress and achievements;
- Appropriate use of hardware and software;
- Coverage of the five strands;

These evaluations form the basis for future planning, long and short term.

Evaluation and review of the Information Communication Technology Policy and Scheme of Work take place on an annual basis. Any changes or adaptations of policy are discussed and agreed by the whole staff before the policy is amended.

Pupils with Special Educational Needs

Children with Special Educational Needs will be included in ICT lessons. The teacher will plan differentiated activities to ensure that all pupils make the maximum amount of progress. Mrs Brocklebank is the Special Educational Needs Co-ordinator.

Updated Spring 2009 by Mr N Cameron
To be reviewed annually