

Policy on Computing (ICT)

1 Aims and objectives

1.1 ICT has become part of the way in which we all work and entertain ourselves. Almost everything we do at school now involves the use of ICT:

- online lesson research, teaching plans and resource materials;
- lesson delivery via either overhead projector or interactive whiteboard;
- communication by e-mail and fax;
- document distribution and storage;
- assessment information analysis;
- production and editing of reports.

Thus, through teaching ICT, we equip 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 to develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

1.2 Our objectives in the teaching of ICT are:

- to facilitate the finding, selection and use of information;
- to teach the use of ICT for effective and appropriate communication;
- to enable the monitoring and control of events, both real and imaginary;
- to teach the application of ICT to children's learning across the curriculum;
- to explore the value of ICT, both to children and to society in general;
- to examine issues of security, personal safety, confidentiality and accuracy;
- to develop the cross-curricular use of ICT in all subjects.

2 Teaching and learning style

2.1 As an objective of teaching of ICT is to equip children with the technological skill to become independent learners, the teaching style that we adopt is as active and practical as possible. While, at times, we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them to progress in whatever they are studying.

2.2 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 differentiated tasks of increasing difficulty (not all children complete all tasks);
- 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.

3 ICT curriculum planning

3.1 ICT is embedded across the curriculum. We achieve this through an 'International Primary Curriculum' which is intended to provide a cross-curricular, thematic and rigorous teaching structure designed to engage children of all abilities. The units in this curriculum show the ICT coverage that the children study in each term throughout the primary school

3.2 ICT skills are planned using the ICT National Scheme of Work and are addressed through discrete timetable.

- 3.3 The class teacher is responsible for incorporating the short term ICT component of each lesson in their plans. These plans identify specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, which are uploaded to the Durham Learning Gateway site where the ICT subject leader and Senior Management Team regularly check planning and progression through the year groups.
- 3.5 ICT is planned to build on the children's prior learning, while offering opportunities for children of all abilities to develop their skills, knowledge and understanding. We also plan progression into the curriculum, so that the children are increasingly challenged as they move up through the school.
- 3.6 Parents and carers are required to give signed authorisation before their child can use the Internet, either in guided or in independent school work. Parents and carers are, however, assured that their child's use of the Internet at school is always supervised. A record of those children who do not have permission to use the Internet at school is held by the school office.

4 The Foundation Stage

- 4.1 We teach ICT in reception classes as an integral part of the work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, an interactive whiteboard, a digital camera and a floor robot. Then, during the year, they gain confidence and start using the computer to find out information and to communicate in a variety of ways.

5 The contribution of ICT to teaching in other curriculum areas

- 5.1 The teaching of ICT contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. ICT enables children to present their information and conclusions in the most appropriate way. Much of the software we use is generic and can therefore be used in several curriculum areas.
- 5.2 English
ICT is a significant contributor to the teaching of English. 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 e-mail, and they are able to join in discussions with other children throughout the world. They also learn how to improve the presentation of their work by using desktop publishing software. There is in addition a variety of software which targets specific reading, grammar and spelling skills.
- 5.3 Mathematics
ICT enhances the teaching of mathematics offering a range of ways to impact on learning, from using software to collect data and present information, make predictions, analyse results to communicate results with appropriate mathematical symbols.
- 5.4 Science
ICT software offers opportunities to allow children to investigate processes and present findings which it would be impracticable to do directly in the classroom and as a tool to integrate English and Mathematics.
- 5.5 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 e-mail. The scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. 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.

5.6 Spiritual, moral, social and cultural development

ICT supports the social development of our children through the way we expect them to work with each other throughout the school. We provide opportunities for the children to work together and give them the chance to discuss and develop their ideas.

6 ICT and inclusion

6.1 At our school, 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. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively (software can be differently configured for different ability ranges). Assessing progress against the National Curriculum levels of attainment allows us to evaluate each child's progress against expected levels. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to ICT. In some instances, the use of ICT has a considerable impact on the quality of work that children produce, by increasing their confidence and motivation.

6.4 We enable pupils to have access to the full range of activities involved in learning ICT. We have a range of software which is designed to include all learners. Where children are to participate in activities outside the classroom, e.g. a visit to an ICT exhibition, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for learning

7.1 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. Throughout the school children are encouraged to review and evaluate their work with each other, supported by the teaching staff. ICT skills are assessed using a 'Digital Excellence' record which, begins in Reception class and is continually updated and follows the child through the school to inform the each year group teacher's planning. (Early Years, Silver - KS1, Gold – KS2)

7.2 The subject leader keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in ICT for each age group in the school.

8 Resources

- 8.1 Our school works on an appropriate computer-to-pupil ratio, and Internet access basis. Software is already installed on the school server and distributed throughout the school where required.
- 8.2 We employ a technician to keep our equipment in good working order. Members of staff report faults on a software 'Help Desk'. The technician will also set up new equipment, and install software and peripherals.
- 8.3 There are a number of government-provided laptops which are on loan to teaching staff.
- 8.4 In order to keep our school computers virus-free, no software from home will be installed on school computers. Pupils are encouraged to e-mail any work done at home to the teacher concerned. Where teachers are transferring files between their home and school, they must have up-to-date virus protection software on their home computers.

9 Monitoring and review

- 9.1 The coordination and planning of the ICT curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in ICT and by providing a strategic lead and direction for this subject;
 - gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in ICT and indicates areas for further improvement;
 - uses specially allocated regular management time to review evidence of the children's work.
- 9.2 A named member of the school's governing body is briefed to oversee the teaching of ICT. The ICT governor meets regularly with the subject leader to review progress.
- 9.3 The quality of teaching and learning in ICT is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Signed:

Date: