GRIMOLDBY PRIMARY SCHOOL

Information and Communication Technology (ICT) Policy

1 Aims and objectives

1.1 ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 The aims of ICT are to enable children:

- 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 hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning everyday;
- 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, confidentiality and accuracy.

2 Teaching and learning style

2.1 The staff reflect the importance of technology in our present world through their fundamental use of ICT in their planning and teaching and assessment.

2.2 As the aims of ICT are to equip children with the skills necessary to use technology 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 and other equipment to help them in whatever they are trying to study. So, for example, children might research a history topic by using a CD-ROM, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data or use the electronic microscope to view microrganisms. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text, changing font etc.

2.3 We recognise that all classes have children with widely differing 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, by:

- setting common 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.

3 ICT curriculum planning

3.1 The school uses the National Curriculum for ICT as the basis for much of its curriculum planning. ICT is planned with strong links to other subjects.

3.2 We carry out the curriculum planning in ICT in three phases (long-term or skills, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage.

3.3 Our medium-term plans give details of each unit of work for each term. They identify the key learning objectives or skills for each unit of work and stipulate the curriculum time that we devote to it. The ICT subject leader is responsible for keeping and reviewing these plans.

3.4 The class teacher is responsible for writing the short-term plans with the ICT component of each lesson. These daily plans list the specific learning objectives of each lesson.

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

4 Foundation Stage

4.1 We teach ICT in the Foundation Stage as an integral part of the topic work covered during the year. 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 a variety of ICT equipment. Then during the year they gain confidence and start using the computer to communicate their ideas in a variety of ways.

5 The contribution of ICT to teaching in other curriculum areas

5.1 ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while CD ROMs and the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way.

5.2 English

Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their

writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software. The visual literacy project allows children to perform to camera to improve their drama and discussion skills.

5.3 Mathematics

Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

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

They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world.

6 Teaching ICT to children with special needs

6.1 At Grimoldby School we teach ICT to all children, whatever their ability. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children . We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in ICT, we take into account the targets in the children's Individual Education Plans (IEPs).

7 Assessment and recording

7.1 Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. Verbal and written feedback is given when appropriate. Each class has an assessment booklet which is filled in at the end of each unit and passed on to the next teacher at the end of the year. The ICT coordinator takes in theses booklets 3 times a year.

8 Resources

8.1 Each class has its own networked computer with access to broadband internet. Connected to this is also an interactive whiteboard. In addition to this we have a fully networked ICT suite and 8 laptops which can be used in class. Software is installed on the machines by the technician.

8.2 As well as computers the school has a comprehensive range of hardware that can be used in many areas including:

Hardware

- scanners & printers
- class sets of digital cameras and movie makers
- data loggers
- digital microscopes
- beebots & roamers
- voice morphers

Software

- storybook makers
- animation package
- science clips
- DVD collections
- control programmes
- music composition package
- painting & drawing packages
- all computers are Windows XP

9 Monitoring and review

9.1 The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject leader. The ICT subject leader is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT subject leader gives feedback to the head and governors annually in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Signed: Mrs. R. Burton

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