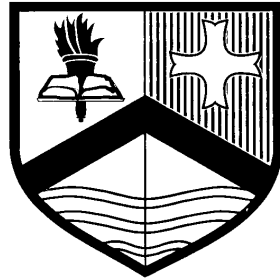


# Scraptoft Valley Primary School



## Raising Standards Teaching & Learning Appendix O Policy for Information Communication Technology (ICT)

### Mission Statement

Working together to give every child an excellent education in  
a caring environment

## **Statement of Intent**

Information and Communication Technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

At Scraftoft Valley Primary School we intend to teach children how to become confident and competent users of ICT in order to nurture a love of learning in all areas of the curriculum.

## **Aims and Objectives**

**To enable our pupils to become confident and effective users of ICT by:**

- Developing ICT capability, including knowledge and understanding of the importance of information, how to select and prepare it, and how to use hardware and software to manipulate it.
- Developing the ability to use ICT capability and ICT to support learning in other areas.
- Developing an understanding of how ICT affects themselves, others and society, and their awareness of its advantages and limitations.
- Meeting the requirements of the National Curriculum and enabling our pupils to meet the highest standard of achievement.
- Using ICT to develop partnerships with the immediate community and the wider world beyond the school.
- Supporting children with special educational needs in their learning.

## **Content**

During the Foundation Stage pupils will have the opportunity to:

- Find out about programmable toys.
- Find out and identify uses of everyday technology.
- Use ICT to support their learning.
- Become familiar with a range of ICT devices including computers and tape recorders.

During Key Stage 1 pupils will have the opportunity to:

- Explore ICT and learn to use it confidently and with purpose to specific outcomes.
- Start to use ICT to develop their ideas and record their creative work.
- Become familiar with hardware and software.
- Work with a range of information to investigate the different ways it can be presented.
- Explore a variety of ICT tools.
- Talk about the uses of ICT inside and outside the school.
- Review what they have done to help them develop their ideas.

During Key Stage 2 pupils will have the opportunity to:

- Use a wider range of ICT tools and information sources to support their work in other subjects.
- Develop their research skills and decide what information is appropriate for their work.
- Begin to question the plausibility and quality of information.
- Learn how to amend their work and present it in a way that suits its audience.
- Work with a range of information to consider its characteristics and purposes.
- Select suitable sources, classifying and checking for accuracy.
- Work with others to explore a variety of information sources and ICT tools.
- Investigate and compare the uses of ICT inside and outside the school.
- Be sensitive to the needs of the audience when communicating information.
- Review what they have done to help them develop their ideas.

### **Learning Outcomes**

Children entering school will have a varied background in their experience of ICT. Experiences can be built upon.

By the end of the Foundation Stage most children should be able to:

- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning

By the end of KS1 most children should be able to:

- Talk about their experiences of technology in the everyday environment.
- Use toys that simulate real – life application of ICT.
- Talk about computers that they have used, how they made them work, what they used them for and how they knew that those tools were computers.
- Develop hand and eye coordination using a keyboard, mouse or joystick to move the pointer on the screen.
- Know how to use the computer safely and sensibly.
- Explore information from various sources.
- Work with text, images and sound to help them share ideas.
- Recognise that many everyday devices respond to signals and instructions.
- Make choices and talk about their use of ICT.
- Use ICT to organise and classify information and to enter, save and retrieve work.
- Use ICT to generate and amend work.
- Plan and give instructions to make things happen and discuss effects.
- Talk about their experiences of ICT.

By the end of KS2 most children should be able to:

- Use ICT to save and to find and use appropriate stored information.
- Interpret their findings and question plausibility.
- Use ICT to generate, develop, organise and present their work with specific regard for the audience.
- Share and exchange ideas with others.
- Use a sequence of instructions to control devices and achieve specific outcomes.
- Use ICT systems to sense physical data.
- Make appropriate choices when using ICT and describe their use of ICT as compared with other methods.

## **Planning and Assessment**

Teachers plan on a six week modular basis using the ICT Scheme of Work and the QCA document where appropriate.

- Long Term – Yearly module planning sheet
- Medium Term – Six week modular planning (see planning sheet)

Assessments of activities are made each week and these are used to inform future planning. Assessment of ICT within the school will be monitored by the ICT Co-ordinator (see role of Co-ordinator).

Progress is recorded in children's Records of Achievement Folders and in Class files of samples of work.

Parents are provided with information on the progress of their children at Parents' Evening and Annual School Report at the end of each academic year.

## **Methods of Delivery**

The teaching organisation includes:

- Whole class
- Group work – ability and social
- Individual work
- Paired work

## **Differentiation**

Teachers will use a range of teaching and learning approaches and a variety of activities to engage and motivate pupils of all abilities. This process includes differentiation by:

- Adjusting tasks
- Providing different tasks
- Use of a wide range of resources/materials which are selected to meet pupils' needs
- Support offered to pupils
- The response to work and learning given by the teacher
- Appropriate grouping of children

- Using different software/levels within software

## **Homework**

Children may be asked to find out answers to questions, or take part in investigative tasks in order to extend and reinforce learning.

Once a week KS2 teachers will set a homework task involving Fronter our VLE. Children in KS2 will be expected to comment on the Forum. Children who do not have internet access at home will be offered the opportunity in school to do this. Teachers are required to monitor their own class's usage and report any problems, inappropriate use to the ICT co-ordinator. The ICT co-ordinator will monitor that this is being done.

## **Equal Opportunities**

### Scraptoft Development Group statement for all curriculum policies

Access to learning experiences will be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. This will be achieved by creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. We will ensure that:

- all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately
- there is differentiated work to support the learning of children of all abilities
- all children are encouraged to answer questions and take part in discussions by creating an atmosphere in which they feel secure
- there are good adult role models in school.

## **Inclusion**

Every child at Scraptoft Valley Primary School has the right to be included in all learning opportunities. Although this may be explicit in Special Educational Needs (SEN) and Equal Opportunities Policies, our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society.

Inclusion should create in every learner, self-confidence and self-esteem so they can facilitate their own development.

## **Special Educational Needs (SEN)**

ICT is a core subject within the National Curriculum, and each child at Scraptoft Valley Primary School regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfil their potential in this area.

Children are taught ICT from the Foundation Stage onwards. Children with S.E.N. are identified as early as possible and their needs addressed in accordance with the school's S.E.N. Policy and with reference to the S.E.N. Code of Practice.

## **Role of Co-ordinator**

### **The ICT Co-ordinator duties to include:**

#### **1. Curriculum.**

- Ensuring planning is in place, review and monitor this. Maintain an overview of ICT aims and objectives ensuring coverage of statutory requirements. Ensure balance, continuity and progression within ICT.
- Monitor standards of teaching and learning (lesson observations, collecting and compiling data to be handed to assessment co-ordinator (LC), knowing achievement/attainment of school/year groups etc. Having a plan to improve standards and ensuring it is implemented. Have a clear 'vision' for ICT (as in where the school will be in five years, ten years etc)
- Be aware of strengths/weaknesses of staff and share good practice. Provide help, ideas and support to address the needs of individual teachers and whole staff.
- Monitor, evaluate and review the implementation of new initiatives to identify any INSET requirements and resource implications e.g. QCA/SoW.
- Ensure laptops are used in each class at least once a week and monitor usage, quickly addressing and targeting those classes not using them regularly.
- Maintain and order software (specific to teaching of ICT), and order new ICT equipment for classrooms. *Other subject leaders should be responsible for ensuring that ICT is used in their subject and ordering software/equipment specific to their subject using their budget (unless otherwise agreed with the ICT team).* Give advice on the use of resources with reference to the Health and Safety Policy.
- Collect and count the school vouchers and order and resources for this.

#### **2. Fronter/internet.**

- Attend e safety training and disseminate to whole staff. Ensure all staff are familiar with the Internet Access Policy and that all children follow 'Zip it, Block it, and Flag it.'
- Ensure Fronter is updated as required by staff and monitor its usage, reporting this to the head teacher as and when required.
- Liaise with office staff (Fronter admin-Shirley) to maintain passwords for staff/children, and at the end of year ensure the children new to Year 3 will have their own logins (to be given as a letter home on their first day after the summer holidays) that the Year 6 children are deleted off, and that rooms are archived over the summer.
- Provide training for new staff and refresher training for whole staff as required.
- Liaise with admin (Shirley) to keep the school website up to date and maintain it. To contact EMBC (host) or the website designer if any problems.
- Promote the school website and fronter to parents and children.

#### **3. Hardware.**

- Review the list of jobs from the jobs book in the main office and agree order of priority with ICT technician (Tom).
- Maintain and order new staff laptops, maintain and order new office equipment.
- Maintain the server (responsible for restarting it when it crashes),
- Maintain the internet connection/wireless.
- Maintain printers, order ink etc.
- Provide training for new staff/whole staff on 'quick fix tips' for whiteboards etc.

- Maintain the budgets for ICT and let the head teacher know of any budgeting needs for the foreseeable future.

## **Resources**

ICT resources are located:

- ICT laptop trolleys in KS1, Lower KS2 and Upper KS2
- The server is located in the resources room and the ICT co-ordinator is in charge of this.
- The photocopier is set as the default printer. A printer is in F2B, KS1 and in KS2, (Class 10). The key stage managers are responsible for changing the ink when it runs out and requesting new ink (when they have used their spare one from the ICT co-ordinator.) Each Key Stage will only be allocated an amount of ink and the co-ordinator is responsible for ensuring that their team keep to this supply. A printer is also located in the staffroom for when staff are on PPA.
- All ICT resources for teaching and learning are stored in the resources room.
- CD Roms used by particular year groups may be kept in their classrooms.
- Each class has a digital camera and there is a set of digital cameras that are child friendly and can be used by the children in lessons. The ICT co-ordinator is responsible for monitoring usage of these and these are kept in the co-ordinators classroom.
- All Classrooms have interactive whiteboards.
- Equipment is checked regularly. Any problems must be reported to the ICT Coordinator and recorded in book kept in the office.

## **Use of the Internet**

The Internet is a powerful tool and when used correctly can be beneficial to learning.

- All children will be fully supervised at all times whilst using the Internet.
- The teacher is responsible at all times for selecting suitable websites.
- The teacher is responsible for the children knowing 'Zip It, Block it, Flag it' and its meaning. This is clearly displayed on all laptops and the laptop trolley. Teachers should also have the internet usage agreement (see Internet Use Policy Appendix 1) displayed in the classroom and remind children of this before each internet session.
- Children must follow the statements as set out in the Internet Use Policy (Appendix 5 – Use of the Internet).
- Members of staff using the Internet for their own use must **not** bookmark any sites which they consider are unsuitable for children.

## **Health and Safety**

- Children and staff are taught about Health and Safety issues and care of resources
- All Health and Safety issues will be in accordance with the School's Health and Safety policy.

## **Review**

This policy will be reviewed every three years or revised in the light of any new legislation.