



# ICT Policy

## 1 Aims and objectives

ICT is changing the lives of everyone. Through teaching ICT the school aims to equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. ICT learning and teaching enables children to find, explore, analyse, exchange and present information. The school focuses 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.

### Aims of teaching ICT at St Luke's

- 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 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, confidentiality and accuracy.

## 2 Learning and Teaching

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style adopted is as active and practical as possible. At times children are given direct instruction on how to use hardware or software in 'skills' lessons but often ICT capabilities are utilised to support teaching across the curriculum. For example, children might research or investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. Children are encouraged 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 about etc.

It is recognised 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.

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The school provides suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. This is achieved 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

The currently school uses the QCA based scheme of work for ICT as the basis for its curriculum planning but links the units where possible to our Creative Curriculum.

The long-term plan maps the ICT topics that the children study in each term during each key stage. The long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Medium-term plans, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the suggested curriculum time allocation and where this fits into the creative topic plans.

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

ICT is delivered in the Reception Class as an integral part of the topic work covered during the year. The ICT aspects of the children's work relate to the age related expectations set out in the EYFS, which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, floor robots, digital cameras etc, developing the ability to communicate in a variety of ways.

### 5 The contribution of ICT to teaching in other curriculum areas

The National Curriculum at St Luke's is delivered through a creative cross curricular approach,

English

ICT is a major contributor to the teaching of 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, podcasting, Learning Platform. They learn how to improve the presentation of their work by using desk-top publishing software.

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## 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.

## 6 Teaching ICT to children with special needs

ICT forms part of 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, teachers take into account the children's Individual Education Plans (IEPs). The use of ICT can help children in achieving their targets and progressing in their learning.

## 7 Assessment and recording

Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. Pupils' progress is closely monitored by the class teacher and at the end of each term children are levelled for the strand of ICT which has been studied. This class record is kept in the teacher's assessment folder.

When appropriate, pupils print out work and this is kept in the relevant book or ICT folder, although children can also save their work onto their own files.

The ICT 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

ICT software resources are found on the server, and may be accessed by all laptops. The school understands the need for a policy of renewal in ICT, enabling children access to high quality ICT equipment including laptops, digital cameras, camcorders, data loggers and control equipment.

## 9 Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in ICT is monitored by the ICT subject leader and the Leadership Team. The ICT subject leader, together with the Leadership Team, 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.

## 10 E-Safety

The safety of our children is paramount. In line with safeguarding procedures, children receive regular sessions to reinforce issues of e safety and are aware of the need to report any concerns regarding e safety. The school also provides information sessions for parents to raise awareness of internet safety and are made aware of the school's e safety policy.

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