TOLL BAR PRIMARY SCHOOL

I.C.T. POLICY

**Rationale**

Information and Communications Technology (ICT) is concerned with the storage, processing, presentation and communication of information by electronic means. This includes the measurement, modelling and control of external events. ICT continues to evolve very quickly and has now become firmly entrenched in many aspects of everyday life, both at home and in the workplace.

As ICT underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will also enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

**Aims of ICT**

At Toll Bar Primary School our aims are that:

➢ ICT be presented within a cross curricular approach and as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills;

➢ Children appreciate the relevance of ICT in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;

➢ Differentiation is planned for in each area of the ICT curriculum so that children achieve to the best of their ability;

➢ Children learn to work individually and collaboratively;

➢ Children have a heightened interest and awareness of ICT through the regular display of their ICT enhanced work in the classrooms, around the school and the positive attitude of staff towards the use of ICT.

Present resource provision

**ICT Suite**

The school has invested in a range of computer hardware. The ICT suite is equipped with 17 computers complete with a variety of software. There are 20 laptops that can be used within the ICT suite or taken into classroom. There are 10 IPAD 2s and 6 Fizz Books again with a variety of software to help deliver the ICT curriculum. Each machine has broadband Internet access. The

computer suite is also equipped with a colour laser printer and a digital projector for demonstration activities by staff and pupils.

**Main School**

The school client server network has been extended to cover all classrooms. Each classroom is equipped with at least one computer system for curriculum use..
In addition, there is a variety of other ICT equipment in school including; Laptops, Roamers, tape recorders, CD players, radios, television, video, headphones, sensors and detectors for use in the classrooms.

All teachers are provided with Laptop computer systems to enable planning and assessment to be prepared and shared electronically. All classrooms are equipped with Interactive Whiteboards.

To ensure that copyright laws are adhered to, staff, pupils and parents are not permitted to run software brought in from outside school on school machines.

An Internet and E-Safety policy has been developed in order to allow the safe and efficient use of the Internet for both staff and pupils in an educational context.

Network and hardware faults are dealt with by ACS who com e into on alternate weeks. If a member of staff is aware of a fault, they log the fault in the office and the log will then be passed to the technician.

**Foundation Stage**

We teach ICT in the nursery and reception classes as an integral part of the core subject and topic work covered during the year. We relate the ICT aspects of the children's work to the objectives which underpin the curriculum planning for children aged three to five a variety of technology.

**Present curricular plans**

Currently planning for ICT as a subject is being recorded through a mixture of both cross curricular and key skills teaching. Each terms medium term planning highlights the use of ICT that is being taught in accordance with Chris Quigley's key skills approach.

Staff confidence and expertise is developed through a range of training activities and opportunities.

Some parents attend a basic skills training programme organised by the Family Learning Team.

Every year a group of children from Year 6 and Year 2 take part in the Playing for Success programme run at Castle Park. This allows them to build their confidence in Literacy by using a variety of multi media approaches.

**Entitlement to the ICT curriculum**

All children should have access to the use of ICT regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of ICT. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

Planning for ICT in the early years needs to be considered carefully if children are to begin to gain confidence in the use of ICT as soon as they start attending Nursery.  A range of appropriate hardware, software and activities is offered.

**Teaching ICT to children with special educational needs**

At our school we teach ICT to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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. This ensures that our teaching is matched to the child's needs.

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; it increases their confidence and motivation.

**Health and Safety**

Food and drink should not be consumed near ICT equipment.

It is the responsibility of staff to ensure that classroom ICT equipment is stored securely, cleaned regularly and that their class or themselves leave the ICT Suite clean and tidy after use.

Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).

An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils. There is an agreed school internet use policy and a letter of acceptance which is re-issued annually to all parents. A4 posters dealing with the main points are placed in all areas of the school where internet access is provided.

**Assessment and record keeping**

On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.

ICT capability should be monitored regularly in relation to the National Curriculum Level Descriptors. This monitoring can be done by the teacher and also as self assessment by the children who have access to an interactive self assessment 'rocket'. Examples of moderated children's work are available in the ICT suite to provide examples of what levelled work should look like.

**Links to the school development plan**

➢ The ICT Co-ordinator produces an action plan each year outlining the targets for that year.

➢ An audit of resources is undertaken yearly to ensure that hardware and software are kept as up to date as possible and that obsolete hardware is replaced.

**Review and evaluation procedures**

The everyday use of ICT is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The ICT Co-ordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and Schemes of Work. Meetings with subject
co-ordinators will also ensure that the use of ICT across the curriculum is planned for and evaluated.


Date of Review:          January 2013
Date of Next Review:     January 2015

Signed
Date