

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Information and Communication Technology (ICT) Policy

INTRODUCTION

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

Our approach to ICT clearly reflects the school's Mission Statement in that all children and staff are able to access the necessary equipment in order to develop their personal skills at the appropriate level for their own needs. The support structures allow for suitable levels of help for each individual. The ICT curriculum is organised in such a way as to allow for specific subject-focused teaching as well as the use of ICT as a vehicle for teaching and learning across the whole curriculum.

1. Aims and objectives

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.

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 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. Teaching and learning styles

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 to help them in whatever they are trying to study. So, for example, children might research a history topic by using particular programs 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. 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 about etc.

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 can 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.

With ICT development as a continuing major target in the School Improvement Plan, we are committed to enabling all pupils to develop their skills in a variety of ways and to encouraging them to play an active role in the delivery and assessment of their own work. They are fully involved in the promotion of WILF (What I'm Looking For) as a guide for their learning and regularly take part in activities requiring peer work, group work, class-based focus, individual tasks and research work of various kinds. Children are also encouraged to present their findings to the class and to make use of ICT in this delivery of information. From time to time they also lead the lesson for their peers.

3. ICT curriculum planning

The school uses the national scheme of work for ICT as the basis for its curriculum planning. We have adapted the national scheme to the local circumstances of the school.

We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The ICT subject leader provides guidance for this and the children often study ICT as part of their work in other subject areas. Our 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.

Our medium-term plans, which we have adopted from the national scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work. The ICT subject leader is responsible for keeping and reviewing these plans.

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. The class teacher keeps these individual plans and s/he and the ICT subject leader often discuss them on an informal basis.

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. ICT development is now achieved through using ICT as a vehicle for learning across the curriculum rather than teaching discrete ICT skills separately.

4. Foundation Stage

We teach ICT in Nursery and Reception classes 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 the computers and a digital camera. Then during the two years of this phase, they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

5. Special Educational Needs

At **St Augustine's** 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). Children who show a particular aptitude for ICT are given opportunities and support to develop their potential according to their own particular needs.

6. Equal Opportunities

In line with school policy, all pupils have access to the whole curriculum, regardless of ability or any other factor. This applies to all ICT activities and is achieved by the support mechanisms described above.

7. Assessment

Children are assessed regularly using a variety of strategies: informal and formal observation, peer and group assessment, discussions, sampling, self-assessment and assessment through specific tasks. Within ICT, assessments are also carried out within other subjects where the pupils' ICT capability can be tracked.

8. Resources

There are two computers available in every classroom. In addition, we have a Computer Suite with a network of computers for groups of children. We also provide mobile netbooks which access the network wirelessly in most areas of the school. The school has Internet access for all computers. We keep resources for ICT, including software, in a central store.

Along with the computers, the school has the following:

- colour and laserjet printers
- scanners
- digital cameras
- video cameras
- electronic keyboards
- listening centres
- calculators
- robots
- control interface with buzzers etc
- temperature probes
- speak-easy microphones

We also provide a detailed desktop of programs for all abilities and areas of the curriculum, supported by a wide variety of dedicated software within particular curriculum areas. We have also invested in Education City, a web-based resource which is available for use both in school and at home.

9. Monitoring, Review and Evaluation

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 regular summary reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

10. Contribution of ICT to Other Subjects

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 numeracy, 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. All subjects use aspects of ICT as a vehicle for teaching and learning.

Literacy

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 conferencing. They learn how to improve the presentation of their work by using desk-top publishing software.

Numeracy

Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to practise number and calculation skills, collect data, make predictions, analyse results and present information graphically. They also acquire measuring techniques involving positive and negative numbers and including decimal places. All aspects of the key objectives for Numeracy are covered within a variety of ICT options.

Personal, Social and Health Education (PSHE) and Citizenship

ICT makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. 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.

MONITORING AND EVALUATION

This policy will be reviewed annually by staff and governors or earlier if local or national directives are received.