

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Information and Communication Technology (IT) Policy

Agreed by Governors: March 2021

To be reviewed: March 2022

INTRODUCTION

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

Our approach to IT 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 IT curriculum is organised in such a way as to allow for specific subject-focused teaching as well as the use of IT as a vehicle for teaching and learning across the whole curriculum.

Aims and Objectives

IT has changed the lives of everyone. Through teaching IT, 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. IT skills are a major factor in enabling children to be confident, creative and independent learners.

The aims of IT are to enable children:

- to develop IT capability in finding, selecting and using information
- to use IT 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 IT skills and knowledge to learning in other areas
- to use IT skills to develop language and communication skills
- to explore their attitudes towards IT and its value to them and society in general, for example, to learn about issues of safety, security, privacy, confidentiality and accuracy.

Teaching and Learning Styles

As the aims of IT 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 IT is for individuals or groups of children to use computers to help them in whatever they are trying to study. Children might research a history topic by using particular programs or they might investigate a particular issue on the internet. In Science lessons, children might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of IT can improve their results eg by editing a piece of writing or exploring how the presentation of a piece of work can be improved by moving text and images to create a more positive effect.

We recognise that all classes have children with widely differing IT abilities. This is especially true when some children have access to IT 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 teaching assistants to support the work of individual children or groups of children.

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. Children are encouraged to present their findings to the class and to make use of IT in this delivery of information. From time to time they may lead the lesson for their peers.

IT Curriculum Planning

The school uses the link2ict scheme of work as the basis for its curriculum planning. This scheme clearly identifies long-term plans and more detailed medium and short term plans to enable effective delivery of the expected objectives. The IT subject leader provides guidance for this and the children may sometimes study IT as part of their work in other subject areas. Our plans are linked to "Building the Kingdom" and show how teaching units are distributed across the year groups and how these fit together to ensure progression within the curriculum plan.

The topics studied in IT 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, planned progression is built into the scheme of work so that the children are increasingly challenged as they move through the school. IT development is achieved through using IT as a vehicle for learning across the curriculum as well as teaching discrete IT skills separately. Focus on independent use of IT skills is a major part of the development of Remote Learning and homework activities.

Foundation Stage

We teach IT in Nursery and Reception classes as an integral part of the topic work covered during the year. We relate the IT 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 computers and a digital camera. During the two years of this phase, children gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

Special Educational Needs

At St Augustine's School, we teach IT to all children, whatever their ability. IT 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 IT has a considerable impact on the quality of work that children produce. It increases their confidence and motivation. When planning work in IT, we take into account the targets in the children's Individual Target Plans (ITPs). Children who show a particular aptitude for IT are given opportunities and support to develop their potential according to their own particular needs.

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 IT activities and is achieved by the support mechanisms described above.

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 IT, assessments are also carried out within other subjects where the pupils' IT capability can be tracked.

Resources

There are computers available in every classroom. In addition, we have a Computer Suite with a network of computers for classes of children. The school has wireless internet access for all computers. We keep resources for IT, including software, in a central store. Sets of Chromebooks are available for KS1 and KS2 classes in order to equip pupils with the skills to access and use the G-Suite Learning Platform bit in school and in the home environment.

Along with the computers, the school has the following:

- colour and laserjet printers
- scanners
- digital cameras
- video cameras
- electronic keyboards
- 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. In addition, children use MyMaths and Oxford Owl resources via the internet. Our Mathematics textbook scheme, Target Your Maths, is also available via an online option. Teachers can use these options to set homework tasks and track pupils progress.

Monitoring, Review and Evaluation

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

Contribution of IT to Other Subjects

IT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in Art and Design Technology. Database tasks support work in Mathematics while the internet proves very useful for research in humanities subjects. IT enables children to present their information and conclusions in the most appropriate way. All subjects use aspects of IT as a vehicle for teaching and learning.

English

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

Mathematics

Many IT activities build upon the mathematical skills of the children. Children use IT 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 Mathematics are covered within a variety of IT options.

Personal, Social and Health Education (PSHE) and Citizenship

IT 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 IT options. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of IT and they also gain a knowledge and understanding of the interdependence of people around the world.

MONITORING AND EVALUATION

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