



ICT POLICY

Date
02/10/2017

Purpose

We believe that the pupils of Scott Lower should be able to recognise and adapt to a society that is served by an ever increasing use of ICT related processes. The development of Information Communication Technology (ICT) is constantly changing and its impact on every aspect of our lives is continually increasing. As a result it is essential that our pupils can take advantage of the opportunities it provides whilst understanding its effects and implications. To enable our pupils to prepare for this we believe that all pupils must be given the following opportunities:

- To develop a set of coherent ICT skills so that they will be able to use ICT effectively, creatively and autonomously across the whole range of the curriculum and in their future lives.
- To be able to take advantage of ICT opportunities to promote learning outside the classroom.
- Encourage the flexibility needed for children to adjust to and take advantage of future developments in ICT
- To develop an awareness of their personal responsibilities when using ICT to access wider resources and when communicating with others.

To understand safety issues when using ICT in school and at home.

Aims

- To promote learning and experiences with ICT and to promote the development of ICT skills in all pupils in accordance with their individual capabilities.
- To take into account the issues relating to inclusion and to allow for differentiation with pupils that need additional help to access learning and extend those children who display a talent in the use of ICT.
- To promote learning opportunities which conform to the New Primary Curriculum guidelines.
- To produce programmes of work which enable continuity and progression in the development ICT skills through a broad range of relevant curriculum experiences which reflect the needs of life in the 21st century.
- To ensure the health and safety of pupils with regard to using ICT.
- To ensure that the children have the knowledge to stay safe whilst online
- To enable to the children cope with the diverse use of ICT within today's society and allow pupils to evaluate its potential benefits and limitations.

To allow pupils to gain confidence and enjoyment from their ICT activities and to develop skills which extend and enhance their learning throughout the curriculum.

Teaching and Learning

The ICT curriculum at Scott Lower School is organised to develop the knowledge, skills and understanding as identified in the New Primary Curriculum. This is achieved through specific skills based lessons and also through the range of curriculum areas as and when appropriate. There is a requirement that each Area of learning should provide opportunities for children to develop and apply their ICT skills where appropriate.

Children will be taught to;

1. Find and select information from digital and online sources, making judgements about accuracy and reliability
2. Create, manipulate and process information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products
3. Collaborate, communicate and share information to work with, and present to, people and audiences within and beyond the school
4. Refine and improve their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.
5. Have a sound knowledge and understanding of coding.

They will develop knowledge of ICT systems in working life and society. This will include its effect on the individual and the development of an awareness of the positive and negative aspects of ICT resulting from its use and misuse. Children will use and apply their ICT knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. They should become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe. (New primary curriculum 2014)

Children will also be taught about issues regarding e-safety in line with the school E-safety and Acceptable Use policies. They will be given skills and understanding to enable them to use technology safely at school and at home.

At Scott Lower School we believe that a variety of teaching and learning styles, (These are detailed in the Teaching and Learning Policy.) and classroom organisation, are necessary in order to maximise the significant contribution that ICT makes to pupils all round development.

Differentiation

At Scott Lower School we ensure that appropriate activities are available by setting suitable learning challenges and responding to pupils diverse learning needs. We assess children level of skill and understanding and ensure that opportunities for, support, extension and enrichment are built into all our schemes of work.

Assessment, Recording and Reporting

Pupil assessment is the responsibility of the class teacher within the whole school framework. Pupil records are kept in accordance with the whole school policy. Staff use the 'Rising Stars' programme to assess the childrens progress against the National Curriculum year group expectations.

Assessment should be formative where possible to meaningfully aid the teacher with future planning. The assessments are analysed by the leader to ensure continuity and progression. They are also examined for any trends in attainment according to gender or ethnicity.

Management Support

The ICT action plan will be updated on an annual basis and will be compiled based on results of an annual review which will consider;

- Pupils' progress and continuity
- Staff INSET requirements
- Resource needs (software and hardware)
- Programmes of work
- Current assessments, recording and reporting
- Liaison with other schools/agencies

This will lead to the following year's implementation strategy in order to:

- Build on the previous year's achievements
- Strengthen those aspects of ICT capability, which were found to be weak.
- Extend the ICT themes to include new ICT capabilities in the programmes of study.

Monitoring visits will be made to ensure quality first teaching and scrutinies of children's work undertaken.

The ICT leader role encompasses the following areas:

- Highlight areas for the development of ICT within the School Development Plan.
- Co-ordinate the purchase and maintenance of equipment in liaison with the IT technician
- Ensure that all equipment is safe to use in liaison with the IT technician
- Review INSET needs of all staff and provide suitable training opportunities as identified in school development plan.
- Disseminate relevant information from courses to all members of staff.
- Keep up to date with developments and new technologies.
- Keep a constant overview of ICT in the curriculum ensuring progression and that curriculum coverage is effective and meaningful.
- Develop a whole school approach to planning, recording and assessment in ICT.
- Ensure that this policy is successfully implemented throughout the school.
- Review and update this policy as part of the tri-annual review of whole school policies.

Inset will be provided as identified in the Subject Development Plan. A yearly audit of staff skills and training needs will be provided and the results of these used to shape the training opportunities offered.

There are four areas for consideration:

- Curriculum training
- Technical support and training for teachers. On induction to the school all new members of staff will be encouraged to develop their own confidence and competence in ICT.
- Administrative user support
- Management of IT within the classroom environment

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This policy needs to be read in conjunction with the e-safety & acceptable use policy, Child Protection Policy, Anti-Racism policy, Anti-Bullying policy & Behaviour Management Policy.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. Teachers will review all online resources and software to ensure that it is appropriate and accessible for all pupils. It may be necessary to purchase specific resources to enable individuals to access the ICT curriculum.

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Special Educational Needs and Disability Act 2001 provide a revised statutory framework for inclusion. It strengthens the right of children with SEN to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with "efficient education for other children" and there are no "reasonable steps" which the school and LEA can take to prevent that incompatibility. Alongside the act, the Disability Discrimination Act 2001 places new duties on schools not to treat disabled pupils less favourably than others and to make "reasonable adjustments" to ensure they are not disadvantaged. At Scott we strive to ensure that all children have access to teaching and learning that is appropriate to their needs.

S.Worrall
E-Safety/ICT Lead
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