ICT Policy

Rationale

We believe that the study of Information Communication Technology plays a fundamental role in a child's education for today's modern world. Children should be taught a range of skills that allow for communication, investigation and control. By doing so, they will become discerning in their use of ICT and be able to select information sources and media for their suitability in their work place.

ICT is a valuable tool for developing learning across the curriculum. Both teacher and child interacting and demonstrating with ICT during lessons can be paramount to helping develop important learning points, clarifying explanations, embedding knowledge, fuelling motivation and helping to raise standards.

Purposes

- For pupils to develop both confidence and competence in their computing skills and in the use of hardware and software.
- To introduce pupils to a range of applications, enabling then to identify and select the appropriate techniques to deal with a range of tasks.
- For pupils to have regular assess to appropriate ICT resources and activities to develop their skills when dealing with a range of problem solving situations and thus enhancing learning across the curriculum.
- For pupils to become keyboard, to use the mouse confidently and effectively; and to be able to use, use, save programmes from the hard drive and multimedia facilities.
- For pupils to develop their understanding of ICT and it's implications in everyday life.
- For pupils to decide when it is appropriate to use ICT and to be able to evaluate both their own and other's us of it.

Guidelines

Teaching

- Pupils will encounter ICT on a number of different levels:

    1. ICT will be formally *taught* for a <u>minimum</u> number of hours per week:

        o **Key Stage 1:**
            Year 1: 2 x 20 minutes lessons (40 minutes per week).
            Year 2: 1 x 60 minute lessons (60 minutes per week).
        o **Foundation Stage:**
            Nursery & Reception: No formal timings in Nursery. Within Reception, children will experience 2 x 10 minute whole class sessions per week.

    The teaching of ICT should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However,

with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. ICT skills will be consolidated in every lesson (where appropriate).

3. In Key Stage 1, teachers will refer to the School's Scheme of Work, which is intrinsically linked to the LA's ICT Framework. In the Foundation Stage, teachers will refer to the LA's 'Improving the Foundation Stage' and the DfES EYFS Curriculum when mapping the provision for this subject.

4. The Medium Term Plans map out the learning intentions for each unit and activities from the LA scheme.

5. In Key Stage 1, ICT is taught by means of a "Whole Class Interactive" approach to learning, employing a lively pace and an episodic style of teaching, with a high emphasis on oracy, class participation and effective pupil/teacher demonstration and modelling.

6. ICT will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks.

7. Within the different episodes of the Whole Class Interactive Teaching lesson, teachers will skilfully use differentiated questioning to:
    i. engage children in effective pupil demonstration and modelling;
    ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;
    iii. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
    iv. offer children focused feedback.

8. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.

9. The ICT scheme of work will be taught in discrete lessons occurring early within the academic week. These ICT-based skills and concepts will be consolidated throughout the week, embedded within individual lessons, using the ICT hardware available in classes.

10. Furthermore, Teachers will use ICT hardware and applications as teaching tools, to underpin learning within whole-class lessons across the curriculum. In particular, teachers and children will interact with ICT in classes during the *"teaching & guided practice"* elements of lessons. Similarly, children will interact with ICT hardware and applications during the *"child consolidation"* elements of lessons.

When used within this manner, ICT will truly act as a learning facilitator, helping to further children's knowledge, consolidate learning, clarify understanding, develop oracy and raise standards.

11. Accordingly, teachers will integrate ICT wherever appropriate into all lessons:

    a. Within the various episodes of the <u>Teaching & Guided Practice Segment</u>:
- as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.

    b. Within the <u>Child Consolidation Segment</u>:
- enabling children to undertake an ICT-based alterative activity, directly consolidating the learning intention for that lesson;

or
- to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's ICT lesson.

Within this manner, ICT will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.

12. Within the Foundation Stage, teachers will employ the use of:

    a. Traditional ICT 'hardware'
    b. Electronic 'toys'

to
- Enrich lessons through multi-sensory experiences.
- Enhance curriculum with stories, rhyme and song.
- Extend confidence via talk, rhyme, song and spoken dialogue.
- Develop fine & gross motor skills.
- Increase memory and attention & concentration spans.
- Facilitate a culture of turn-taking.

13. Pupils should develop their ICT skills through a range of activities which will:
    a. Develop confidence and satisfaction in the use of ICT.
    b. Enable children to become familiar with the computer keyboard and mouse.
    c. Increase their understanding of effects of ICT in today's world whilst allowing for the flexibility needed to take advantage of future developments.
    d. Encourage the development of perseverance.
    e. Allow children to take greater responsibility for their own learning and to decide when it's appropriate to use ICT.

14. Teacher's should consider the whole range of technologies available to them when planning and, in particular, by mindful of those which best lend themselves as "teaching technologies" and those which are best used as "consolidation technologies" (see figure 1).

15. Before using the PCs in school, all children must have permission from their parents. Each class will have display "rules for using the PCs".

16. All children will be made aware of the dangers of the internet. Class discussions and school assemblies will address this matter. As children will know, as a matter of course, what to do it they

encounter something 'not nice' on the internet. ("*Turn off the image and tell a grown up straight away*" – see the Acceptable Use Policy for more information.

17. Pupils with special educational needs should be given the opportunity to use ICT to provide access to the curriculum. Within this subject, teachers will promote equality across the whole curriculum for all pupils.

Figure 1:

Identifying which technologies to use

Recordable talking books

Pixies

'Small World Toys'

Microscopes

Book-tapes

Digital books

'Tools' Software

Skills/Subject Software

Internet

Google Images

Digital Video

Pictures

Graphics Tablets

Visualisers

WCITT – '*Whole Class Interactive Teaching Technologies*

Consolidation Segment

Teaching & Guided Practice