



# Thames View Infants

## Policy for Learning and Teaching with ICT

### The Teaching Segment of Whole Class Interactive Teaching lessons

Areas for Consideration	
<p><b>Classroom Organisation</b></p> <ul style="list-style-type: none"> <li>▪ seating arrangements;</li> <li>▪ sight lines;</li> <li>▪ resources.</li> </ul>	
<p><b>Interaction &amp; Oracy</b></p> <ul style="list-style-type: none"> <li>▪ interaction between teacher and pupil, and amongst pupils themselves;</li> <li>▪ the development of speaking and listening skills in the children is given a high priority;</li> <li>▪ where appropriate, pupils are required to justify and extend their answers;</li> <li>▪ questioning used to gauge understanding, with teacher changing approach if necessary;</li> <li>▪ teacher uses assessment information to re-focus teaching and teach pupils how to perform to target standard;</li> <li>▪ a lively pace with high expectations;</li> <li>▪ teachers “unpacking learning” in small steps.</li> </ul>	
<p><b>Demonstration &amp; Modelling</b></p> <ul style="list-style-type: none"> <li>▪ first-hand &amp; “second-hand” experiences/resources being used as a stimulus;</li> <li>▪ teacher-demonstrations &amp; modelling, using:               <ul style="list-style-type: none"> <li>○ <i>the visualiser,</i></li> <li>○ <i>the PC,</i></li> <li>○ <i>WCIT (whole class interactive teaching technology – e.g. Graphics Tablets/Activ-Slate etc),</i></li> </ul> </li> <li>▪ children modelling &amp; demonstrating key concepts to others, using:               <ul style="list-style-type: none"> <li>○ <i>the visualiser,</i></li> <li>○ <i>the PC,</i></li> <li>○ <i>WCIT (whole class interactive teaching technology – e.g. Graphics Tablets)</i></li> <li>○ <i>Other technologies (iPads).</i></li> </ul> </li> </ul>	
<p><b>Other Considerations</b></p> <ul style="list-style-type: none"> <li>▪ differentiated questioning to target lower-attaining children and to extend the more able;</li> <li>▪ encouragement and praise ;</li> <li>▪ the teacher selects teaching methods on the basis of fitness for purpose and uses a range of these;</li> <li>▪ key vocabulary used;</li> <li>▪ Class informed of learning intention &amp; key vocabulary at start of lesson;</li> <li>▪ teacher writes clearly using school handwriting style.</li> </ul>	



# Thames View Infants

## Policy for Learning and Teaching with ICT

### The Consolidation Segment of Whole Class Interactive Teaching lessons

Areas for Consideration	
<p><b>Deployment of Staff</b></p> <ul style="list-style-type: none"> <li>▪ the teacher <i>teaching</i> with a focus group/target group of children (as appropriate);</li> <li>▪ support staff actively engaged within a specific task seating arrangements;</li> <li>▪ sight lines;</li> <li>▪ resources.</li> </ul>	
<p><b>Consolidation Activity</b></p> <ul style="list-style-type: none"> <li>▪ well-selected, meaningful activities, enabling children to consolidate the intended learning points as effectively as possible;</li> <li>▪ children using ICT:               <ul style="list-style-type: none"> <li>○ to consolidate learning linked directly to the learning intention for that lesson;</li> <li>○ to consolidate learning linked to the learning intention for that lesson, whilst at the same time revising key skills from within the ICT Scheme of Work and associated minimum standard documents (<i>where appropriate</i>);</li> </ul> </li> <li>▪ differentiated activities and support correctly matched to the pupils' ability and need – including gifted and talented children.</li> <li>▪ children sure of the consolidation outcome.</li> </ul>	
<p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>▪ outcomes linked to the minimum standard expectations for that year group;</li> <li>▪ children collaborating and/or working independently (where appropriately);</li> <li>▪ an appropriate noise level.</li> </ul>	
<p><b>Other Considerations</b></p> <ul style="list-style-type: none"> <li>▪ children working individually, in pairs, groups or as a whole class;</li> <li>▪ children accessing the writing and role play areas (if an English lesson);</li> <li>▪ personalised learning: engendering collaborative/independent learning, including across subjects/lessons – children may be working out of class using technologies, not necessarily linked to the lesson in hand.</li> <li>▪ children motivated, on task and interested;</li> <li>▪ pupils not dependent on the teacher;</li> <li>▪ children using wiis and the xbox.</li> </ul>	