

## Information and Communication Technology

Date	Review Date	Coordinator	Nominated Governor
October 2014	October 2016	Julia Lawson	Julie Clatworthy

We live in a rapidly changing world, one in which ICT plays an increasingly dominant role, and it is our responsibility to prepare our pupils for this world by ensuring their ICT skills are equal to the needs of society at large.

Work and leisure activities are becoming transformed by access to varied and developing technology, and pupils need to use ICT tools to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. They must use IT to find, explore, analyze, exchange and present ideas. They learn how to employ ICT to use information responsibly, creatively and with discrimination.

The use of ICT promotes initiative and independent learning; skills vital to the modern world, and pupils need to make informed judgements about when and where to use ICT safely, and to best effect, and consider its positive and negative implications for its use in the world, both now and in the future.

### Aims

In developing skills in Information and Communication Technology it is our intention that our children will enjoy the experience of using a wide range of ICT hardware and software to support and enhance their learning and grow in confidence and competence as they progress through school. We aim to enrich learning in all subject areas and for all pupils through the use of Information and Communication Technology across the curriculum, thus extending all subjects beyond their established boundaries, and enabling pupils to broaden their skills, knowledge and concepts further than traditionally and historically expected.

### Objectives

To enable pupils to:

- Develop their Information and Communication Technology capability across the curriculum.
- Understand the importance of the selection of information.
- Develop their skills in manipulating information so as to enable them to use hardware and software appropriately.
- Develop their ability to apply ICT to support their use of language and communication.
- Explore their attitudes towards ICT, its value for themselves, others and society.
- Develop good Health and Safety attitudes and practice.

## **Teaching Guidelines**

ICT is regarded as a key skill, one that supports learning in other subjects.

The work covered at Key Stage 1 builds on the Early Learning Goal for Knowledge and Understanding of the World for children in the Foundation Stage. Pupils in Reception continue to develop their knowledge, understanding and skills through play activities and through direct teaching which further develops the skills needed in the use of Information Technology. (IT)

The acquisition of skills in ICT takes different forms. In order to access ICT pupils must be proficient in the specific skills needed to use the various pieces of equipment such as computers, cameras, tape and video recorders, keyboards etc.

The teaching of ICT contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively.

Teachers use a range of learning and teaching styles, incorporating individual, pair, class and group work into lessons. Children are taught through discussion, practical activity, games, investigations, problem solving, recording and practice, consolidation, and use ICT to record and support their work. The teaching style and methods are varied according to the subject matter and the pupils being taught.

We recognise the fact that there are pupils of widely different abilities in all classes and we use a variety of methods to ensure suitable learning opportunities for all pupils, matching the challenge of the task to the ability of the pupil.

All pupils regardless of race or gender, have the opportunity to develop ICT capability. The school promotes equal opportunities for computer usage and fairness of distribution of ICT resources.

Teachers and support staff take great care to ensure pupils are aware of personal safety issues in using the World Wide Web, and all school computers carry safety barriers to prevent pupils accessing questionable sites.

## **Curriculum Planning**

This is organised in three stages:

### **Long Term Planning**

This is based on the National Curriculum for ICT, which details what is to be taught over the Key Stages and provides the skills basis for planning ICT activities through cross circular links, where possible, for each year group. ICT is closely linked to topic planning and ensures complete coverage of all skills over a 2 year cycle.

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### **Medium Term Planning**

This takes the long term plan and organizes the teaching of ICT into termly or half termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

### **Monitoring**

The ICT curriculum is monitored on a termly basis by the ICT team, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

### **Effectiveness**

We believe this policy will be effective only if we ensure consistency across the school.

<b>Headteacher:</b>	Julia Lawson	<b>Date:</b>	October 2014
<b>Chair of Governing Body:</b>	Julie Clatworthy	<b>Date:</b>	October 2014