

Information and Communication Technology (ICT) Policy

1 Aims and Objectives:

1.1 ICT is changing the lives of everyone. Through teaching ICT we in Brackenagh West Primary School can help 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. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 The aims of ICT are to enable children:

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

2 Teaching and Learning Style:

2.1 As the aims of ICT 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. We do give children direct instruction on how to use hardware or software, however, the main emphasis of our teaching in ICT is often for individuals or groups of children to use computers to help them in whatever they are trying to study (especially in Key Stage 2). We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

2.2 We recognise that all classes have children with different ICT abilities. This is especially true when some children have access to ICT 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 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 classroom assistants/students to support the work of individual children or groups of children.

3 ICT Curriculum Planning

3.1 Brackenagh West Primary School uses the SELB CASS document, 'ICT in the Primary School' as the basis for its curriculum planning. We have adapted this document to the local circumstances of the school.

3.2 We carry out the curriculum planning in ICT using the document on 'Progression in the 4 Strands of IT'. The ICT co-ordinator works this out in conjunction with teaching colleagues in each year group (with reference to the 'Record of Achievement in ICT' sheets), and the children often study ICT as part of their work in other subject areas.

3.3 'Progression in the 4 Strands of IT' identifies the key learning objectives for each unit of work and the co-ordinator/teachers work together to work out the curriculum time that we devote to it. As we have some mixed-age classes, we do our medium-term planning on a two-year rotation cycle. In this way we ensure that we cover the National Curriculum without repeating topics.

3.4 The class teacher is responsible for including ICT in his/her half-termly planning. These plans list the specific learning objectives of each topic. The class teacher refers to these planners and s/he and the ICT co-ordinator may discuss them on an informal basis.

3.5 The topics studied in ICT 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, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 The contribution of ICT to teaching in other curriculum areas

4.1 ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work with databases supports work in mathematics, while CD ROMs and the Internet prove very useful for research in PSHE. ICT enables children to present their information and conclusions in the most appropriate way.

4.2 English

ICT 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.

4.3 Mathematics

Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places. An Integrated Learning System from RM Maths is used in the school to help children progress in all 5 AT's, and to help the teacher assess each child's development in Numeracy.

4.4 Personal, social and health education (PSHE) and citizenship

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

5 Teaching ICT to children with special needs

5.1 At Brackenagh West Primary School we teach ICT to all children, whatever their ability. ICT 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 ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in ICT, we also take into account the targets in the children's Individual Education Plans (IEPs).

6 Assessment and Recording

6.1 Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the levels of attainment, and records these attainment levels on the Record of Achievement mark sheet. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

6.2 The teachers keep samples of the children's work in a portfolio. This helps to demonstrate the expected level of achievement in ICT for each age group in the school.

7 Resources

Our school is working towards a position where there will be 2 networked computers available in every classroom. This will be in addition to the ICT room, where there are 9 networked computers for use with groups of children. The school has Internet access for all of the networked computers but, as yet, not for every computer. We keep resources for ICT, including software, in each of the classrooms.

7.2 Along with the computers, the school has the following:

Hardware

- colour printers;
- scanner;
- digital camera;

Software

- word processing packages;
- painting/drawing software;

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- range of curriculum software titles;
- RM Maths Integrated Learning System;
- spreadsheets/database programmes;
- CD-ROMs.

8 Monitoring and Review

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT co-ordinator. The ICT co-ordinator is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.