

INFORMATION AND COMMUNICATIONS TECHNOLOGY

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of information and communications technology to the curriculum

Information and communication technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work, both now and in the future.

Expectations

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to achieve level 2.

By the end of Year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to achieve level 3.

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4.

The aims of information and communication technology and how these contribute to the school's aims

The school aims to:

- provide a relevant, challenging and enjoyable curriculum for ICT for all pupils;
- meet the requirements of the National Curriculum Programmes of Study for ICT;
- use ICT as a tool to enhance learning throughout the curriculum;
- respond to new developments in technology;
- make ICT a valued environment in our school, which promotes the public image of the whole school and assists pupils in developing a positive self-image;
- use ICT to create the flexibility needed to meet the individual needs and abilities of all pupils;
- promote access for pupils with learning difficulties to otherwise inaccessible areas of the curriculum such as group work and collaborative learning
- use ICT to present information in new ways which help pupils to understand, assimilate and use it more readily.

Strategy for implementation

Entitlement and curriculum provision

At Key Stage 1 32 hours per year (4 per cent) and at Key Stage 2 45 hours per year (5 per cent) are allocated to the curriculum. This time is used to cover the units of work in the QCA scheme of work. All pupils develop their knowledge, understanding and skills appropriately across the different elements of ICT. The school uses the National Curriculum documents to identify relevant links with other subjects, and up to two hours a week are available for pupils to use ICT in support of teaching and learning in other subjects.

Teaching and learning

Pupils are taught about ICT through whole-class teaching, involving didactic presentations and practical activities as they progress through the QCA scheme of work. They use ICT for independent and collaborative tasks for enquiry and research when learning in other subjects.

Assessment and recording

The assessment of ICT is based on pupil self-assessment (Currently in development). All pupils have a set of assessment parameters stored in the network area, which are updated as appropriate. All staff assess the skills, knowledge and understanding of pupils' ICT using the expected outcomes identified in the QCA scheme of work. Targets are set for each unit of work and pupils are graded for effort and attainment each term in the report sent home to parents.

Continuity and progression

Continuity and progression is defined clearly in the scheme of work. Consolidation of the skills, knowledge and understanding in ICT is carried out by its use to support learning in other subjects, such as literacy and numeracy.

Inclusion

Teachers provide differentiated resources for each task, with extension activities for the higher attainers. Additional classroom support is provided, where appropriate, to ensure that all pupils have appropriate access to the ICT curriculum.

For pupils with IEPs that identify the use of ICT to support their learning, teachers must include this in their planning. In these cases, the ICT subject leader and SEN co-ordinator monitor the use of ICT. Where teachers are unable to match ICT provision with the requirements of IEPs, they should bring this to the attention of the ICT subject leader and SEN co-ordinator.

Organisation

The school recognises two types of activities using ICT. ICT is taught as a discrete subject, following advice from OFSTED, QCA and the LEA, as a whole-class activity. This is seen as giving all pupils the opportunity to gain ICT skills, knowledge and understanding in a structured way, using contexts the pupils are familiar with.

ICT is also being embedded in subject teaching to support learning across the curriculum, but particularly literacy and numeracy. These activities consolidate ICT skills, knowledge and understanding by using familiar tools to help pupils develop understanding in unfamiliar contexts, in whole class, collaborative group and individual research-based activities.

All teachers are expected to teach ICT, and to use ICT in teaching and learning activities across the curriculum. Learning support assistants are included in all training to support pupils in ICT.

The curriculum

The QCA scheme of work for ICT forms the backbone of the ICT curriculum. The use of ICT to support learning in other subjects has been planned from the annotations in each of the National Curriculum Orders for each subject, and by support from Devon Curriculum Services.

Learning resources

Most of the most recent computers (PC systems) are organised in the computer suite; they are connected to a network and have access to software on the fileserver as well as shared access to printers and external access to email and the Internet. Most classrooms have one networked computer and the school is equipped with wireless technology. All teachers have a laptop able to connect wirelessly with the school network, throughout the school there are hard-wired network points. The office is networked separately but all computers have broadband internet access and the ability to print using the photocopier.

Software and hardware are available for all tasks in the QCA scheme of work. All computers have access to the resources area which allows shared access to documents and files, including at present over 3000 photographs. Staff have access to a restricted area of the resources to drive to share and store planning and assessments files. Usage of software and hardware is reviewed annually and replaced or upgraded when necessary.

There are at present three interactive whiteboards and four data projectors, staff have undergone training to use this resource to support and transform subject teaching.

All PCs and other equipment in the computer suite are leased to enable the purchase of new systems once present systems are obsolete. This expenditure is identified as central ICT costs and is not allocated to the annual ICT development and maintenance budgets.

The ICT subject leader manages a budget comprising of: an annual maintenance budget and funds to keep software, additional peripheral equipment and sundry materials up to date. The ICT subject leader also has management of e-learning credits for software purchases to support all areas of the school.

Staffing

Teachers are responsible for ensuring that all tasks in the QCA scheme of work are carried out. At Key Stage 1 and Key Stage 2 each class is allocated an hour session. Further access to the computer suite is available by staff booking the free sessions each week. The ICT subject leader is responsible for training colleagues and for monitoring attainment. Day-to-day computer suite management (e.g. checking paper and inks in printers, switching on/off computers) is the responsibility of the learning support assistant assigned to support the ICT suite; more serious technical issues are covered by a support contract with TME and ScoMIS.

The learning environment

The ICT suite has examples of work mounted on walls to stimulate pupils' creative abilities.

The main displays in the ICT suite relate to information provided to help pupils tackle tasks and procedures independently. Some of these are temporary and arise directly from teaching sessions.

The above principle is applied in classrooms where pupils are working on the individual networked computers. There is sufficient information to hand to enable pupils to know what they have to do and how to do it. Generally, it is expected that pupils refer to prompts nearby before seeking help from a pupil or adult. Clearly this is put into the context of the age and stage of the pupils.

Safe practice

The school follows the health and safety recommendations made by Devon County Council in its publication "Computers in Educational Establishments". Health and safety awareness forms an integral part of pupils' learning in ICT.

The school implements policies for acceptable use of the Internet and email as recommended in Devon County Council documents. Pupils are shielded from inappropriate materials on the Internet by means of the RM Safetynet filter as provided by the South West Grid for Learning.

Extension or extra-curricular opportunities

Pupils in Year 5 and 6 have to opportunity to use the computer suite at lunchtimes. There are a number of after school clubs using the suite throughout the week (e.g. a computer club for Year 1 and 2 on Thursday).

Homework

Pupils have differing opportunities to use ICT at home. Homework activities are based on knowledge about the pupils' use of ICT, rather than on practically-based activities. Pupils, however, are encouraged to use home-based ICT facilities to develop their ICT capability and to support homework in other curriculum areas.

In a school survey taken in March 2004, of those parents that replied it was found that 89% had access to a desktop computer at home with 96% of those having internet access. 90% of parents who answered were in favour of homework being available online. The ICT co-ordinator is investigating the feasibility and suitability of this extension of the school environment.

The role of parents and carers

Parents and carers may be involved with their pupils' learning in ICT through the after-hours' club. If there are appropriate ICT facilities at home, teachers give advice so that the home use of ICT complements and consolidates pupils' experience in school.

The contribution of ICT to other subjects in the curriculum

Literacy

ICT is used for drafting and revising texts, for word recognition and to present work in different formats to extend literacy activities.

Numeracy

ICT is used to support the collection and analysis of data, the investigation of number, angles shape and space to provide a flexible approach to numeracy. The computer suite is used for some whole class teaching e.g. Living Worksheets.

ICT

The use of the QCA scheme of work to develop pupils' skills, knowledge and understanding in ICT equips them to become autonomous users in supporting learning in curriculum areas such as literacy and numeracy.

Other Subjects

ICT is, with the assistance of all members of staff, being embedded in all subject areas. Interactive whiteboards are used to support all curriculum areas to engage whole classes, groups and individual with dynamic presentations and multimedia applications. The Classroom Performance System is available to allow immediate whole class participation in prepared in lessons.

Software for foundation subjects is installed on computers and access to information online is frequently used. The school has access to a number of subscription websites (e.g. www.sparkisland.com) for further resources and activities.

Art

A wide range of pictures to support the teaching of art in line with the QCA scheme of work is available on the resources area of the network.

Science

A digital microscope provided by a Science Year initiative is installed in the computer suite on the computer linked to the projector.

Spiritual development

Pupils discuss, for example, how the limitations of ICT make them more aware of what makes us human (for example, "Can computers think?") and help them to recognise their own, and others', creativity and imagination.

Personal, Social and Health Education

The use of codes of conduct for the use of ICT in general, and the Internet in particular, supports personal and social education. The use of ICT tools, such as databases, DTP and the Internet are used to support health education.

Leadership and management

Staff development and training opportunities

The ICT skills' needs of staff are identified through a needs' analysis activity conducted annually. The ICT subject leader addresses these needs through after-school training sessions (supported where appropriate by the Devon Curriculum Services ICT team).

NOF funding is used to develop teachers' understanding of the ways in which ICT can be used to support teaching and learning through a consortium. The ICT subject leader is accredited as a trainer for the school, and for other schools in the Academic Council.

Leadership and management roles

The Headteacher is responsible for the implementation of the ICT policy, whilst the ICT subject leader is responsible for day-to-day management. Curriculum discussions about standards, provision and developments take place each half term. The Academic Council discusses ICT similarly twice a year.

One governor has specific responsibility for ICT development in the school. This governor, the headteacher and ICT subject leader are responsible for monitoring, reviewing and advising the governing body about the effectiveness of the policy and development plan for ICT.

How the subject is monitored and evaluated

The governor with responsibility for ICT, the Headteacher and the ICT subject leader monitor the implementation and effectiveness of the ICT policy as a basis for pupils' learning. The impact of the tasks within the QCA scheme of work on pupils' ICT capability, and their ability to use ICT to support learning in other subjects, are measured against the success criteria within each unit of work.

Where the impact is less than expected, the contributory factors are identified and addressed. Teaching staff are asked to use their assessment data to evaluate the effectiveness of the scheme of work.

Review

This policy will be reviewed annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Links to administrative systems

Currently, the school uses ICT for storing assessment data and reporting to parents. The administrative and curriculum systems are not linked to the same network although the intention is to do this. This enables teachers to enter and analyse data more easily.

After hours and community use

Pupils are encouraged to use curriculum systems during lunchtime and after school, for homework or independent research. Parents are encouraged to join their children after school. It is the school's intention to make available its ICT facilities for wider community use.

Useful Publications

A Scheme of Work for Key Stages 1 and 2 - ICT Published by QCA ISBN 1 85838 333 1