

Information and Communication Technology Policy

1. Introduction

1.1. We derive our Information and Communication Technology Policy from our mission Statement 'Roots to Grow, Wings to Fly, Faith to Flourish'. We will provide the skills and knowledge needed and allow children to develop this subject to their potential. This is a statement of the aims, principles and strategies for the teaching and learning of Information Communication Technology at Tatham Fells CE (VC) Primary School. Information and Communication Technology is concerned with the handling of electronic information and involves creating, collecting, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes.

2. Rationale

2.1. At Tatham Fells CE (VC) Primary School we recognise that ICT is a necessary tool for achieving success and for the positive development of each child's future in our modern world. We believe that ICT skills are fundamental learning skills and are essential attributes to education and employment. ICT provides excitement and enjoyment for children that can be channelled into learning across the curriculum.

2.2. Information and Learning Skills + Purpose = Achievement + Capability

3. Aims and objectives

ICT has become part of the way in which we all work and entertain ourselves. Almost everything we do at school now involves the use of ICT:

- 3.1. online lesson research, teaching plans and resource materials;
- 3.2. lesson delivery via either overhead projector or interactive whiteboard;
- 3.3. communication by e-mail and fax;
- 3.4. document distribution and storage;
- 3.5. assessment information analysis;
- 3.6. production and editing of reports.

Thus, through teaching ICT, we equip children to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them to develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

Our objectives in the teaching of ICT are:

- 3.7. to facilitate the finding, selection and use of information;
- 3.8. to teach the use of ICT for effective and appropriate communication;
- 3.9. to enable the monitoring and control of events, both real and imaginary;
- 3.10. to teach the application of ICT to children's learning across the curriculum;
- 3.11. to explore the value of ICT, both to children and to society in general;

- 3.12. to examine issues of security, personal safety, confidentiality and accuracy;
- 3.13. to develop the cross-curricular use of ICT in all subjects.

4. Teaching and Learning of ICT

- 4.1. ICT is a core subject, with its own distinct stages of attainment, with a planned profile in the school curriculum. All children will be taught the skills and knowledge of ICT as outlined in the National Curriculum Programmes of Study.
- 4.2. The knowledge, skills and understanding in the programmes of study identify four aspects of ICT in which children will progress:
 - 4.3. Communicating information
 - 4.4. Handling information
 - 4.5. Controlling and monitoring
 - 4.6. Modelling
- 4.7. All children will be given regular and consistent learning opportunities to develop defined and prescribed levels of ICT capability. The skills the children develop and use during these experiences will be in line with the knowledge and content of the National Curriculum. This scheme of work contributes to a broad and balanced curriculum where the time and duration allocated to ICT units are clearly defined and outlined. Please see Appendix A for the ICT Curriculum Overview for each Year group.

5. The Foundation Stage

- 5.1. We teach ICT in Foundation Stage as an integral part of the theme work covered during the year. We relate the ICT aspects of the children's work to the objectives set out in Development matters which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, a digital camera and a floor robot. Then, during the year, they gain confidence and start using the computer to find out information and to communicate in a variety of ways.

6. The contribution of ICT to teaching and learning in other curriculum areas

- 6.1. ICT is an integral part of our aim to raise the standards of teaching and learning in all areas of the curriculum. ICT is a valuable tool and its use is integrated into all curriculum areas. Teaching should ensure that the children are provided with opportunities to apply their ICT skills to support and extend their learning in all areas of the school curriculum.
- 6.2. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while role-play simulations and the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate

way. Much of the software we use is generic and can therefore be used in several curriculum areas.

7. Progression and Continuity

- 7.1. At Tatham Fells CE (VC) Primary School, we have identified the curriculum needs and requirements of children in Key Stage 1 and 2 and selected appropriate software. To develop prescribed levels of ICT capability, children have access to:
- 7.2. a word processor;
- 7.3. a database;
- 7.4. a spreadsheet;
- 7.5. a drawing package;
- 7.6. control and monitoring software;

Additionally, it is intended that there will be opportunities to relate packages specifically to the needs of an individual child or subject area. These include:

- 7.7. special input devices or analogue measuring tools for science or geography;
- 7.8. explore logo and control applications;
- 7.9. develop desktop publishing ;
- 7.10. use design packages relating to technology, art and music;

The equipment that supports the software provides a supportive environment for children's work with the flexibility to allow differentiation of task and progression within and between applications. Opportunities to work with non-computer ICT, tape recorders and headphones, begin in the foundation stage.

8. Equal Opportunities

- 8.1. ICT can provide equality of access to the curriculum for all children and allows them to learn at their optimum level, either as an aid to communication or a means of controlling their environment, as well as an integrated aid to learning. Our aim is to provide our pupils an ICT curriculum that accounts for the needs, abilities and interests of all children. We recognise the potential of ICT to promote children's individual characters and to support diversity.
- 8.2. All children are entitled to develop ICT capability through activities, undertaken individually or in groups that are appropriate to girls and boys. We believe strongly that our pupils should recognise and become familiar with information and communication technologies as a valuable resource and that this familiarity breeds confidence, encouraging enjoyment and motivation.

9. Assessment

- 9.1. We record which units have been covered by each child and whether they have met or exceeded expectations.
- 9.2. We believe strongly in providing our children with regular opportunities to reflect on their level of ICT capability and become familiar with what they have to do to progress further.

10. Staff Development

- 10.1. At Tatham Fells CE (VC) Primary School we are committed to developing a positive ethos to teaching and learning with ICT. We recognise that ICT capability for all staff is a natural precursor to ICT capability for our pupils.
- 10.2. An effective and focused professional development programme will be delivered by the ICT coordinator, LA representatives and outside professionals to all teaching and support staff. This will ensure that all teachers become familiar with the educational uses of ICT as well as the hardware and software that support the ICT Curriculum.
- 10.3. Staff development will remain a priority as learning methodologies evolve and technical developments allow ICT to be used in new curriculum applications. We recognise that these opportunities will underpin the successful delivery of the ICT curriculum and use of ICT to support learning across the curriculum.

11. Health and Safety

The following issues are carefully monitored at Tatham Fells CE (VC) Primary School:

- 11.1. Electrical safety checks
- 11.2. Maintenance of hardware
- 11.3. A shielded system is maintained and agreements signed for internet access
- 11.4. Pupil supervision
- 11.5. Software copyright with regards to networks and licences
- 11.6. Please see our Internet Access policy for details of our online safety precautions

12. Monitoring and Review

This Policy has been approved by the Governing Body and will be reviewed and updated in the light of new guidance from either the DfE or LA. The ICT Coordinator will support staff and children in the development of key information handling skills that will act as valuable teaching and learning skills, giving rise to effective self-sufficient learners.

Tatham Fells CE (VC) Primary School

ICT Policy

Date January 2021

Signed (Headteacher):

Signed (Governing Body representative):

Review date: January 2024