

HORSINGTON CHURCH OF ENGLAND PRIMARY SCHOOL



INFORMATION COMMUNICATION TECHNOLOGY POLICY

RATIONALE

ICT is concerned with the storage, manipulation, retrieval, control and presentation of information. It is already a fundamental part of our society. We want our curriculum to mirror its integral nature. ICT in school is concerned with developing the pupil's capability across the curriculum and at all levels in skills, processes and contexts. Our policy has been developed in response to perceived needs, set in a context. It takes place within specific constraints, takes account of our school's rapidly changing capability, depends upon judgements at every stage and enables the individual to use their developing ICT capability in practical situations at their own level.

AIMS

- To increase awareness of the potential, limitations, applications and the integral nature of ICT.
- To develop ICT capability and confidence throughout the school (in both staff and children).
- To maintain a high quality of hardware and software.

OBJECTIVES

AIM 1:

- a. To increase awareness of the potential, limitations, applications, and the integral nature of ICT.
- b. To plan activities which use ICT to support other curricular areas.
- c. To offer differentiated tasks using appropriate activities and resources.
- d. To create competent and discerning users of ICT.
- e. To utilise ICT as a tool to enhance learning in curricular areas.
- f. To help children appreciate that ICT is about more than computing.
- g. To bring together home and school experiences

AIM 2:

- a. To develop ICT capability and confidence throughout the school (in both staff and children). To help children acquire ICT skills and understanding relevant to life and employment in a fast changing world.

- b. To develop pupil's use of ICT:
 - for self supported study;
 - as a research tool;
 - as a planning aid;
 - as a creative medium;
 - through active participation;
 - in small groups.
- c. To develop teachers' use of ICT through INSET and support.
- d. To raise awareness of the applications, and effects of ICT in the 'outside' world.

AIM 3:

- a. To maintain a high quality of hardware and software.
- b. To provide a toolbox of ICT resources to meet National Curriculum requirements.
- c. To provide resources which reflect the broad and balanced nature of the curriculum.
- d. To create a library of equipment and software.

PRINCIPLES OF TEACHING AND LEARNING

DIFFERENTIATION AND SPECIAL NEEDS: We recognise that children have individual needs. Activities and experiences match the child's level of ability. We use our ICT resources to aid and consolidate learning including areas of the curriculum where they may be experiencing difficulty. Specialised ICT equipment such as audio equipment is available to help children present work and to minimise problems they may encounter in a different medium.

BREADTH AND BALANCE: We aim to provide a broad and balanced ICT curriculum. Where appropriate ICT is taught within other curricular areas and the ICT element of the work is indicated in the planning. The development of the same toolkit for each class will aid the delivery of a broad and balanced curriculum so that all children will have a common experience.

RELEVANCE: Our children's ICT experiences will be meaningful and set in a context they understand. It will include presenting work for real audiences.

CROSS CURRICULAR SKILLS AND THEMES: ICT is an integral part of the National Curriculum. This is clear from the National Curriculum requirements.

CONTINUITY AND PROGRESSION: The National Curriculum as currently ordered provides a framework for continuity and progression. Our planned programme of liaison allows for discussion of issues of continuity. Through the development of a Scheme of Work we aim to ensure continuity and progression throughout the school. Planned liaison with LA ICT support staff provides support for decision making.

CURRICULUM DESIGN: Please refer to our skills based curriculum.

ASSESSMENT, RECORDING AND REPORTING

Assessment is continuous and holistic. We intend to assess not only the skill of the child in using hardware and software but also the child's ability in using ICT as a learning medium.

Assessment will be aware of:

- what the child has used;
- what the child did in a range of contexts;
- reflection of the use and effectiveness of ICT.

Assessment opportunities will be identified by the teacher in the medium and short term plans. Assessment strategies are identified in the school's Assessment Policy Statement.

The child's ability in ICT is reported to the parents at Parent/Teacher Consultation evenings and in the Annual Report of Pupil Progress. Children's attainment in ICT is shared across the school to ensure consistency and progression.

EQUAL OPPORTUNITIES

All children have access to ICT. We have a commitment to examining our attitudes, expectations, and ways of working in order that all pupils may achieve their full potential and use materials which offer a balanced image of gender and race. We aim to provide positive role models of both genders.

RESOURCE MANAGEMENT

We keep our resource needs for ICT under review and, as needs emerge, make coherent plans to invest in new equipment and staff training. As our use of ICT develops there will be a need to update and increase the range of resources made available. Governors and senior management ensure best value when updating resources (refer to the school finance policy).

A central store of information is kept. It contains:

- an updated list of resources and where they are found;
- programme instructions.

E-SAFETY

The school has an e-safety policy in place that details how the principles of e-safety are promoted as part of the curriculum and monitored.

The school promotes the principles of e-safety by following Somerset ICT Progression in E-sense and consistently models and shares the principles so that they are understood by the whole school community.

CONCLUSION

Our Policy Statement for ICT aims to prepare children to meet the needs of the 21st Century, giving them the ability to appreciate the impact of Technology on everyday life. It emphasises the need for adaptability to cope with a rapidly changing environment. It is written in accordance with the Aims of the School and has been agreed by all members of staff. It forms one part of the Curricular Policies of the school and should be read alongside other relevant policy statements. It will be reviewed at regular intervals.

Spring Term 1995

Revised: Spring Term 1996

Reviewed: Autumn Term 2000

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Reviewed by teachers: June 2010

Reviewed: June 2011

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