

PARK SCHOOL – ICT POLICY

1. AIMS AND OBJECTIVES

1.1 ICT is changing the lives of everyone. Through teaching ICT, we 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, 21st century learners both inside and beyond the classroom.

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. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by using the internet. Children who are learning science might use the computer to model a problem or to analyse data. 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. Technology helps our teachers to explain clearly and adapt difficult points in learning through an interactive and responsive model. For example, in KS1 interactive whiteboards allow for children to participate in the application of concepts that have been modelled by the teacher. In KS2, an active teaching approach with interactivity in the hands of the children (LEGO robotics and laptops) facilitates live actionable feedback and progress.

2.2 We recognise that all classes have children with widely differing 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 a teaching assistant to support the work of individual children or groups of children.

3. ICT CURRICULUM PLANNING

- 3.1 The school has developed a new digital literacy curriculum which has been designed to support and extend pupils. Each year group has an appropriate list of objectives which need to be linked to other subjects. The class teacher can decide when and how these are going to be taught. This is reviewed annually.
- 3.2 We have a clear long term plan for ICT which maps out each year's objectives. This shows clear progression throughout the school. Teachers create medium term planning which shows when each objective is being taught. Short term planning is the use of ICT in other subjects across the curriculum, for example using the PowerPoint program to create a front cover or creating a chart on Excel when collecting/ presenting data.

4. FOUNDATION STAGE

- 4.1 As with the rest of the school, we teach ICT to Reception children. These lessons include 'basic skills' where children are taught to log on to the computer and other specific computer tasks and then linked to the general EYFS curriculum, for example mouse control, space bar, and enter. The children will gain confidence in using the ICT, including cameras, and start using the computers to find and share information.

5. THE CONTRIBUTION OF ICT TO TEACHING IN OTHER CURRICULUM AREAS

- 5.1 ICT contributes to teaching and learning in all curriculum areas. The interactive whiteboards have been used to great effect in all subject areas. Digital cameras are used in many subjects, where video clips are used to provide feedback to children. ICT enables children to present their information and conclusion in the most appropriate way, such as written opportunities in Word where appropriate.
- 5.2 The ICT curriculum has been designed to link in with all subjects. Children should be encouraged to understand that ICT can be used to further their knowledge and provide them with an alternative presentation format. ICT subject leaders and ICT technician provide support for all staff to achieve their learning objectives linked to all subjects. Staff use educational technology (EdTech) to amplify the sub processes of effective teaching: optimising explanation, modelling and assessment.

6. TEACHING ICT TO CHILDREN WITH SPECIAL NEEDS

- 6.1 At Park 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 take into account the targets on the children's target sheets.
- 6.2 Park School reviews how technology can be integrated using devices and programmes to support SEND and EAL children, such as Clicker.

7. ASSESSMENT AND RECORDING

- 7.1 Effective ICT deployment provides all children with the opportunity and necessary skills and equipment to become independent learners who develop deep connected knowledge. This also allows for teachers to check for understanding, address misconceptions and provide opportunities for practise that secures progress through enhanced procedural and conceptual understanding.
- 7.2 Teachers assess children's work in ICT by making informal judgements as they observe them during

lessons. Teachers will keep a record of the learning objectives achieved or working towards which will be passed onto the future teachers.

- 7.3 Teachers will keep some examples of the children ICT work on shared drive. The ICT subject leaders will review examples of work.
- 7.4 Online safety certificates obtained through 'Interland' are saved on the children's files.

8. MONITORING AND REVIEW

- 8.1 The monitoring of ICT will be ongoing throughout the year with the curriculum being tweaked when appropriate. The quality of the ICT teaching is the responsibility of the ICT subject leaders. The ICT subject leaders, with the ICT technician, are responsible for supporting colleagues in the teaching of ICT, keeping informed about current developments in the subject and providing strategic lead and direction for the subject in the school.
- 8.2 A review of the impact of existing software will be conducted by ICT subject leaders annually. Staff will feedback on which platforms complements the core and wider curriculum to enable effective independent learning.