Moss Road Infant School

Information & Communications Technology Policy

Our Vision
Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

Introduction
The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. 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 sources.
The purpose of this policy is to state how the school intends to make this provision.

Aims
- To develop the understanding of how to use ICT and computing safely and responsibly.
- To provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- To respond to new developments in technology;
  To equip pupils with the confidence and capability to use ICT and computing throughout their later life;
  To develop a whole school approach to ICT ensuring continuity and progression in all strands of the ICT National Curriculum
- To use ICT as a tool to support teaching, learning and management across the curriculum
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities

Objectives
In order to fulfil the above aims it is necessary for us to ensure:
- a continuity of experience throughout the school both within and among year groups
- the systematic progression through Foundation Stage and Key Stage 1
- that all children have access to a range of ICT resources and resources are used to their full extent
- that ICT experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that staff skills and knowledge are kept up to date

Teaching & Learning

Teachers' planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age. The school has Interactive Whiteboards in all classes to encourage the use of ICT throughout the curriculum, embedding its use in all aspects of daily teaching and learning.
 A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected

The ICT coordinator will review teachers' ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

Teaching and Learning in the Foundation Stage

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Recording devices can support children to develop their communication skills.

Teaching and Learning in Key Stage One
By the end of key stage 1 pupils should be taught to:
• write and test simple programs;
• use logical reasoning to predict and computing the behaviour of simple programs organise, store, manipulate and retrieve data in a range of digital formats; and
• communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Assessment, recording and reporting
Assessment (See school Assessment Policy)

ICT is assessed both formatively and summatively.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes. These are conducted informally by the class teacher and are used to inform future planning.

A self assessment is available for Key Stage 1 pupils this can also be used as a class assessment which is then used to check on coverage and passed onto the next class teacher to help with progression and expectations of ability.

Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.
ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can:
- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Equal Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability."
It is our policy to ensure this by:
- ensuring all children follow the scheme of work for ICT
- keeping a record of children's ICT use to ensure equal access and fairness of distribution of ICT resources
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for ICT and how they can support their children.

Internet Safety

Internet access is planned to enrich and extend learning activities.
The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies.
Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

Home school links

Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. Teachers are sensitive to the fact that children may not have access to ICT or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses.

A school email address has been given to parents.. More parents are now using this to contact staff, arrange meetings etc.

We have a school website which will promote the school's achievements as well as providing information and communication between the school, parents and the local community.

Professional Development
ICT Coordinator

There is a designated ICT Co-ordinator to oversee the planning and delivery of ICT within the school.

The ICT coordinator will be responsible for

- raising standards in ICT as a national curriculum subject
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the ICT curriculum and reporting to the headteacher on the current status of the subject

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT.

Resources

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular and small group teaching of ICT the school has an ICT area which all classes use for approximately 1 hour per week to develop their ICT skills.

To support the cross curricular nature of ICT at least two computers are also located in each class. All classrooms have an ICT Area, this is a small area in the classroom that offers opportunity for children to interact with ICT resources.

Each classroom has an Interactive Whiteboard which is used daily to support teaching and learning.

Monitoring

Monitoring ICT will enable the ICT coordinator to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of ICT teaching and learning the ICT coordinator will:
- Scrutinise plans to ensure full coverage of the ICT curriculum requirements
- Analyse children's work
- Observe ICT teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data

There is an annual review of this policy by the ICT coordinator.