Learning Together, Aiming High, Proud to be Ourselves

I.C.T Policy

June 2019

"We propose that the computer will be used, not just because it is there, but firstly because it enables some things to be done differently and variety is of great value in teaching; secondly because it can be used to do some things better than is possible at present; and thirdly because it allows us to do some things that are totally impossible otherwise."

Woodhouse and McDougall…Computers, Promise and Challenge in Education.

PRINCIPLES, VALUES AND AIMS

VISION

Every pupil and member of staff is entitled to become a confident and competent user of technology. Every learner has the opportunity to develop and practise their computing skills in a variety of curriculum contexts, enabling them to meet the challenges in continuing education, home, leisure and work.

AIMS

At John Ray Infant School our aims are that:-

- ICT is a natural tool for staff and pupils to use and it is integrated into the curriculum and lives.

- It enhances the quality of learning and teaching experiences for all.

- Every learner is encouraged to use ICT resources as an information source, a processor, a presentation tool and for enjoyment in their self-led learning.

- Every learner will experience a variety of ICT equipment, including computers and software, programmable devices, interactive whiteboards, digital cameras, video and audio equipment, and will begin to learn to select the appropriate ICT tools to use in any situation.

- Pupils and staff will enjoy using technology in the process of achieving satisfying outcomes.

OBJECTIVES

In determining the ICT curriculum at John Ray Infant School it will operate within the framework established under the National Curriculum for Key Stage One and Development Matters for EYFS.   We have introduced new guidance materials in 2015 called ICT Inspires. This is used for planning, teaching and assessment and follows National Curriculum guidelines on the learning and teaching of ICT. This outlines the computing programme of study and guides teachers to ensure progression throughout the EYFS and Key Stage One. These materials also guide teachers in how to deliver these learning objectives and appropriate software to use.

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

- create and debug simple programs

- use logical reasoning to predict the behaviour of simple programs

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

- recognise common uses of information technology beyond school

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

LEARNING OUTCOMES

OUTCOMES FOR JOHN RAY INFANT SCHOOL

John Ray Infant School's objectives are that:-

- Parents will regard ICT as an integral part of their child's education, both at school and at home.

- Teachers should look upon ICT as a cross-curricular method of enhancing learning and enriching the education of each child.

- Teachers should be given opportunities to develop their own ICT capability and thus become confident and skilled in their use of ICT within the classroom.

- The ICT leader should keep up to date with new initiatives, both regionally and nationally, and should present these developments to the school staff in an accessible package.

- The ICT leader should continually review and update hardware and software provision within the school, being mindful of the necessary financial boundaries.

OUTCOMES FOR THE PUPIL

- Pupils should be encouraged to regard ICT as a basic tool of their everyday life, recognising the wealth of opportunities which become available to them whilst accepting that ICT does have limitations.

- Pupils should become confident, discerning users of ICT

- Pupils should understand that technology is an ever changing, fast developing area, which will continue to make an increasing impact on society.

E-SAFETY

Children will be, taught appropriately to their age, to use the Internet responsibly in order to reduce the risk to themselves and others. E-safety will be a compulsory aspect of the ICT curriculum.

By the end of Key Stage 1 the children would have been taught:

- Use passwords to access resources and know why we keep them private.

- Know the school e-safety rules and know how to respond to an inappropriate content.

- Show an awareness that information including images online can be shared at home, school and worldwide.

- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Any issues regarding Cyber bullying/ E safety will be reported to SLT/ICT Co-ordinator immediately.

ACCESS AND ENTITLEMENT

All staff and pupils irrespective of individual differences have the right to equal opportunities to use ICT.

All staff have the right to expect access to ICT in their own learning and to assist them in teaching.

All staff might use IT to:-

- Prepare differentiated resources.

- Assist planning and schemes of work.

- Aid the organisation of the classroom i.e. drawer labels and text for displays.

- Access information.

- Provide opportunities for their pupils, which would otherwise not be possible.

- Assess pupils through Target Tracker.

All classes are timetabled to use the ICT Suite on a regular basis. Work planned and provisions made will accommodate the spectrum of ability levels and ethnic origins within each year group.

The school accesses the Internet via BT Broadband through the LEA. Children do not have free unsupervised access.

Pupils have the right to expect access to ICT to:-

- Enhance the process of learning.

- Record their thoughts, in text and graphics, and to present them for others to use and enjoy.

- Record sounds using sound recording technologies.

- Record sounds using a microphone and appropriate multimedia software.

- Take photographs and video recordings across the curriculum.

- Programme devices.

- Make more than one copy of their work.

- Explore information held on a system.

CROSS CURRICULAR LINKS

Planning and schemes of work will clearly identify where opportunities exist for ICT to be used across the curriculum.

Appropriate software and peripherals will be provided, within the financial boundaries, to assist and enrich the learning in National Curriculum subjects such as:- English, Maths, History, Geography, Art, Science, RE, Music and PSHCE.

ASSESSMENT, RECORDING AND REPORTING

Each child's progress is assessed, monitored and recorded to provide an overall picture of that child's personal development, needs and special abilities.

The child's ICT progress is assessed in a variety of ways:-

1. The teacher/LSA observation of the child at work

2. Teacher/LSA/ child discussion

3.   By ensuring that the criteria, as defined in the National Curriculum, have been satisfied

4.   By referring to the end of Key Stage One level descriptors. (see ICT Inspires p23 - 24)

Assessment is ongoing through the child's school career and provides a picture of the individual child's ability and progress.

Yearly reports inform the parents of their child's progress including strengths and difficulties. In the interim the child's progress, in all curriculum areas, can be discussed with parents at Termly Learning Reviews (at least two per academic year). Parents may also request additional meetings with the teacher, or Headteacher, to discuss a child's progress.

PLANNED PROGRESSION

Schemes of work ensure planned progression through the school. These allow for children to learn at their own ability level.

MONITORING, EVALUATION AND REVIEW OF THE ICT POLICY

Individual staff ensure the coverage of the ICT curriculum in their planning. The role of the ICT co-ordinator is to evaluate the effectiveness of this policy through:-

⌨ working alongside and planning with colleagues

⌨ observing and supporting the teaching of ICT

⌨ reviewing the School ICT Action Plan.

The co-ordinator will also liase with the Link Governor and report to Governors on the success of the ICT Development Plan.

Approved by Governors……………………………………………………….

Date……………………………………….

Review Date………June 2022……..

CURRENT HARDWARE..........correct at 07/03/19

The ICT Suite

15 PCs, 1 coloured printer, 1 server

Classroom

24 PCs Two in each of the 12 classes linked to a printer on the network. All are internet enabled and connected to the network.

12 SMART Boards (1 per base class)

12 Visualisers

1 photocopier

3 coloured printers, 1, in each year group.

1 SEN Sony Camera

1 PPA digital camera

1 Digital Video Camcorder

18 Easy-speak microphones with docking stations. (1 docking station and 6 microphones per year group.)

4 pro bots

12 Bee-bots with docking stations (2x docking station with 6 robots shared between 4 classes -FS)

20 Kidi Zoom VTech digital cameras for children to use

14 laptops for teachers

4 iPads with cases - in Foundation Stage (1 per class)

Talking Tins – 48 (4 per class base)

CURRENT SOFTWARE..........correct at 7/3/19

All PCs

Paint

Microsoft Word

Microsoft Publisher

Broadworks All day to play

Numicon

RM Maths

Project X Reading

Espressso Coding