<u>CLYDACH PRIMARY SCHOOL</u>
<u>POLICY DOCUMENT FOR INFORMATION COMMUNICATION TECHNOLOGY</u>

<u>YSGOL GYNRADD CLYDACH – POLISI TECHNOLEG GWYBODAETH</u>

1. <u>INTRODUCTION</u>

This policy outlines provision for Information Communication Technology in our school.

The school policy for this provision reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and has the agreement of the Governing Body.

The implementation of the policy is the responsibility of all the teaching staff.

We believe that it is important that we prepare our pupils for a society which is becoming more and more reliant upon electronic information transfer. All children have the right to a valid ICT experience so that they will be equipped to fit into the society of the future.

2. <u>THE NATURE OF INFORMATION COMMUNICATION TECHNOLOGY</u>

ICT is a foundation subject in the National Curriculum for Wales (2008). The Skills Framework for 3 to 19-year-olds in Wales (2008) identifies that developing ICT across the curriculum should underpin both the Foundation Phase framework and all the subjects of the National Curriculum (page 6, para. 1). ICT is concerned with pupils using and applying a variety of systems that handle electronically retrievable information. This will include the use of computers, but may also include a range of technological equipment, for example, programmable robots, tape recorders, calculators, digital and video cameras and digital microscopes.

At Key Stage 2, learners will be given opportunities to build on their experiences during the Foundation Phase. They will be taught to consider the sort of information they require to support their tasks and activities and how they might locate that information; to use an increasing range of ICT tools and resources to find, process and communicate relevant information from a variety of given safe and suitable sources; to develop and communicate their ideas in appropriate ways with a developing sense of purpose and audience.

3. <u>STATUTORY REQUIREMENTS</u>

Information Communication Technology is a statutory subject within the national curriculum for pupils aged 5 to 16. It is the responsibility of the school to plan and deliver a broad and balanced scheme of work in order to meet the specific needs of all learners. The content of the schemes of work the children will study at Clydach Primary School are based upon the programme of study at Key Stage Two in the 2008 revised statutory orders for Information Communication Technology in Wales. The document is in two halves, Skills and Range (see ICT National Curriculum Document). The Attainment target is to be integrated within lessons and not necessarily taught separately.

4. <u>AIMS</u>

The aims of our Information Communication Technology Policy are:-
☆ To deliver ICT as a continuous and progressive experience throughout the primary age range

☆ To encourage the cross-curricular use of ICT

☆ To allow children to use ICT individually and co-operatively in groups with particular regard to their individual needs

☆ To make children aware of the implications of ICT in the outside world

5. <u>LINKS WITH OTHER POLICY STATEMENTS</u>

ICT has applications across all National Curriculum Subjects. It can be a powerful tool when used to enhance learning across the curriculum. Pupils will be taught and given the opportunities to consolidate skills through highly motivating cross curricular experiences.

- ❖ Word processing will be used to support all curricular areas
- ❖ Graphics packages will be used wherever art work is appropriate
- ❖ Information handling packages will be used to enhance any topic where data is collected or observed. Prepared databases, CD-Roms and the Internet will be used for interrogation
- ❖ Logo and spreadsheets will be used to assist with mathematical investigations
- ❖ Music software will be used to enable pupils to create their own compositions

The planning and implementation of Information Communication Technology will follow the Teaching and Learning policy as well as the policy for Assessment at Clydach Primary School. The school's Health and Safety Policy will also be taken into consideration.

6. <u>DELIVERY OF INFORMATION COMMUNICATION TECHNOLOGY</u>

ICT is occasionally taught as a distinct subject but is mainly used as a tool throughout the curriculum to support and enrich children's learning. All classes offer children experience in the two areas of ICT identified in the National Curriculum for Wales. The predominant mode of working in ICT is individual but at times children will work in pairs or small groups, depending on the nature and context of the task in hand.
ICT is used for class teaching e.g. the use of interactive teaching programs to introduce, consolidate or review concepts taught in lessons.

7. <u>SKILLS</u>

Opportunities to develop the skills framework (LNF) will be maximised.

Thinking – learners plan their activities identifying appropriate software and hardware. They consider the needs of the audience and they create and develop their presentations accordingly. They use ICT to explore and solve problems in a range of contexts and reflect on the strengths and weaknesses of their solutions.

Literacy – learners communicate and present information in a variety of ways, including text, graphs, pictures and sound, to support their activities in a range of contexts. They read information from a wide range of ICT and non-ICT sources and discuss their work with their peers, teachers and others. They use ICT to interpret and analyse information and communicate their findings in ways suitable for their intended audience and purpose.

ICT – learners use **ICT** individually and collaboratively, depending on the nature and context of the task in hand.

Numeracy – learners use mathematical information and data presented numerically and graphically in data-handling software. They use number to collect and enter data for interpretation in spreadsheets and simulations and present their findings as graphs and charts, checking accuracy before processing.

8. CURRICULUM CYMREIG

ICT contributes to the Curriculum Cymreig by offering learners opportunities to find and analyse information about the rich characteristics of Wales and communicate their findings in a variety of ways.

9. PERSONAL AND SOCIAL EDUCATION

ICT contributes to learners' personal and social education by providing opportunities to work in contexts that allow learners to make decisions based on the values that underpin society, helping them become active and informed global citizens. They begin to identify and question bias in sources of information and become increasingly aware of the social, ethical and moral effects of ICT in the wider world.

Learners should gain an understanding of the importance of adopting safe and legal practices when using digital communications, along with an appreciation of the need to show respect towards others.

10. THE MANAGEMENT AND COORDINATION OF INFORMATION COMMUNICATION TECHNOLOGY

It is the responsibility of the coordinator to ensure that the teaching and learning in Information Communication Technology is updated to follow any revisions in the statutory requirements. The coordinator should ensure that schemes of work show progression in all skills and that the range of work is comprehensive. The coordinator should be a source of reference for colleagues, and ensure that they are aware of new developments in the subject. School management should provide a range of high quality resources.

<u>Monitor</u>
The coordinator should:-
  ☆ monitor continuity and progression in ICT in consultation with colleagues and through the observation of teaching and learning
  ☆ have an overview of the teaching and learning of ICT in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.
  ☆ ensure time allocation is sufficient in conjunction with school management
  ☆ monitor the provision of resources for ICT to ensure that sufficient specialist equipment and resources are available for each class to use each term.

The coordinator will also:-
  ☆ assist staff through the sharing of expertise and modelling of effective practice

☆ lead training to support the teaching of ICT and support less confident colleagues

☆ disseminate information about current available in-service training

☆ give guidance on procedures for assessment and recording consistent with the school's assessment policy.

THE INTERNET

The internet is already changing the way children learn and communicate. It forms an important part in our children's future as an everyday tool in their lives. Pupils, teachers, school governors and parents need to know how to make the most effective use of it. This school will encourage use of the rich information resources available to develop skills that encourage searching, questioning, interpreting, evaluating and sharing through the use of stimulating focused cross curricular activities.

Aims

We intend to:-
- ❖ Plan and manage the use of the internet within the school so that its use contributes to effective learning and teaching
- ❖ Use the internet:
    - To search for and use the World Wide Web sites to enhance cross curricular learning and teaching
    - To encourage pupils to question, interpret, evaluate and share
    - As a means of encouraging purposeful writing for a world wide audience
    - To communicate with others around the world
    - To motivate, excite and stimulate learning and teaching
    - To ensure that all pupils and teachers are familiar with new emerging technologies and are able to use them competently

We shall do our utmost to ensure that the use of the internet will support and enrich the curriculum while taking into account the varied teaching styles and learning needs, abilities and development levels of all pupils. This will include addressing the issues of access for students with special educational needs.

These internet issues will be regularly discussed by the staff and pupils in the school:-
- ❖ Safety
- ❖ Security
- ❖ Meaningful use
- ❖ Access
- ❖ Management

The level of discussion will vary depending on the age of the pupils. This policy will take into account all those issues which are agreed by the teachers, school governors, parents and pupils. An agreement with children and parents will be drawn up so that everyone is clear about what is acceptable and what is not acceptable in the school regarding the internet and e-mail. To ensure that pupils are constantly working within a 'safe' environment:-
- ❖ Access to the internet will only be permitted through passwords known only to responsible adults
- ❖ The school will initially access the internet through the Learn ICT website

- ❖ Staff will be expected to be vigilant in monitoring and researching sites prior to using them with pupils
- ❖ Pupils will be supervised when they carry out their own searches
- ❖ In order that we ensure a safe environment all teachers and pupils must disconnect the internet when they have completed tasks
- ❖ At no time will the internet be left 'open' when children are unattended in the classroom

Each computer's allocated password will allow access to the Learn ICT website. This ensures that pupils search in an environment which offers 'safer' cross-curricular links. The password also opens up the internet permitting the school to communicate with the world through e-mail.

Launching straight into free exploration of the web is neither the best nor the most productive way of getting started. In our school pupils will initially use websites to research numerous differentiated cross-curricular tasks. These activities will encourage the development of literacy and numeracy through a curriculum which is as real as possible. Tasks set by teachers will ensure that all pupils are motivated, excited and stimulated.

11. THE CONTENT OF THE SCHEME OF WORK IN INFORMATION COMMUNICATION TECHNOLOGY

The school follows Swansea's ICT Scheme of Work which is accessible on the Learn ICT website.

Key skills will be promoted through the teaching of Information Communication Technology (see Skills above).

12. RECOGNISING LEARNER ACHIEVEMENT

In ICT assessment will be undertaken within each area of focus. Teacher assessment in the focused area of ICT is carried out continuously and recorded for every child in the half yearly report and the annual report to parents.

It must be remembered that the process is far more important than the outcome when assessing ICT. In addition to children working independently, children will work collaboratively on tasks and groups will vary according to activity. Sometimes groups will be of similar ability and sometimes they will be of mixed ability. Differentiation in set tasks, as well as outcomes will enable the teacher to assess whether a pupil needs extra time to consolidate skills or whether the pupil is now ready to acquire more.

13. PROVISION FOR SPECIAL EDUCATION NEEDS / EQUAL ACCESS / MORE ABLE and TALENTED

It is a policy of the school to be as inclusive as possible. We will help pupils with SEN to gain access to all ICT activities where possible. Access is the same for both boys and girls. ICT is not used as a stick or a carrot, but is offered as entitlement for all pupils.

ICT activities will be matched to the needs of all children to include challenge and support for our most and least able children. When necessary these take account of any relevant targets set for individual children in their Individual Education Plans.

Pupils of differing abilities are accommodated through a range of strategies – the setting of open ended tasks that can have a variety of results, using additional adults for support, or providing a range of challenges for different ability groups. More able and talented learners will be challenged and given opportunities for more independent work.

14. EQUAL OPPORTUNITIES AND RACIAL EQUALITY
All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Clydach Junior School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

15.   MONITORING AND EVALUATION
The subject will be monitored as part of the school's ongoing programme of monitoring. The School Council will have the opportunity to be involved.

16.   CONTINUING PROFESSIONAL DEVELOPMENT
- The Coordinator will have opportunities to attend relevant training when available
- The Coordinator will disseminate relevant information to other members of staff and give in house training whenever necessary
- School leaders and the subject coordinator will ensure there are suitable resources
- Effective practice will be shared when appropriate

17.   HEALTH AND SAFETY
Please refer to our Health and Safety policy (issued to all the staff with copies available in the staffroom and office) and our Internet Safety agreement.

It is the responsibility of individual class teachers to look after the machines they are currently using. Care should be taken to ensure safe use and storage of machines. All equipment should be kept clean and free of dust and switched off correctly at the end of the each day. Any faults should be reported immediately to the Office or the ICT Coordinator. All hardware is checked annually during the electrical equipment inspection.

18.   ARRANGEMENTS FOR REVIEWING THE POLICY
- This policy was approved by the Governing Body
- The School Council was consulted.
- The policy will be reviewed if there are changes to the curriculum or when the subject coordinator feels amendments need to be made.

Information Communication Coordinator: Mark McComas

May 2013   Latest Review Date: May 2016