

Newsham Primary School  
Policy for Information and Communication Technology



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### **Definition of ICT**

Information Communications Technology (ICT) is concerned with the handling of electronic information (which can consist of text, numbers, images and sounds) and involves creating, collecting, storing, manipulating, processing and communicating this information in a variety of ways and for a variety of purposes.

ICT is about information that can be manipulated with computers, video recorders and photocopiers; sounds through tape recorders, signals generated and received by satellite technology and programmable toys.

ICT capability refers to an individual's ability to draw on their knowledge and understanding of ICT to apply it in a variety of contexts. Increased capability in the use of ICT promotes initiative and independent learning, with individuals being able to make informed judgements about when and where to use ICT to best effect.

Our school recognises the growing significance of ICT in a rapidly changing world and aims to embrace these changes at every opportunity.

Please note that the ICT Co-ordinator role is split between Curriculum responsibility currently held by Miss L. Wood (Class Teacher) and Strategic responsibility, currently held by Mr C. Sutherland (Deputy Headteacher). Regular meetings occur to ensure that ICT development in all areas is planned and that the roles dovetail effectively.

### **Aims and objectives**

ICT has become part of the way in which we all work and entertain ourselves.

Almost everything we do at school now involves the use of ICT:

- online lesson research, teaching plans and resource materials;
- lesson delivery via either overhead projector or interactive whiteboard;
- communication by e-mail and fax;
- document distribution and storage;
- assessment information analysis;
- production and editing of reports.

Thus, through teaching ICT, we equip children to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them to develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

Our objectives in the teaching of ICT are:

- to facilitate the finding, selection and use of information;
- to teach the use of ICT for effective and appropriate communication;
- to enable the monitoring and control of events, both real and imaginary;
- to teach the application of ICT to children's learning across the curriculum;
- to explore the value of ICT, both to children and to society in general;
- to examine issues of security, personal safety, confidentiality and accuracy.
- To use ICT as a tool to aid school management

## Teaching and Learning

At Newsham Primary School ICT is used where appropriate as tool to support teaching and learning and broaden pupils' opportunities and experiences.

As an objective of teaching of ICT is to equip children with the technological skill 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 to progress in whatever they are studying. So, for example, children might research a history topic by using role-play software that engages them in a highly visual way, or they might place themselves in a historical setting by manipulating a digital photograph, or they might investigate a particular issue on the Internet.

We recognise that all classes have children with a wide range of 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:

- setting 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 classroom assistants to support the work of individual children or groups of children.

The ICT co-ordinator regularly monitors the use of ICT to support teaching and learning.

## ICT curriculum planning

ICT is a foundation subject in the National Curriculum. The school uses QCA Schemes of work for ICT as the basis for its curriculum planning. We have adapted these schemes to the local circumstances of the school.

We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics (QCA Units) that the children study in each half term during each year group. The ICT subject leader devises this in conjunction with teaching colleagues in each year group, and the children often study ICT as part of their work in other subject areas. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Our medium-term plans, which we have adopted from the national scheme of work, give details of each unit of work for each term. They identify the key learning objectives for each unit of work, and stipulate the curriculum time that we devote to it. The ICT subject leader is responsible for keeping and reviewing these plans. Our adapted Medium Term plans list the specific learning objectives and expected outcomes for each lesson. These plans are stored electronically in the relevant folder of 'Staffshare'.

The topics studied in ICT are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Parents are required to give signed authorisation before their child can use the Internet, either in guided or in independent school work. The parents are, however, assured that their child's use of the Internet at school is appropriately supervised. A record of those children who do not have permission to use the Internet at school is held by each class teacher and by the school office. We have a separate **Policy for Internet Safety**.

## The Foundation Stage

We teach ICT in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, a digital camera and a floor robot. Then, during the year, they gain confidence and start using the computer to find out information and to communicate in a variety of ways. Where possible we include the use of ICT in the role play experiences of our pupils.

## **The contribution of ICT to teaching in other curriculum areas**

The teaching of ICT contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and interactive resources to introduce/reinforce mathematical concepts, while role-play simulations and the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way. Much of the software we use is generic and can therefore be used in several curriculum areas.

The use of ICT is highlighted in blue in all planning for other curriculum areas. Specific ICT resources (including website addresses) are also highlighted in blue.

## **ICT and inclusion**

- Newsham Primary School promotes equal opportunities for access to ICT equipment. It is not used as a reward or withdrawn as a punishment.
- Pupils work in groups, pairs or individually dependent on the task and available resources.
- Children are strongly encouraged to consider fair use of equipment and supporting one another in their ICT work as well as not monopolising equipment.
- ICT tasks are differentiated appropriately to the learning needs of each child. This may involve working in same or mixed ability pairs or groups.
- Pupils with special educational needs will have the same entitlement as all other pupils. They will use packages specific to their needs as identified by the ICT Co-ordinator, SENCO or class teacher.
- Pupils with physical disabilities will have access to specific input devices. Computer settings will also be changed to match their needs.
- Extra adult support is provided where necessary.

## **ICT Access**

We are aware of inequalities of access to computers at home and will monitor access at school to ensure these children are not further disadvantaged.

- Each child is timetabled in the ICT room for at least 1 hour per week for ICT lesson. In addition to this teachers are able to choose further timeslots in the ICT room to use ICT in other curriculum areas. Blank timetables are available in the ICT Room to select these slots.
- Each child in school is also timetabled for at least 1 hour per week using the school laptop computers. These can be used for individual, group or whole class work to support all areas of the curriculum.
- Every classroom in school is equipped with an interactive whiteboard which teachers aim to incorporate into their teaching wherever possible. Children also have access to these boards during independent work.
- Every classroom has at least one computer for easy access and integration across the curriculum.
- Every teacher in school is provided with a laptop computer which allows access to shared staff resources.
- All computers at Newsham Primary School have Broadband internet access.
- Children with a computer at home are encouraged to use it for educational benefit; parents are offered advice on what is appropriate and links to relevant websites included in half termly curriculum newsletters.

## **Assessment, Recording and Reporting**

Teachers will assess children's work in ICT by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

- All staff use the same framework for planning, assessing and reporting progress in ICT.
- Medium term planning is divided into manageable weekly sections and show specific learning objectives - these are shared with the children during lessons.
- Assessment activities are highlighted in medium term planning. Teachers assess and record each child's progress in ICT on their individual record sheets for Foundation subjects; these half termly assessments will allow teachers to judge which National Curriculum level each child is working to at the end of each school year.

- Each pupil saves ICT work into their own electronic file on the school server allowing progress to be monitored throughout their time in school.
- Teachers pass on class records to the receiving teacher each year to ensure progression in ICT capability.
- A child's progress in ICT is reported annually in their written report.

### **Resources**

- Our school has an appropriate computer-to-pupil ratio and broadband Internet access. Most software is already installed on PCs. Some software is installed only on the class PC.
- We employ a technician to keep our equipment in good working order. Members of staff report faults on the ICT log which forms part of Sharepoint, our electronic diary and information tool. The technician will also set up new equipment, and install software and peripherals.
- Each teacher is provided with a school laptop computer and flash disk.
- In order to keep our school computers virus-free, no software from home will be installed on school computers.
- Pupils bringing in work on portable storage disks must first have it scanned, but it is easier if the work is e-mailed to the teacher concerned. Where teachers are transferring files between their home and school, they must have up-to-date virus protection software on their home computers.

### **Budget**

- The ICT budget is determined annually by the Headteacher following consultation with the ICT Co-ordinator (Strategy).
- A 3 year ICT strategic plan aids future ICT developments - this is updated annually in consultation with staff. The ICT budget is held by the ICT co-ordinator (Strategy). All ICT spending is initially agreed by ICT Co-ordinator (Strategy). Detailed records of the ICT budget are kept electronically.
- Curriculum and Technical support SLAs are agreed with the headteacher annually and paid from the school budget. Both SLAs are purchased through Northumberland County Council.

### **Hardware**

- Hardware is deployed throughout the school following consultation with staff, review of curriculum needs and following guidance on recent advances in education technology which help form the ICT subject improvement plan.

### **Security**

- All ICT resources are logged and tracked by the ICT Co-ordinator (Strategy).
- Each member of staff is expected to ensure that their allocated laptop computer remains safe and secure on a daily basis and is responsible for their safe keeping. It is required that if the lap-top is not taken home by the member of staff at the end of the day, it is locked securely in the teacher's cupboard in the classroom, out of sight.
- The School is locked and alarmed when not in use.
- The ICT room has barred windows and door which is kept locked when the room is not in use. Blinds are kept closed when the school is not in use.
- Newsham Primary School has a separate policy for internet security and uses antivirus software to prevent virus attack - this is updated regularly.
- All teachers have a password protected login to shared files. A separate administrator password is held by the ICT Co-ordinator (Strategy) and the technician to access the main school server.

### **Monitoring and review**

The coordination and planning of the ICT curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in ICT and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in ICT and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe ICT lessons across the school.

This policy will be reviewed at least every two years.