

VICTORIA PRIMARY SCHOOL  
I.C.T. POLICY

This policy outlines the teaching and management of I.C.T. (Information and Communication Technology) taught and learnt at Victoria Primary School. The policy has been drawn up to reflect our whole school approach to I.C.T. and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community.

AIMS

The school's aims in I.C.T. are to:

- Develop children's I.C.T. skills, knowledge and understanding through a range of experiences that involve them finding and developing information and ideas, and creating and presenting information and ideas.
- Encourage the way in which children consider information that they require to support their tasks and activities and how they might locate that information.
- Use an increasing range of I.C.T. tools and resources to find, process and communicate relevant information from a variety of given safe and suitable sources.
- Develop and communicate their ideas in appropriate ways with a developing sense of purpose and audience.
- Develop knowledge and understanding of important I.C.T. ideas, processes and skills and relate these to everyday situations.
- Be curious about the things children observe, experience and explore relating to the world around them.
- Use I.C.T. to explore and to solve problems in the context of work across a variety of subjects.
- Provide opportunities where children can apply I.C.T. as a key skill to enhance their understanding of cross-curricular concepts.
- Use appropriate I.C.T. vocabulary to communicate ideas.
- Develop children's awareness and understanding of E-safety when sharing and exchanging information through electronic means.
- Encourage children to discuss new developments in I.C.T. and the use of I.C.T. in the wider world.
- Develop the attitudes of critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness, open mindedness and willingness to tolerate uncertainty.

PROVISION

- Curriculum maps have been updated to reflect changes as published in the Foundation Phase framework and Curriculum 2008 ensuring compliance with statutory orders.
- Schemes of work are being updated through collation of medium / short term planning that highlight changes in pedagogy and links between different subjects that complement key skills consolidation.
- Nursery have always implemented an experiential approach to learning, this is now being further developed in reception and is developing in years 1 & 2 as we prepare for full Foundation Phase implementation by 2010.

- Key stage two teachers have been planning for more enquiry based learning with pupils taking greater responsibility for their learning and thus developing more independent lifelong learning skills. Key skills development has been prioritised in the revised planning.
- These approaches will continue to be developed to improve children's key skills and subject specific skills before moving to thematic schemes of work across the whole school.
- Throughout the Foundation Phase and Key Stage 1 I.C.T. will be taught as an integral part of a theme linked with other curriculum areas where possible. Children in key stage 1 will follow the programmes of study in National Curriculum 2000 until the foundation phase areas of learning have been 'rolled out' in all infant year groups. However, teacher's planning and delivery of lessons reflect the foundation phase ethos where pupils are encouraged to learn experientially. In the foundation phase the pupils learning in I.C.T. is planned using the Framework for Children's Learning document.
- In Key Stage 2 I.C.T. is taught as a discrete subject following a half termly topic. Links to other areas of the curriculum are made where appropriate.
- Children from years 3 to 5 follow the programmes of study set out in the new subject orders while those in year 6 are taught from the old programmes of study (National Curriculum 2000). From September 2009 all children in key stage 2 will follow the same programmes of study outlined in the new subject orders.
- Although no formal regular homework is given in this subject area, teachers will encourage children to use the I.C.T. skills of finding and analysing information, and creating and communicating information out of school time in a variety of ways to extend teaching and learning. In addition, teachers will provide opportunities to share and value the children's efforts outside school, within future lessons.

### ASSESSMENT, RECORDING AND REPORTING

- Assessment in I.C.T. is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning. Assessment for learning which is becoming embedded in the school encourages children to be more involved in their learning in I.C.T. (See ARR policy for more information)
- Whilst the most significant source of evidence for children's achievement will come from the on going evaluation of lessons, from time to time teachers may feel they need to consolidate these views. Optional Assessment Materials are examples of more formal assessments that may be used for this purpose.
- Information from assessment is used to inform the teacher's short term planning and to help the teacher identify ways forward for the pupils learning.
- Pupils progress in I.C.T. is recorded using field notes and teachers marking. Children's folders on the central file server serve as a portfolio of their work, and development and application of I.C.T. skills.

### MONITORING AND EVALUATION

The curriculum leader and senior management team are responsible for the monitoring standards annually and a full I.C.T. review is implemented in line with the school's curriculum review cycle. The

curriculum leader prepares an annual self-evaluation report that feeds into the whole school improvement plan.

### EQUAL OPPORTUNITIES

- We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.
- More able children will be challenged and motivated by differentiated work given by the teacher appropriate to his or her needs. Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.
- Most I.C.T. lessons are appropriate for all children since the teacher will differentiate as necessary for those children with specific needs. Liaison with the special needs coordinator will sometimes be necessary. However, a pupil whose difficulties are severe or complex may need to be supported by a special needs assistant in addition to appropriately differentiated tasks given by the teacher.

### RESOURCES

- Additional I.C.T. hardware resources (e.g. digital cameras, digital microscopes) are distributed around the school for use throughout lessons. Additional software resources are stored in the I.C.T. suite.
- Resources are audited on a regular basis by the subject leader and monies allocated to the purchase of new resources to ensure that the curriculum can be delivered in an exciting and stimulating manner.

### LINKS WITH THE LOCAL AND WIDER COMMUNITY

Every opportunity is given to raising children's awareness of the rich human and physical resources that are available to them both locally and nationally.

- As the application of I.C.T. is used as a key skill across the curriculum, there are no specific agencies used to enhance the children's learning opportunities in I.C.T. explicitly. I.C.T. contributes to learners' awareness of careers and the world of work by providing opportunities for them to engage purposefully with the technologies that are increasingly used in the workplace, develop essential skills for employment and consider the economic effects of I.C.T. in the wider world.
- Links with the feeder secondary school are exploited to ensure a smooth transition from year 6 to year 7.
- Education for Sustainable Development and Global Citizenship (ESDGC) is a discreet part of the I.C.T. curriculum. Children are encouraged to appreciate and discover issues and connections with the wider world, in a safe and secure manner taking account of E-safety.
- I.C.T. 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.

*This policy will be reviewed annually by the staff and the governing body curriculum committee.*

Signature of headteacher: ..... Date: .....

Signature of chairman of governors: ..... Date: .....

**OUR LEARNING GOAL IS TO IGNITE OUR CURIOSITY,  
MOTIVATE, CHALLENGE AND INSPIRE US SO THAT TOGETHER  
WE AIM FOR THE STARS.**