



MARISH



Academy Trust

ICT Policy

April 2017

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ICT Policy

Introduction

At Marish Academy Trust, Information and Communication Technology is viewed as an integral component of the curriculum in addition to being an essential life skill in modern society. We believe that all members of the school community should have access to a range of ICT resources in order to develop their capability in using and applying a range of equipment and programs. We interpret the term 'Information and Communications Technology' to include the safe use of any equipment which allows the user to communicate or manipulate information electronically.

Aims

We aim to ensure that children become effective users of ICT by:

- Implementing all strands of ICT in the National Curriculum in a staged manner to ensure continuity and progression in the delivery of ICT.
- Offering all children the opportunity to reach the desired level of attainment in ICT as specified in the ICT National Curriculum.
- Maximising access to resources so that all users develop the necessary skills to exploit ICT and become independent in its use.
- Supporting, enhancing and extending learning which is taking place throughout the curriculum through the application of ICT.
- Building confidence and competence in the use of ICT.
- Developing understanding of the applications of ICT in everyday life.

Delivering the curriculum

Foundation

ICT comes under the area of Knowledge and Understanding of the World. Children find out about and identify the uses of every day technology (e.g computers, cameras), use information technology and programmable toys to support his/her learning. We teach the children basic computer skills - mouse skills, dragging, paint programs and how to use Beebot toys, this teaches the children how to input directions for the mechanism to follow.

KS1

At the end of KS1 children should:

- 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.

KS2

At the end of KS2 children should:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Teaching and Learning Strategies

During the weekly ICT Skills lessons, teachers use a variety of teaching styles and methods to introduce given skills or use of hardware. The children have flexible access to portable, mini laptops with wireless connection, along with a range of other equipment. The children often have the opportunity to work independently, with a partner or in small groups, dependent on their individual needs.

The opportunities for the children to extend their knowledge and understanding of ICT skills come from planned sessions across the rest of the curriculum. For example ICT skills are often supported during our Creative Curriculum lessons, as the children choose to complete a piece of work with the supporting use of ICT for research, presentation of work or data collation.

At Marish Academy Trust, we recognise the need for children to understand the purpose of their work and therefore we take every opportunity to share their ICT work in school.

Organisation

All classes have a one hour weekly *ICT Skills* lesson in which children are taught ICT-linked skills for a particular topic area, with access to hardware and software. The learning outcomes of these lessons are to ensure that the skills taught are embedded before any assessment can be carried out, in

accordance with the national curriculum. There are two laptop trolleys which can be used to further develop ICT skills in the classroom or use existing ICT skills to further learning in other areas.

Equal Opportunities at Marish Academy Trust

Inclusion

At Marish Academy Trust, ICT is taught to all pupils, whatever their ability and individual needs. ICT forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our ICT teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We aim, within Marish Primary School, to provide equality of opportunity for all pupils whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices enable all pupils to reach their potential.

Within ICT lessons, teachers not only provide activities to support pupils who find ICT difficult but also activities that provide appropriate challenges for pupils who are high achievers in ICT.

Pupils with English as an Additional Language (EAL)

We recognise that children with English as an additional language may be able users of ICT but may need support with gaining the English necessary to access the ICT curriculum. This will not prevent them from working with class members of their own ability. Appropriate support is provided to facilitate this.

All pupils with EAL are provided with opportunities to achieve in this subject area. When appropriate, activities are differentiated so that all learners can access the curriculum. At specific times, the EAL support team work alongside pupils to help develop their learning.

We incorporate ICT into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of ICT.

In ICT lessons, we support pupils with English as an additional language in a variety of ways e.g. repeating instructions, speaking clearly, emphasising key words, using picture cues, demonstrations using the interactive whiteboards, partner work etc.

Disability Statement

Marish Academy Trust is committed to ensuring equal treatment of all pupils with any form of disability and will ensure that disabled people are treated favourably in any procedures and practices. When a pupil's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum. For further details, please refer to the school's Disability Equality Scheme.

Gender Equality

Staff at Marish Academy Trust, ensure that current and future policies and practices in this subject do not discriminate against either sex, or maintain or lead to gender inequality.

Special Educational Needs

We believe that all children have the right to access ICT in support of their learning.

In order to ensure that children with special educational needs achieve to the best of their ability, outcomes are adapted and the delivery of the ICT curriculum is differentiated for these pupils.

Where appropriate, ICT can be used to support SEN children on a one to one basis where children receive additional support, in particular some software systems are used to support language, spelling or reading development.

Assessment and Record Keeping

Assessment is a crucial tool in developing the teaching and learning of ICT and the children's learning is constantly monitored and recorded by the teacher for support of their planning.

Teachers assess the children's work in ICT both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum and the 'End of Key Stage Statements' set out by QCA. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Teachers record the achievements of pupils in ICT within Annual Reports.

ICT co-ordinator moderates whole school levelling of work with a portfolio of evidence, and uses the data to assess the progression of all children from Reception to Year 6.

Home Learning

Although there is no formal ICT homework, the children are encouraged to use their ICT skills to complete homework tasks in other areas of the curriculum. The children are also encouraged to use other forms of ICT, such as digital cameras, to enhance their work at home. The children also complete homework on Virtual Learning Platforms, such as Mathletics.

Resources

Access to high quality IT hardware and software is essential in providing opportunities for learning about ICT and as a tool for learning across the curriculum. As such, the Governing Body, advised by the ICT Leader, will ensure that funding is made available in order to ensure that:

- The core ICT curriculum can be delivered (as stated in the National Curriculum Orders).
- ICT can be used as a flexible tool for learning in all other curriculum areas.
- ICT infrastructure, including Internet connections, cabling and wi-fi is maintained to a high operational standard.

Parent Partnership

See E-Safety appendix and section in the Home School Agreement.

The Role of the Subject Leader

The main responsibility of the subject leader is to support teachers, so that the quality of teaching and levels of attainment by pupils are continuously improving.

The ICT Subject Leader is responsible for:

- Supporting curricular target setting
- Identifying ways forward for the teaching of ICT
- Implementing the ICT Action Plan
- Supporting and working with colleagues
- Monitoring the teaching of ICT within the school
- Keeping an up-to-date portfolio of pupils' work
- Providing advice
- Providing workshops and information for parents
- Managing the budget
- Maintaining links with sources of expertise outside the school
- Identifying training needs

Conclusion

Date of the policy

This policy was approved by the governing body of Marish Academy Trust on

..... 2017

It will be reviewed in April 2018