



Cwmffrwdoer Primary School

Information and Communication Technology Policy

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning of Information and Communication Technology (ICT) at Cwmffrwdoer Primary School.

Rationale

Cwmffrwdoer School understands the importance of Information and Communication Technology (ICT) as a Key Skill in all areas of the National Curriculum 2008 and the Foundation Phase Framework. Children's knowledge and understanding of I.C.T. is developed through a range of experiences that involve them finding and developing ideas, and creating and presenting information throughout all areas of the curriculum. 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.

Aims

ICT is a National Curriculum subject in its own right. The National Curriculum 2008 orders for ICT in Wales and the Foundation Phase Framework allows for the delivery of a broad and balanced programme across the key stages to fulfill, our school aims. These aims include: -

- To allow pupils to gain confidence and enjoyment from their ICT activities and to develop skills which extend their learning throughout the curriculum
- To provide children with opportunities to experience the use of ICT for a variety of purposes across the full range of subject curriculum areas and apply their ICT skills and knowledge to their learning in other areas;
- To meet the statutory requirements of the National Curriculum for Wales (2008) and the Foundation Phase Framework for Children's Learning for 3 to 7 year-olds in Wales (2008)
- To enrich learning for all pupils and to ensure that teachers develop confidence and competence to use ICT in the effective teaching of all subjects
- To use a range of ICT resources and equipment independently and collaboratively e.g. iPads, computers, laptops, interactive whiteboards, cameras, scanners, CD/DVD players, audio equipment and programmable robots;
- To enable all pupils to have equal access to ICT
- To use ICT tools and information sources to develop logical thinking and solve problems
- To develop pupils' awareness of the use of digital devices not only in the classroom, but in everyday life
- To allow pupils to evaluate the potential of digital devices and also their limitations
- To develop the use of specific vocabulary relevant to ICT
- To use ICT in a safe and responsible manner with due regard for E-safety issues

Guidelines for Implementation

ICT has become part of the way we all work and entertain ourselves. Almost everything we do at school now involves the use of ICT:

Our aim is to encourage all teachers to be innovative and look to act upon ways in which IT will contribute to the achievement of both their subject-teaching and their wider educational aims. This may include:

- *online lesson research, teaching plans and resource materials;*
- *lesson delivery via interactive whiteboard and iPads and Apple technology;*
- *communication by e-mail;*
- *document distribution and storage;*
- *assessment information analysis;*
- *production and editing of reports.*

Resources are audited regularly and matched to the school Scheme of Work to ensure that teachers are able to deliver IT lessons of a high quality.

Role of the I.C.T. Co-ordinator

- To attend relevant courses and workshops, sharing useful information and good practice with all staff.
- To keep abreast of developments in ICT and keep colleagues informed of relevant changes (introduce new apps to all staff in staff meetings)
- To encourage all teachers and classroom assistants to develop their confidence, skills and expertise, and to identify and support staff with relevant software resources whenever possible.
- To continue developing and exploiting the potential of technology in school.
- To support the development of the schools website, twitter account and HWB+, and demonstrate its potential to staff
- To develop schemes of work designed to ensure progression and continuity in ICT throughout the school.
- To monitor progress in ICT and advise the head teacher on action needed.
- To promote ICT throughout the school, for example, through use of displays, electronic planning folders, sample of work folders and record keeping, twitter posts, website updates and HWB+ development.
- To check ICT equipment for safety reasons, as specified in the School Health and Safety Policy. It is the class teacher's responsibility to check plugs and cables on a daily basis.
- To be responsible for reviewing and developing the ICT policy and Curriculum Map to ensure continuity and progression in line with the new Curriculum and Foundation Framework.

Role of the Teacher

- To be responsible for the planning and delivery of the National Curriculum 2008 Skills Framework and Foundation Phase planning, appropriate to the level of each year group.
- To encourage pupils to use a variety of ICT resources throughout all areas of the curriculum.
- To exploit opportunities for children to experience the use of ICT for a variety of purposes across the full range of subject curriculum areas.
- To monitor children's progress and development in ICT to inform future planning.
- To use the wide variety of ICT equipment, software and internet resources to support teaching and learning.
- Record progress to parents in the form of the annual report

Health and Safety

Safe working practices are followed in the study of I.C.T. to ensure the health and safety of all children and staff at all times.

The Internet and e-mail are vital in teaching I.C.T. to children; however there are dangers associated with using them. Children are made aware of these dangers and the school is following Torfaen guidance, which is based on government guidelines. (See also Health and Safety Policy and E-Safety Policy for further details.)

It is the teacher's responsibility to ensure that pupils are working on suitable ICT activities appropriate to the skill being developed. Programmes and activities are to be identified by teachers prior to the lesson and ICT skills should be developed in all lessons. The use of FRIV as a portal is not to be used in lesson times. If teachers are unsure of suitability of sites used, they must consult with IT coordinator or Headteacher.

Including All Learners

Equal Opportunities and Racial Equality

We aim to ensure that all children reach their full potential regardless of gender, race, religion and belief or physical capabilities. Teachers promote positive attitudes and equal opportunities for all pupils and encourage participation in all areas of ICT. We aim to develop an approach that supports the ethnic and cultural identities of all learners. I.C.T. is an entitlement for all pupils of the school and the school will follow the guidelines on equal opportunity and race equality established by the school, governors and Local Authority.

Additional Educational Needs

I.C.T. has a significant impact on the quality of pupils' work; this should be borne in mind for those children with additional educational needs. This is particularly the case for pupils with difficulties of learning, who need to be motivated to practise basic skills regularly and intensively. Pupils can benefit from the use of programmes in which skills practice is set out in the context of a motivating game. Certain pupils with physical or communication handicaps will have specially adapted machines for use in communication across the curriculum.

More Able Pupils

More able and talented pupils may be extended through the use of programmes and activities that offer challenge and opportunity for investigation skills and independent learning. They will be encouraged to present their findings in a variety of ways which will provide greater challenges and extend the breadth and depth of their learning.

Good Practice in ICT

There are two strands to the development of the children's skills and use of ICT.

Teaching and learning the IT skills Applying and using the skills learned

It is recognised at Cwmffrwdroer Primary that one of the main ways that children develop a true understanding of the skills is to apply them in practical situations (i.e. in supporting the learning of other subjects). However, it is also recognised that the majority of children need to be taught the discrete skills in order to be able to apply them without having a detrimental effect on the subject being supported by IT activities.

Schools that teach ICT skills discretely then transfer those skills to other subject areas find that children achieve higher levels of ICT competence than when ICT skills are only taught through subjects. This suggests that teachers should set aside time for specifically teaching ICT skills. This does not mean that it is necessary to timetable ICT lessons every week but it is important to make sure that some ICT lessons are devoted to the teaching of specific ICT skills. This can be carried out through occasional whole class lessons as well as small group or individual lessons and does not necessarily require the whole class to be working on ICT at the same time.

Skills across the Curriculum

The non-statutory skills framework for 3-19 year olds in Wales ensure thinking skills, communication skills, ICT and number skills are used effectively in all areas of the curriculum.

Developing Thinking across the Curriculum

Learners develop their thinking across the curriculum through the process of planning, developing and reflecting. In ICT, learners plan their activity 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 solution.

Developing Communication across the Curriculum

In ICT 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.

Developing ICT across the Curriculum

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. Learners use ICT individually and collaboratively, depending on the nature and context of the task in hand.

Developing Number across the Curriculum

Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings. In ICT learners use mathematical information and data presented numerically and graphically in data-handling software. They use numbers to collect and enter data for interpretation in spreadsheets and simulations and present their findings as graphs and charts checking accuracy before processing.

Curriculum Cymreig

All learners should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental and linguistic characteristics of Wales. 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.

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.

Education for Sustainable Development and Global Citizenship

The school recognizes that in order to educate our children in sustainable and global issues we need to embed ESDGC into the curriculum and all aspects of school life. We will address the explicit reference to sustainable development and global citizenship where they exist in the National Curriculum Programme of Study and Skills Framework. Maximum opportunity will be given to follow the guidelines and policy on ESDGC established by the school, governors and LA.

Review

This Policy was adopted by the GB on _____

The Head Teacher and staff will review this policy in the term of.....

Any suggested amendments will be presented to the Governors for discussion.

