

# YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

## Information and Communication Technology (ICT) Policy

### 1. Aims and Objectives/ Vision Statement

1.1 ICT underpins nearly all aspects of the 21<sup>st</sup> century lifestyle and Creigiau Primary School actively promotes and uses ICT opportunities throughout the school.

Through teaching ICT we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 At Creigiau Primary School our aims are:

- To allow staff and pupils to be confident and competent users of ICT.
- To use ICT to support and enhance teaching and consequently improve lessons.
- To enable staff and pupils to learn about ICT, learn an increasing range of ICT skills and learn how to use them in a range of subjects and contexts.
- To promote the use of ICT to extend and develop communication skills.
- To provide an effective and safe learning environment through ICT to support the above aims.

### 2. Teaching and Learning Style

#### 2.1

- As the aims of ICT are to equip children with the skills necessary to use technology 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 and software, the main emphasis of our teaching in ICT is for individuals or groups of children to use technology to help them in whatever they are trying to study. The teaching approach consists of a group or whole class introduction providing a learning context. The necessary IT skills are acquired and then applied in a variety of contexts by undertaking an integrated activity relevant to the theme studied at the time.
- We recognise that all classes have children with widely differing 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, by either:
  - Setting common 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 other adults to support the work of individual children or groups of children.

### **3. ICT Curriculum Planning**

- 3.1** The school uses the National Curriculum requirements for ICT as the basis for its curriculum planning. We have used the Foundation Stage and KS2 Skills Ladders documentation created by the Cardiff ICT Advisory Service (ACCE). They have been adapted to the circumstances of the school and are used from nursery to Year 6.
- 3.2** We carry out the curriculum planning on ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the IT skills that the children study in each term during each key stage. The children often study IT 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. Teaching staff may choose to swap the teaching units between terms to suit their relevant project but all stated units should be completed within the year.
- 3.3** Our medium-term plans give details of each unit of work in each term. They identify the key learning objectives of each unit of work. The ICT coordinator is responsible for keeping and reviewing these plans.
- 3.4** The class teacher is responsible for writing the short-term weekly plans with the ICT component of lessons.
- 3.5** The topics studied in ICT are planned to build upon prior to learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **4. The Contribution of ICT to teaching in other Curriculum Areas**

- 4.1** ICT contributes to teaching and learning in all curriculum areas. For example:
- Graphics work links in closely with work in art.
  - Databases and spreadsheets support work in mathematics and science.
  - Monitoring software is a useful aid in science investigations

- Animation and multimedia supports work in language, art, history, geography, music, RE, and PE.
- The Internet proves useful for research in all subjects.  
ICT enables children to present their information and conclusions in the most appropriate way.

## **5. Teaching ICT to children with special educational needs**

- 5.1** At our school we teach ICT to all children, whatever their ability. ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs using appropriate differentiated materials and software.

## **6. Equal Opportunities**

- 6.1** All pupils have appropriate opportunities to use ICT regardless of race, gender and ability.

## **7. Curriculum Cymreig**

- 7.1** Where possible it is aimed to encourage pupils to develop their cultural, historical and linguistic understanding of Wales through the use of ICT

## **8. Assessment and Recording**

- 8.1** Assessment will be in line with the whole school policy on assessment. Teachers assess children's work in ICT by making informal judgements as they observe them during lessons.
- 8.2** The ICT coordinator keeps samples of children's work in a portfolio. This demonstrates the achievement in ICT for each age group in the school and provides examples of ICT skills used in a cross-curricular manner. The portfolio also contains photographs of ICT activities and displays.

## **9. Resources**

- 9.1** The school has Internet access in every classroom but not for every computer. At present nearly every classroom has an Interactive Whiteboard. It is anticipated that all classes will have an IWB by 2010-2011. All ICT software and documentation is kept in a central storage area.
- 9.2** Hardware resources available within the school are regularly audited and listed. This list will be amended as new hardware is acquired. Additional hardware/software purchases will be considered according to whole school needs

and funds available. Refer to ICT development plan and the school development plan.

## **10. Health and Safety**

- 10.1** It is the responsibility of individual class teachers to look after the machines they are currently using. All equipment should be kept clean and dust free and switched off correctly at the end of the day. Any hardware problems should be noted on the form in the staff room so that IT support can be informed. Pupils should be aware of class computer use rules together with Internet use rules which should be displayed close to the computer. Staff and pupils will also be aware of a separate e-safety policy including acceptable Internet use, personal safety online and data safety.

## **11. Monitoring**

- 11.1** The monitoring of standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT coordinator and Headteacher. The ICT coordinator is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.
- 11.2** The structure for monitoring ICT enables the ICT Coordinator to visit classes to focus on the progress of planned activities and to monitor the whole school development of ICT. Teacher termly planning documentation is also monitored.

## **12. Review and Evaluation**

- 12.1** This policy will be evaluated and reviewed in accordance with the schedule of the Whole School Development Plan. It has been agreed by the SMT and approved by the Governing Body.

**Yvonne Davies (23.09.09)**