

St Ann's C of E Primary School

Information And Communication Technology Policy

Mission Statement

The aim of St Ann's C of E Primary School is to provide a Christian context for learning that is caring, stable and academically challenging. It is our wish that the whole school community develop a love of learning.

We will strive to provide all involved with the necessary skills and opportunities, to take an active role in learning, in order to achieve their full potential.

The school and wider community will work together to show mutual respect and care for the environment.

Aims

In addressing the requirements of the National Curriculum it is the aim of our school that all children shall receive equal instruction in Information and Communication Technology (ICT). They should be given the opportunity to use it creatively in its own right and in support of their learning in other curriculum areas.

Using the computer should enable children to feel free to make mistakes, to experiment, to draw upon experiences, to have a sense of ownership in what they are doing, to work co-operatively and to be able to select appropriate software to achieve success.

Equipment

To give children the opportunities they need each class shall have their own computer, as well as using the ICT suite. Each classroom also has an interactive white board, printer and scanner. Equipment and software shall be reviewed annually. Updating and upgrading of equipment and software will be an implicit part of this review as will the maintenance and servicing agreement etc.

It is important to recognise that although most of the equipment for ICT is associated with computers, other equipment such as cameras, Roamer, alphasmarts, tape recorders, CD players, digital microscope etc. also have their place.

Auditing and INSET

The introduction of new hardware and software has implications for in-service training and it will be part of the school's development plan to address the needs of all staff in the use of IT. All teachers have a laptop which may be taken home.

Regular audits are undertaken to establish the availability of programs and it will be the specific

duty of the named ICT co-ordinator to ensure that all staff are suitably equipped and informed of any developments and to ensure that advice and assistance is given throughout the school.

Classroom & ICT Suite Management

Dedicated time in the ICT suite been timetabled into the school week for each child. Areas within classrooms shall be made available for computers to be stationed so that children can work individually, in pairs or in.

Ideally, children should be able to recognise when it is appropriate to use the computer to assist their work or further their studies. However, until they have a working knowledge of programs and are confident in their use it will be necessary to devise timed activities to ensure equality of experience. Staff should ensure that master copies of each program are kept in a safe place. The school 'Responsible Internet Use' should be displayed and adhered to at all times.

Programs

To achieve these aims suitable software must be available and progression through levels of competence must be explicit. A balance of programs is also essential in that some give children valuable keyboard and process experience whilst others may be more open-ended. To meet the requirements of the National Curriculum we shall follow the guidelines set out in the QCA document.

Special Educational Needs

Pupils with intellectual, emotional, physical or communicational difficulties can benefit from ICT. The benefits can include heightened motivation, improvement of the accuracy and appearance of their work, better access to information and the development of creativity. Staff should recognise these needs and plan accordingly for such children.

Continuity & Progression

It is essential that children develop greater confidence and competence in the use of various programs as they progress through the school. They should be able to progress from simple instructions to more complex operations whilst still experiencing the same programs. Before undertaking anything on the computer children should be given experience of activities that will naturally lead on to relevant programs. For example, before undertaking 'Logo' a child should enjoy activities that introduce and reinforce the concepts of direction and distance such as directing a blindfolded friend through a course of obstacles; or experiencing a 'Roamer' before attempting to program responses.

Communication programs should be used by children to experiment with and amend their ideas.

Concept keyboards could be used as a ready means of giving children, particularly those in the early years, access to successful communication.

Progression through the stages should be reflected by greater demands and expectations upon the use of programs. Children should become more independent and confident in the use of ICT and be able to use more sophisticated software as they progress through the school. It is important that progression and balance is acknowledged by each teacher in their planning and assessment.

Planning

The children are taught in year groups and the schemes of work are based on the NC objectives with QCA schemes acting as inspiration

Differentiation

We will aim to encourage all children to reach their full potential through the provision of various opportunities.

Assessment & Recording

Children's achievement will be assessed and recorded using the St Ann's ICT Assessment & Recording packs.

Keeping records of the children's experiences in IT is vital. Evidence supplied in form of children's disks and or work in folders will be kept.