

St. Peter's School



Raunds

Information and Communication Technology (ICT) Policy 2003 Review

1 Aims and objectives

1.1 ICT is changing the lives of everyone. 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 The aims of ICT are to enable children:

- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning in other areas;
- to use their ICT skills to develop their language and communication skills;
- to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.

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 or software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by using a CD-ROM, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to record their research on a PowerPoint presentation, which they can show their teacher or the rest of the group. We encourage the children to

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explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

2.2 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 of the children we are teaching. We use a range of strategies including the following

- 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 classroom assistants to support the work of individual children or groups of children.

3 ICT curriculum planning

3.1 The school uses a scheme of work developed by the staff and the curriculum co-ordinator, as the basis for planning

The long-term plan maps the ICT topics that the children study in each term during the key stage It shows in which terms, children will work on word processing, use of the Internet, modelling, data handling, control and monitoring. However the children often have the opportunity to apply ICT, as part of their work in other subject areas.

3.3 We have developed individual worksheets to develop the children's skills in word processing, use of the Internet, modelling, data handling, control and monitoring

3.4The class teacher is responsible for ensuring that ICT is also used to support learning in other areas of the curriculum as illustrated in section 4.0 below

3.5 The topics studied in ICT are planned to build upon prior learning. We build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4.0 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 with work in art, and work using databases supports work in mathematics, while CD ROMs and the Internet prove very useful for research in humanities subjects. In Science children can use sensors to monitor changing temperature in a cooling liquid. In short, ICT enables children to present their information and conclusions in the most appropriate way

4.2 Literacy

Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet. They learn how to improve the presentation of their work by using desktop publishing software.

4.3 Numeracy

Many ICT activities build upon the mathematical skills of the children. Children use ICT to collect data, make predictions, analyse results, and present information graphically. We have an excellent range of Mathematics based software for example in the Smile suite of software they acquire measuring techniques involving positive and negative numbers, including decimal places.

Personal, social and health education (PSHE) and citizenship

ICT makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT.

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 Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it can increase the confidence and motivation of children with special educational needs.

6 Assessment and recording

Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. The teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment on a best-fit basis

The children keep their work on floppy discs, and in folders on the hard drive. This work demonstrates the progress that each individual child has made

7 Resources

7.1 There are computers available in every classroom except two. In addition the computer room has a network of twenty computers. The school has Internet access for all computers and every child has their own Email box

7.2 Along with the computers, the school has the following:

Hardware

- colour printers;
- scanner;
- digital cameras;
- video recorder;
- electronic keyboard;
- Sensing equipment
- calculators;
- Pip
- control interface with buzzers etc.

Software

- a word processing package;
- painting/drawing software;
- clip art;
- a music composition package;
- a multimedia programme;
- spreadsheets/database programmes;
- control programme;
- simulations;
- CD-ROMs.

8 Monitoring and review

8.1 The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject leader. The ICT subject leader 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. The ICT subject leader has allocated time for monitoring children's work and for visiting classes to observe the teaching of ICT.

Signed:

Date: