

**ST LAURENCE CE PRIMARY SCHOOL**  
**ICT POLICY**

**VISION**

Information and communications technologies are embedded in our society. Children are growing up at a time of rapid technological change and are adopting these technologies as a matter of course both at school, at home and in their leisure time. At St Laurence we aim to ensure that children develop the necessary knowledge, skills and understanding in order to be successful citizens of the future. We believe our pupils should be given opportunities to become familiar with a range of information technologies and to develop the skills to use them, thus developing into confident, independent and discerning users of ICT.

**AIMS OF USING ICT IN SCHOOL**

As well as being a subject in its own right ICT is a statutory requirement feature of all curriculum areas except PE and the foundation subjects in Key Stage 1. We acknowledge that ICT should permeate all parts of the curriculum in this technological age. This emphasizes the need for ICT to be applied in a variety of contexts.

It is our aim that children will:

- use ICT tools with confidence;
- become familiar with different hardware, peripheral devices and software;
- use ICT to compose and develop their ideas;
- become safe and effective users of information, understanding the need to question its accuracy, bias and plausibility;
- increase their use of ICT to support learning in other areas of work;
- become discerning users of ICT (knowing when to use ICT, and what type of ICT to best use)
- develop ICT capability.

**THE DEVELOPMENT OF ICT CAPABILITY**

It is our aim that children develop ICT capability i.e. they understand ICT concepts and learn techniques, skills and facts which they can then apply appropriately to new learning situations. They will understand the significance of ICT in their learning and in the contemporary world. The extent to which they can do this independently and appropriately, making their own decisions, defines their level of capability.

**CURRICULUM**

We will cover the National curriculum objectives using QCA units as a guide.

ICT the subject is made up of a number of strands:

- Finding things out - *handling data, research,*
- Developing ideas and making things happen: - *Control and sensing, - Modelling and simulations,*
- Exchanging and sharing information: - *Communication.*
- ICT in the primary school is taught in two main ways - ICT as a subject in its own right and ICT across the curriculum.

Over a year, children should cover at least one aspect of each of these strands. In addition, children are expected to use ICT to support other areas of the curriculum. As a minimum, at Key Stage 1 children should use ICT to support their English, mathematics and science work. At Key Stage 2, all subjects other than P.E. should be included.

Good ICT teaching is linked to other subjects that are being taught, so that the children have a real purpose to what they are learning

## PLANNING

We have identified in its long term planning where the ICT can be used to support the learning in other subjects and so the ICT teaching is timed so that it can be used in a 'real' context, supporting both ICT development and that of the other subject.

Long term planning and scheme of work, clearly identifies links with other subjects.



Medium term planning to identify:

- Skill teaching
- Consolidation opportunities
- Application within curriculum area opportunities

Including

- 'Setting the scene' activity
- Short focused tasks
- Integrated task



Short term planning will identify opportunities to ensure that all children will have equal access to ICT, and that all children make appropriate progress.

## DELIVERY OF THE CURRICULUM

It is recommended that children at Key Stage 1 receive an average of 45 minutes of specific ICT teaching a week, and children at Key Stage 2, an average of 50 minutes a week.

However, we acknowledge that at times, it may be more appropriate to block this teaching, for example at the beginning of a term, and spend more time in the application of ICT during the rest of the time. We expect that the skills they are taught during ICT lessons will be used in contexts across the curriculum

## ICT SCHEME OF WORK AND PROGRESSION

The QCA scheme of work will provide the basis for our curriculum plans. A table of expected progression through the year groups relates to NC attainment levels.

In addition, subject co-ordinators are responsible for the development of ICT within their subject schemes of work

## EQUAL OPPORTUNITIES

All children will have equal access to ICT regardless of race, gender, ability and disability to meet pupils' diverse learning needs.

We recognise that pupils with no, or limited, access to ICT equipment at home may be at a disadvantage however we are not at this time able to provide any regular after school access to computers. Y5 and Y6 Children can access them at lunchtime and wet breaktimes. If homework is set that requires use of ICT then access will be given at non-class times for those that are in need.

The SEN Code of Practice makes explicit reference to the place of ICT with children who have Special Educational Needs. ICT provides a powerful resource to enhance and support access to the curriculum for children with a range of Special Educational Needs. We recognise the uses of a range of equipment (cameras, tape recorders, computers, etc) and software to reinforce concepts and knowledge, to develop skills, to improve the quality of communication and presentation and to encourage motivation.

ICT will also be used to extend and challenge the more able children. We believe information communication technology has an important role to play in creating independent learners.

## TECHNICAL SUPPORT

The school buys into the SITSS technician support scheme which provides technical support for 3 hrs fortnightly.

In the meantime, class teachers will report any technical difficulties to the ICT coordinator who is responsible for providing the relevant support or contacting the technician. Any other problems are to be recorded in the 'ICT troubleshooting' book placed in the staff room.

#### **RESOURCES**

The school will ensure that within the available budget, sufficient funds are allocated to purchase and maintain the necessary resources, including staff training, needed to deliver the ICT components of the National Curriculum. This will require an annual 'needs' analysis of staff ICT development and an audit of resources.

main hardware resources include:

whole school suite -16 PC's, 15 iPads, 5 visualisers

EYFS/KS1 - 2PC's, BeeBots, wireless headphones, Easy Speak microphones

Y3/4 - 3 laptops

Y5 - visualiser

Y6 - visualiser

SEN room - 1 PC

PPA room -1 PC

We are acutely aware that technology does not stand still and that 'future-proofing' needs to be considered. We will ensure that the ICT equipment audit is regularly updated and this will help inform the ICT Development plan.

We are aware of the need to make proper use of the software licenses we purchase, and paper copies of licenses are kept by ICT coordinator, while digital records are kept by SITSS.

All ICT equipment is to be etched or marked with security pens.

#### **HEALTH AND SAFETY**

ICT issues are reviewed as part of Governing Body's annual Health and safety check. This is signed and dated as a specific item.

Health and safety issues are defined under the following sections:

- Physical risks - e.g. trailing wires; loose sockets; blind; temperature control
- Electrical
  - Electrical safety as part of the electrical testing procedure
  - Non mains dangers - e.g. storage of Nicad batteries
  - Static electricity
- Disposal - appropriate disposal of PC and related equipment
- Ergonomic - the school has reviewed the height and angle of monitors and relationships between pupil, bench height and seating.
- Health
  - Repetitive strain injury - pupils are restricted from excessive keyboard/mouse use and the facilities are ergonomically designed.
  - Lighting - appropriate attention is taken to back lighting and screen/lighting flicker.
  - Radiation - all monitors are now MPRII and the main suite has additional filters.
- Child protection - the e-safety of all pupils and staff in the school

#### **ASSESSING, RECORDING AND REPORTING**

ICT assessment will be consistent with the whole school policy and will have an agreed format throughout the school.

**DIAGNOSTIC ASSESSMENT** will happen regularly, as part of the normal school routine, and will consist of observing pupils working on a task with an explicit learning objective, considering how well each individual meets the target. This assessment should then inform subsequent teaching and planning.

**FORMATIVE ASSESSMENT** is ongoing and will consist of talking to pupils, discussing what is expected of them, what they are doing well and what they need to do next. The children will sometimes be asked to evaluate their own work, formally or informally, as part of this process. Any records kept of this should be included in the pupil's portfolio.

Questions could include: What was I asked to do? How did I do it? What did I learn? Did I get help from anyone? Could I do better? What will I change next time? What will I do the same next time?