



ICT Policy

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Children's voice

"We need to learn about computers because we will use technology when we're older. Most children really enjoy using computers."

Policy drafted by:	Shelley Hills & Brian Irvine
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Staff meeting:	
Curriculum sub-committee:	
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Holy Trinity CE Primary School ICT Policy

ICT has brought about a fundamental change in how the wider society creates, shares and structures knowledge. As a response to this shift, and as well as the basic ICT competencies, Holy Trinity School seeks to provide the opportunities for children to begin to access and contribute to learning resources that now lie outside the jurisdiction of the school.

AIMS

- To give every child equal opportunities to experience a wide variety of ICT applications, appreciate its importance and be aware of its potential.
- To impart basic skills to allow access to many forms of technology.
- To ensure that ICT functions as an integral part of all relevant curriculum areas and so supports and enhances the National Curriculum.

METHODS

Children should have the chance to:

- Find things out
e.g. safely searching the internet, using a CD-ROM, creating a class database, reading their teachers' school blogs.
- Develop ideas and make things happen
e.g. desktop publishing, multimedia presentations, monitoring temperature changes, using light sensors for switching, simulation situations, using a floor turtle, spreadsheet modelling.
- Exchange and share information
e.g. displays, posters, animations, musical compositions, presenting and publishing work for a larger audience, blog keeping.
- Review, modify and evaluate their own work
e.g. reviewing the impact made by a desktop-published newsletter or poster.
- Add to the school community
e.g. taking photos for the web galleries, contributing to school news sheets, teaching ICT skills to parents and grandparents

The school will ensure that all classrooms are fully equipped with the necessary hardware and software to facilitate every child's needs. The subject coordinator will take a lead on consolidating and expanding whole staff awareness and confidence in the role and use of ICT.

EQUAL OPPORTUNITIES:

- Children with special educational needs are supported according to their individual needs, and catered for either by the class teacher or classroom assistant.
- There are opportunities for able pupils to develop and extend their understanding of the different themes.
- All pupils, irrespective of their background, are encouraged to take a full and active part in all activities.

PLANNING

The school follows the QCA Schemes of Work for ICT with the support of the ICT Alive software package. Planning seeks to balance the needs of learning a 'basic set' of ICT skills alongside opportunities to use these skills in the midst of other curriculum areas. This strategy pairs expertise with experience.

- The Long Term planning grid is set in place across the school by the ICT coordinator.
- Medium Term planning for each half term topic is contained in the school resource file, with key objectives identified
- Short Term planning is completed by the class teacher, taking account of the learning skills of investigation, interpretation, reflection, empathy and self-expression.

Room should be made within short term planning for a variety of teaching and learning strategies such as whole-class teaching, group teaching, peer tutoring and for discussion about ICT not simply pressing buttons. There is a common planning sheet available for use. Planning is monitored by the Subject Coordinator (a full role is available in appendix I). ICT use should be shown in the planning of other subjects.

ASSESSMENT

There is no statutory humanities end of KS assessment at KS2, but there is a statutory regulation to report to parents once a year about their child's progress. Staff use their professional judgement in gathering evidence of the child's work through written and practical work carried out throughout the year. Alongside this there will be an increasing use of children's self-assessment through personal statements in response to child-friendly ICT unit targets. (See appendix II)

Formative assessment occurs every day in situations arising from typed work, investigative work and group activities; such assessment should be closely tied into the ICT unit targets. A portfolio of work is to be amassed to aid in the levelling of pupil's work. These levels will be used to monitor children's progression.

Summative assessment is used in Year 6 at the end of the KS to report on attainment to parents and secondary schools using appropriate level descriptions.

DIFFERENTIATION

Learning should be planned to suit all abilities, and styles of learning. Many of the activities in the various schemes of work can be adapted for children with Special Education Needs and some extension activities are suggested for able pupils.

Pupils will be given a balance of:

- Stepped tasks
- Open ended questions
- Appropriate resources
- Teacher help
- A range of management techniques
- Clear objectives and interesting schemes of work

ENTITLEMENT

Each class has a minimum of one session allotted time with the computers each week. More time can be made available as necessary. All classes have access to a computer, the internet and an Interactive Whiteboard in their classroom at all times.

RESOURCES

Being a fluid subject, ICT resources will be audited on a 3 yearly cycle. At which time outdated software and hardware will be culled. This audit will be kept by the ICT coordinator. We aim to have

- Laptop trolleys (One laptop per child in a class.)
- One laptop per staff member
- Smart boards and net access in every classroom
- Server resources available from all learning and teaching preparation areas

MONITORING

ICT monitoring will be undertaken as part of the role of the ICT coordinator and ICT governor in association with the ICT providers. Evidence will be sought to ensure practice reflects and exceeds policy. This document will be informally reviewed yearly in case of emerging ICT trends and formally reviewed every three years.

Appendix I

Role of ICT Coordinator

- Writing a school ICT policy
- Writing a school Internet policy/acceptable use policy
- Preparing an ICT development plan
- Establishing a comprehensive scheme of work covering all aspects of the programme of study
- Delivering the ICT scheme of work
- Manage a timetable for the laptop trolleys
- Monitoring and assessing ICT
- Raising standards in ICT as a National Curriculum subject
- Identifying appropriate opportunities across the curriculum where ICT can enrich teaching and learning
- Providing information to parents
- Reporting to SMT and governors
- Providing and maintaining a co-ordinator's file
- Keeping abreast of new government initiatives in ICT
- Keeping abreast of new LA initiatives in ICT
- Ordering new hardware
- Ordering new software to support subjects
- Providing and maintaining an inventory/audit of equipment
- Being aware of new technological developments
- Being aware of how ICT might be used to improve access for pupils with special needs
- Being aware of the how ICT can be used to differentiate teaching and learning to meet the needs of all pupils
- Keeping abreast of new software developments
- Supporting and training staff
- Identifying appropriate CPD opportunities for colleagues
- Modelling lessons for colleagues
- Providing lesson resources
- Providing manuals and books
- Providing current website links
- Creating displays for ICT around the school