

All Saints CE (C) Primary School, Alrewas

Guidelines for the Implementation of Information Communication Technology

1. Introduction

- Information Communication Technology is a core subject within the National Curriculum. These guidelines outline the purpose, nature and management of the Information Communication Technology taught and learned at this school.
- The guidelines reflect the consensus of opinion of the whole teaching staff and have the full agreement of the governing body.
- The implementation of these guidelines is the responsibility of all teaching staff. The ICT co-ordinator is responsible for monitoring implementation.

2. The Nature of ICT

Information Communication Technology is about developing children's capabilities in the use of ICT tools and resources and helping to enhance their understanding of the growing uses of ICT in the world today. We aim to foster independent learning, confidence in their own ability and enjoyment in their use of ICT.

3. The Curriculum

Entitlement – General

There is one attainment target for ICT in the National Curriculum. The programmes of study emphasise that all children should use, effectively and confidently, ICT tools and information sources to analyse, process, present and evaluate information, and to model, measure and control external events.

Entitlement – Specific

Key Stages

The programmes of study outline the following areas of activities, which all children should participate in:

At Key Stage 1 – Finding things out – Communicating and Handling Information
Developing ideas and making things happen – Control and Monitoring
Exchanging and sharing information – Communicating and handling Information
Reviewing, modifying and evaluating work as it progresses

At Key Stage 2 – Finding things out – Communicating and Handling Information
Developing ideas and making things happen – Control and Monitoring, Modelling
Exchanging and sharing information – Communicating and handling Information
Reviewing, modifying and evaluating work as it progresses

4. Implementation

Planning

- The physical resources available to each year group largely determine planning for ICT.
- Planning is carried out by individual class teachers and is based on the QCA exemplar Scheme of Work. Planning is carried out using the QCA units of work pertaining to each year group.
- ICT skills taught are linked to topic work where possible but some skills are taught as discrete subjects.

Differentiation

We use the following methods of differentiation in planning learning activities:

- a) differentiation by outcome;
- b) differentiation by task;
- c) differentiation by teacher support.

Teaching and Learning

A range of teaching styles may be employed including whole class teaching, group work, partner work and individual activities. There should be opportunities for the children to explore and experiment with programmes, and evaluate their uses and limitations.

Grouping Arrangements

Children will be taught in their normal class groups. Some activities may be divided into further groupings; these may be based on class size and resource availability, ability or friendship groups, according to the activity being undertaken.

Cross-Curricular Links

ICT is a cross-curricular subject and can be linked to both core and foundation subjects throughout the curriculum through different activities.

Time Allocation

Each class within the school has 2 weekly timetabled sessions in the ICT suite, with the older classes taking up spare sessions at different times of the year for topic based work. It is up to the discretion of the class teacher as to how they organise the children's use of the ICT suite, i.e., taking half a class in at a time, small group work or whole class activities. Children will also carry out paper based ICT activities during their timetabled slots, which may take place in the classroom. The children also have the continued opportunity to use the stand alone PC's in each classroom during daily lessons. We aim to give the children at least 30-40 minutes individual or paired interactive learning a week, alongside classroom use of the computer and paper-based learning.

Early Years

We acknowledge that the development of early ICT skills is a very important part of young children's education. In the early years children will be given the chance to:

- Develop the experience that they already have;
- Gain experiences through as wide a range of activities as possible;
- Become familiar with the keyboard and loading discs;
- Develop their confidence in using ICT tools.

Special Needs

Every attempt will be made to include and help pupils with special educational needs participate in ICT activities on equal terms with other children. In certain circumstances it may be necessary to modify activities or provide additional support for children with special educational needs.

Equal Opportunities

At All Saints we will endeavour to provide equal opportunity of access to ICT tools and resources, to all pupils and all abilities. Teachers will endeavour to choose activities that will be interesting and accessible to all children.

Parental and Community Links

The school welcomes the help and support of parents and other members of the community in the teaching of ICT and draws on outside expertise when available.

5. Health and Safety

When engaged in ICT activities children are expected to behave in a considerate and responsible manner, showing respect for other people and equipment. The safe use of expensive equipment is encouraged at all times. We are aware of the need for children to have appropriate workstations and seating whilst carrying out their work.

6. Resources

A full list of both hardware and software resources can be obtained from the ICT co-ordinator. Software is stored in individual classrooms for classroom use. Children's work discs are stored in the ICT Suite.

Children are taught to handle software carefully and sensibly and are taught to return software to the classroom store after use.

7. Assessment, Recording and Reporting

Assessment of pupil's attainment is a continuous process and is integral to all teaching and learning. In ICT assessments will be undertaken for each unit of work. Teachers will assess the children and report these assessments half-termly using the assessments sheets based on the QCA Scheme of works, expectations of pupil's progress. By the age of 7 children will be

expected to demonstrate the type and range of skills as described in the Level 2 Attainment Target for ICT, with some children showing aspects of Level 3. By the age of 11 children will be expected to demonstrate the type and range of skills as described in the Level 4 Attainment target for ICT, with some children showing aspects of Level 5. The children will be encouraged to take part by self-assessment of their skills. Class teachers are responsible for assessing the work and progress of pupils in their class.

Progress in ICT will be reported annually to parents in a written report.

8. Extra-Curricular Activities.

The school currently runs lunchtime Internet clubs for children of KS1 and KS2.

9. Role of the Co-ordinator

The ICT co-ordinator will undertake the following activities: -

- Prepare guidelines and scheme of work
- Auditing and ordering of ICT resources.
- Provide guidance, advice and support to other members of staff on ICT where possible.
- Attend training courses, disseminate information and assist in INSET.
- Assist in planning and assessing arrangements for ICT.
- Monitor and evaluate the implementation of ICT throughout the school.
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