

Bader Primary School

ICT Policy

Bader Primary school's ICT policy has been written to inform staff, governors, parents and relevant outside agents of the aims for ICT provision within the school. This will ensure the whole school community works towards fulfilling these aims through common models of approach to teaching and assessment.

Bader Primary School envisages an environment where the use of information and communications technology (ICT) is regarded as an integral part of our everyday practices and administration management. It acknowledges the potential of E-Learning to impact on learning outcomes for all students and the work habits of all staff.

At Bader Primary we believe that Information Communication Technology is central to the education of all children.

- To enable all our staff and pupils to be confident, competent, and independent users of ICT. We aim to use ICT where appropriate to motivate and inspire pupils and raise standards across the curriculum.
- To develop pupils' ICT skills, knowledge, understanding and capability through taught ICT lessons and to provide opportunities for pupils to apply and consolidate their ICT capability across all curriculum contexts.

- To provide an environment where access to ICT resources is natural and commonplace.
- To keep pace with educational developments in ICT and have a commitment to teachers having the necessary tools to do their jobs effectively.
- To promote effective learning and teaching and to use ICT to extend and develop communication skills.
- To develop the school learning platform (It's Learning) to enable anytime, anywhere access to a wide range of communication tools; management tools; an individual working space.
- To provide parents with timely and meaningful information about their children's school lives and work to support the raising of achievement.

The community of Bader Primary School will embrace and respond to new technologies to create thinkers of the future committed to Lifelong Learning.

The Nature of ICT

Information Communication Technology (ICT) is a core part of the National Curriculum and plays an important role in all other subjects across the school curriculum. ICT helps to prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

Entitlement

As part of their National Curriculum entitlement, pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes collaborative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work - both now and in the future.

The ICT Programme of Study in the National Curriculum is divided into the following strands:

- Exchanging and sharing ideas. (Communicating information)
- Finding things out. (Handling information)
- Developing ideas and making things happen. (Controlling, Monitoring and Modelling)
- Review, modify and evaluate.
- Breadth of study.

The aim of Bader Primary School is to deliver ICT in a positive and creative way so that children become confident with its use and its application across all areas of the curriculum. Throughout the Early Years Foundation Stage and both Key Stages 1 and 2, pupils should develop their ICT capabilities through a range of curriculum activities that will help them to:

- Enjoy using ICT and tackle all applications with confidence and a sense of achievement and purpose.
- Support the creative aspects of the curriculum and produce appropriately related work.
- Develop practical skills in the use of ICT and the ability to apply these skills to the solving of relevant problems, working both individually and collaboratively.

- Develop the correct technical vocabulary associated with ICT.
- Understand the capabilities and limitations of ICT and the implications and consequences of its use.
- Be open-minded in their approach to ICT so that they will be able to adapt easily to different ICT systems for different purposes both in school and outside the curriculum.

Bader Primary School's Objectives for Achieving the Aims

Core Objectives

- To implement an ICT scheme of work which demonstrates ICT as a process and ensures progression and continuity from the foundation stage to year 6.
- To allow children the opportunities to use their ICT capability to develop their knowledge and understanding of other curriculum areas.
- To provide pupils and staff with access to ICT learning resources which promote the development of ICT capability and the use of ICT to find out and explore the world they live in.
- To provide children with ICT based learning resources that allow them to overcome difficulties, expand their capabilities and therefore develop their true potential.
- To provide staff with professional development opportunities in order that they can utilise ICT based teaching, learning, assessment and management resources, to the benefit of the children in the school.
- To ensure that the whole school is able to access ICT resources in a safe, learning environment and that each individual understands their role in maintaining this.

Curriculum coverage and progression

The National Curriculum Programme of Study sets out what pupils should be taught. At Bader Primary, this is done through a mixture of an ICT skills based curriculum (*to develop the discrete ICT skills needed*) and through creative activities (*to support children's ICT*

learning, apply their skills and enrich their understanding of the curriculum). In order to ensure that valuable areas of experience are covered:

- ICT is progressive throughout Early Years Foundation Stage and Key Stages 1 and 2.
- ICT use receives a specific mention in the Primary Framework for Literacy and Numeracy and as such, is incorporated into the planning of these areas.
- ICT is one of the key skills strands linked to foundation subject planning in all phases.
- ICT use is carefully managed so that all pupils are given equal access and opportunities.

The Stockton Local Authority Scheme of Work is used to ensure progression and continuity across the curriculum, covering both the National Curriculum Programme of Study and the EYFS requirements.

All teaching staff are encouraged to use ICT to prepare resources and develop personal competence and confidence in the use of ICT. All staff are given regular training in the use of ICT and software to help them develop their skill and confidence. This training is given at both an in-house level and Local Authority level, where appropriate.

Assessment

- Practitioner observations, summative and formative assessment fully informs future planning.

Monitoring

Regular monitoring of all aspects of ICT will be carried out by the ICT Leader and members of the Technology Team and outcomes used to inform the School Improvement Plan.

Equal Opportunities

All learners, irrespective of race, sex, religion, ethnic group, culture or ability, will be given equal opportunity to develop their ICT capability.

Special Educational Needs

As with all children, full access will be given to the use of ICT in the curriculum in accordance with statutory requirements and the schools Special Needs Policy. The school will explore the possible benefits of, and where practicable, secured access for the child to, appropriate information and communication technology, for example word processing facilities.

Classroom organisation, curriculum planning and the use of resources will take account of the requirements of Special Educational Needs children.

Home, school and community links

ICT developments and achievements are shared with appropriate stakeholders through display, celebration events, newsletters, reports and the school learning platform and website.

Resources

The school has a policy of regularly assessing the needs of the curriculum and deploying resources effectively to meet the requirements of Foundation Stage Curriculum and national Curriculum. This is decided with consideration of the School Improvement Policy and consultation between the Headteacher, Curriculum Team leaders and ICT Leader.

Funding for software is allocated from the school's budget and major hardware will be updated, extended and improved according to the rolling 3-Year ICT School Improvement Plan.

The school has a wealth of software to support all areas of the curriculum, much of this is subscription based (eg Espresso, Education City, Mathletics, Curriculum Visions and Knowledge Box) and therefore content is regularly updated. Staff are actively encouraged to develop their knowledge of the use of the software through INSET. This is monitored by the ICT Leader.

The use of the Internet in school

Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils. All members of the school will adhere to the school's **E-Safety Policy**.

Health & Safety

Age appropriate class and safety rules are discussed with the children and displayed in the learning environment.

Equipment is maintained to meet the agreed safety standards.

Staff Development in ICT

The current priorities are the development of the new school learning portal (It's Learning) and using ICT to enhance the creative curriculum. There is an on-going programme of staff development (identified through Performance Management and the SIP) which matches staff training needs with the implementation of curriculum plans in order to ensure that all staff have the necessary skills and knowledge to deliver the plans and keep abreast of current developments in ICT. This will be delivered through ICT Leader support, INSET, advisory teacher support or appropriate training courses.