



**USWORTH COLLIERY**  
PRIMARY SCHOOL

# ICT Policy

**Designated members of staff: Phil Arthur & Gary Wright**

**Chair of Governors: Alison Logan**

## **INTRODUCTION**

This policy sets out the rationale for the teaching and learning of ICT in the school and the aims and objectives for ICT use. It provides a framework within which all staff, both teaching and non-teaching, work and gives guidance on planning, teaching and assessment. Its aim is to assist planning and promote the development of ICT across the curriculum and will be subject to regular reviews in common with all other school curriculum and policy changes. It will also be used to highlight the school's ICT priorities and to assist in the allocation of funds.

## **OUR VISION**

Our pupils learn best through experiential learning and the ICT curriculum is built around this. We endeavor to give children a solid grasp of how technology impacts on their lives both inside and outside of school. This is achieved primarily through providing the children with a varied curriculum that exposes them to current developments such as robotics and micro-computing. We also use links with outside agencies, for example Nissan and STEM week, to widen the aspirations of our young learners and offer a range of experiences that put their new knowledge into a real-world context. We ultimately aim to develop skills and knowledge that can prepare our pupils for life after Usworth Colliery and that encourages them to be responsible and self-aware when using ICT in everyday life, encouraging them to be respectful and tolerant and to consider carefully the content they interact with regardless of how technology develops.

## **AIMS**

### **To enable all children to use ICT with purpose and enjoyment:**

- by providing tasks which are interesting and give scope for individual responsibility and expression.
- Tasks are also designed to be developmental and progressive and each new topic or learning experience builds on the skills knowledge and understanding previously taught.

### **To provide children with the knowledge of different applications of ICT.**

- by combining a range of software and technology including word-processing, data handling, simulations, control, data logging devices; handheld, desktop and internet technologies (including E – Safety across the curriculum) to solve problems and create purposeful and targeted resources.

### **To enable all children to develop the necessary skill to exploit ICT:**

- by ensuring enough access by pupils to become more proficient in the basic ICT skills and by providing opportunity outside of lessons for children to use who do not have computers at home.

### **To develop children's' understanding of how to programme digital devices and know how they work.**

- by exploring and applying a variety of graphical and, where appropriate, text-based programming languages.
- by debugging a variety of intentional errors when testing and refining their resources.
- by exploring the functions of different web-based technologies such as such engines and networks.

### **To enable all children to become autonomous users of ICT:**

- by planning activities which allow children opportunities to apply their skills in a variety of different subject contexts. This includes encouraging pupils to adopt a growth mind-set in order to learn from mistakes and develop as learners.

### **To encourage children to understand the effects and limitations of ICT, its values for themselves, others and society and to make decisions about its suitability for a particular task.**

- by leading group or class discussion about the benefits and limitations of ICT and by creating opportunities to compare classroom use of ICT with that in the wider world.
- by leading group or class discussion on what contributes safe and responsible use of different forms of technology both inside and outside of school.
- by giving children the opportunity to assess and evaluate the validity of sources.

**To enable all children to meet the requirements of the Early Years Foundation Stage Curriculum and National Curriculum as fully as possible, and enabling all children to reach the highest possible standards of achievement:**

- by intervening, where appropriate, to reinforce or teach a new an objective or skill.
- by selecting groups and pairs where all pupils are equally active and involved in the task, and have equal access to the computer keyboard
- by planning activities which allow different levels of achievement or incorporate possibilities for extension work

**To enable staff to create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT:**

- by raising the profile of ICT in the school and by providing a continuous programme of staff development.
- to work in conjunction with class teachers to promote cross-curricular links and enhance ongoing topics.
- to use ICT to enhance the delivery of the wider curriculum.

**To enable staff to develop confidence and competence to use ICT in the effective teaching of all subjects:**

- by providing a central resource system of a wide variety of equipment including manuals and step by step guides for support (including utilizing digital systems, such as Outlook, Teams and Zoom, to help share and deliver this).
- by offering appropriate support and training where necessary.

**To enable staff to use ICT resources innovatively to support problem solving and learning across the curriculum**

- by identifying opportunities to use ICT through Context for Learning
- by working in conjunction with class teachers to promote cross-curricular links and enhance ongoing topics.

## **THE TEACHING OF ICT**

In school we primarily follow the objectives set out by Focus Education. The objectives have been expanded and adapted to ensure continuity and progression in the teaching of each National curriculum objective throughout the year groups, including Early Years.

## **CURRICULUM ORGANISATION**

Each year group has a set of progressive objectives that cover the following areas:

- ICT Key Skills
- Multimedia Production and Presentation
- Handling Data
- Using the Internet
- E-Communication
- E-Safety
- Computer Programming

- Computer Networks (Year 5 and Year 6 only)

Projects are then completing that meet targeted objectives from across the areas. These projects are based primarily on the topics being covered in class. However, some are specifically ICT orientated.

Adaptations to both the projects and objectives are made to ensure the planning is progressive in developing pupil capability. Each term the planning will be reviewed by the co-ordinators to inform future planning and to ensure that it is matched to the needs and competencies of the children.

Each class is allocated a time in the ICT suite to accomplish their ICT scheme of work units. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes on board the statutory requirements of other national curriculum subjects. Staff are also able to acquire additional time within the ICT suite and booking logs are available for staff to utilise the iPads.

Children in the Foundation Stage also have allocated time to experience ICT with the suite. Tasks are designed to enhance basic skills linked to the objectives of the year 1 curriculum.

## **DIFFERENTIATION AND SEN**

Pupils with special educational needs will be entitled to the same access to ICT as their peers. In planning lessons teachers will identify the learning goals for the majority of children as well as extension activities for the more able.

Consideration will be given to modifying the task or providing peer or adult support for children with difficulty. It is important to note that pupils with learning difficulties may achieve well in ICT and should be given every opportunity to provide support for others. Teachers will liaise with the Inclusion Manager on the use of ICT to improve their involvement in the curriculum. For instance, to improve writing and presentation, to practise skills or to focus on their interpretation of graphs. Those with severe or complex difficulties (the Base) will be given allocated time within the suite to consolidate key objectives from the national curriculum. During this time, they will receive extra adult support and where necessary specialised equipment. Additional support structures, such as visual guides, hint sheets and instructional videos, will also be made available where appropriate.

## **ASSESSMENT**

Each student has an Individual assessment portfolio stored on Pupil Asset. Each child is given a colour to indicate if they are making the expected progress for their year group. The colours are as follows:

- **Orange** – Working towards the expected level of understanding of the objective with adult support.
- **Yellow** - Developing their understanding of the objective with minimal adult support.
- **Green** – Embedding and in some cases surpassing their understanding of the objective and applying this understanding to either helping others or to another context.

Dated entries are made of activities undertaken which demonstrate specific ICT skills. This record, together with an e-portfolio of children's work stored on the Shared Area, is used for formative assessment throughout a unit of work and for summative assessment of the children's progress at the end of the year. Children are encouraged to evaluate their own and others' work in a positive and supportive environment and to take an active part in identifying both their achievements and their goals. When appropriate, children are given time to revisit their work, often at the start of the next lesson, and make any improvements they wish.

## **ROLE OF THE CO-ORDINATOR**

- Keep personally well-informed and up to date about the subject knowledge specific ICT.

- Prepare and keep under review a curriculum policy statement and scheme of work for the school in collaboration with the head teacher, staff, governors and any other appropriate parties.
- Provide guidance and support for staff in implementing policy and schemes of work, paying particular attention to the needs of NQT's, teachers new to the school and supply teachers.
- Arrange appropriate school and externally based INSET for staff and evaluate its usefulness and effectiveness.
- Organise and be responsible for purchasing (subject to the allocation of funds) the resources necessary for the subject, maintaining an up to date inventory and prioritised lists of "needs", and ensuring that all staff are aware of how to use all of the resources.
- Monitor and evaluate the effectiveness of work in the subject throughout the school, including the quality of teaching and learning and progress and achievement of pupils.
- Lead by example by fulfilling the school policy to demonstrate high standards of teaching in the subject, which sustain and raise pupil motivation, behaviour and achievement.
- Report, as required by school policy, to the head teacher, senior management team, governing body and parents on pupil progress and the achievement of strategic plans for the subject area.
- To maintain and update the digital image of the school including website content, blogs and social media.

## **ROLE OF THE HEADTEACHER**

- To support the co-ordinator in the execution of their responsibilities providing time to fulfil such responsibilities as far as is practicable, in proportion to the demands of the School Improvement Plan.
- To work in partnership with the co-ordinator on wider school issues for the benefit of pupils, e.g. parents' evenings, drafting bids.
- To ensure the co-ordinator have access to appropriate continual professional development linked to their subject needs and Performance Management targets within budgetary constraints of the school.
- Use monitoring information to set targets for improvements in the subject taking account of any local and national comparative data.

## **CROSS CURRICULAR LINKS**

ICT contributes to many subjects within the primary curriculum and opportunities are sought to apply ICT skills throughout a wide range of activities.

## **EQUAL OPPORTUNITIES**

All children are entitled to equal access to all ICT equipment to develop their personal ICT capability. When children work in groups care will be taken to ensure that all children are active and have equal access to the ICT equipment. Records will be kept of computer partners to avoid dominance of any child. Children with a computer at home are encouraged to use it for educational benefit and parents will be offered advice about what is appropriate. This will be supported by content published on the school website and blog.

## **RESOURCES**

The school has built up a wide range of software resources for the delivery of the ICT curriculum. These are stored centrally in the ICT suite, along with smaller items of equipment such as headphones and microphones. iPads are available for both class use and intervention. These can be obtained from the Key Stage 1 and Key Stage 2 libraries respectively. In addition to this, year 5 and year 6 children also have their own individual iPads as does each member of staff. Each classroom is fitted with an Interactive Touch screen and Air Server is installed on all classroom PCs enabling staff and students to share

content from their iPads. An annual budget is available for consumable items such as print cartridges, USB pens, headphones etc.

## **HEALTH AND SAFETY**

Age appropriate class and safety rules are displayed in the learning environment. Equipment is maintained to meet agreed safety standards. Children are encouraged to log computers off and prepare their learning station for use. They have chairs of the correct height, eyes level with the top of the monitor screen, and are encouraged to sit comfortably and use both hands for the keyboard. Further guidance is available in the school's Health & Safety Policy and Internet Access Policy.

## **DISPLAY**

Children's work is displayed in the ICT suite and around school as well as on the school website.

Author: P Arthur

Agreed date: January 2021

Implementation date: January 2021

Review Date: Every 3 years

Signed ..... Date .....  
Head Teacher

Signed ..... Date .....  
Chair of Governors