

Cavendish Primary School



ICT Policy

Spring 2007

Review date: Spring 2010

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of ICT at Cavendish School. It has been developed through a process of consultation with school staff and governors.

ICT at Cavendish – our vision.

At Cavendish School our vision is to harness 21st century technology to provide a 21st century education.

ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners in all areas of learning and life.

We are committed to using ICT effectively in all areas of management of the learning environment eg, to enhance teaching, for efficient record keeping and assessment.

Key Skills

ICT enables us all:

- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning in other areas;
- to explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of safety, security, confidentiality and accuracy;
- to become confident and competent users of technology;
- to be able to make informed choices as to what technology to use and when to use it.

Implementation

ICT is a National Curriculum core subject.

The school will follow the requirements of the National Curriculum in the teaching of ICT. The schools' schemes of work in other subjects will also provide opportunities for children to use ICT and develop further their skills.

Teaching and Learning

In order to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. We give children direct instruction on how to develop and use the skills necessary to unlock the potential for learning in ICT. A core scheme of work which fully meets the requirements of the National Curriculum is in operation from Nursery to Year 6. This is enhanced by the teaching of ICT through cross-curricular links with other subjects. Staff may use other subject areas in which to complete the ICT Integrated Tasks which allow teachers to assess the child's learning.

In cross-curricular applications of ICT children might research a history or geography topic by using an interactive CD-ROM, or they might investigate a particular issue on the Internet. In Literacy children may write and publish books for a wider audience via the internet. In science children might use the computer to model a problem or to collect and analyse data. ICT is also used in art and design. We encourage the children to explore ways in which the use of ICT can improve their work.

Teaching Assistants support learning in ICT by:

- giving focused support to individuals and small groups
- supporting differentiation within the classroom
- preparing and managing resources
- supporting assessment
- using specific software/programmes to support learning

Planning Long term planning is agreed between the co-ordinator and staff. It details when the various units of study are to be taught.

Medium-term plans are based on the planning contained in the *LCP Scheme of work for ICT – Foundation to year6*.

This scheme is adapted to suit the needs of the class. Planning for this scheme is presented electronically and staff are able to adapt plans to suit their class needs. All planning is saved on the school network server.

Assessment

At Cavendish Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Feedback is given to the children as soon as possible, and the marking of pupil's work is guided by the school's **Marking and Feedback Policy**.

In addition displays of ICT work reinforce ICT concepts, assist in learning, celebrate achievement and motivate others.

Children engage in self assessment, guided by teachers, as they make progress.

Formative assessment enables the teacher to identify a child's understanding and progress, to inform their immediate teaching and to plan for their coming lessons. This can take the form of:

- discussing ICT in the context of a practical task
- short tests given in oral or written form
- observation
- individual discussions with children to evaluate progress.

Summative assessments in ICT consist of:

- end of KS1 ICT assessments (Designed by Hounslow LA)
- end of KS2 ICT assessments (Designed by Hounslow LA)

(These were trialled in 2006 and will be in full use from 2007)

In addition to this, teachers undertake regular "end of unit" assessments in ICT which provide the evidence for their end-of-year assessment of pupil attainment. Further information can be found in the school's **Assessment Policy**.

Target Setting

Our assessment policy sets out the strategies that we use to ensure continuity and progression in the teaching of ICT. Target setting is an important part of this process.

Making use of national curriculum assessments, teacher assessments and progress expectations for the individual child, all children will have a quantitative target for the national curriculum level they are expected to achieve by the end of the school year.

Inclusion

Children with SEN and /or learning difficulties or disabilities

Where possible, through the use of appropriate support and differentiation, children with SEN will be working towards the same learning objectives as their peers. From time to time, those working well below the level of the

whole class may be working towards related objectives chosen from the relevant progression strand from an earlier year.

Those children with special needs may have specific targets relating to ICT, where appropriate. They may be given additional support or extra teaching in small groups to help them achieve these targets. Specially adapted hardware and software may also be provided.

Children who are gifted and talented

Children who are working well above the overall level of the class will be given a range of experiences designed to broaden or deepen their learning while working on the same learning objectives as their peers. This may be done by providing more demanding activities or investigations, often with a more open-ended approach. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant progression strand from a later year.

Children learning EAL

Children learning English as an additional language may need support in developing ICT capability. Through the use of appropriate support and differentiation EAL pupils experience the same level of cognitive challenge as their peers. Some pupils may receive additional support from the Hounslow Language Service teacher.

Equal Opportunities

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in their learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources. Teachers pay attention to the equal distribution of questions and opportunities across all groups. Any displays and references to ICT in society should show positive role models of gender, race, ethnicity and disability. We conduct regular surveys of children to ascertain who has a PC and internet access at home. Those without these can access the required technology in Homework Club.

ICT across the curriculum

Although the ICT curriculum is organised as a discrete subject, there are many potential cross-curricular activities.

Making links between areas of learning deepens children's understanding by providing opportunities to reinforce and enhance learning.

Learning is enhanced by:

- Giving further opportunities to practise taught skills through purposeful use in other curriculum areas;
- Providing real experiences, context and meaning for the development of core skills;

- Assisting memory through providing opportunities for children to use skills in a different context;
- Providing opportunities for the application of knowledge in new contexts, to involve children in higher order thinking skills, such as reasoning and problem solving.

Record Keeping

Teachers keep a record of the work they have done with the children by highlighting a copy of the medium-term planning format for the class.

Records will be kept of the extent to which each child in the class has achieved the key objectives. Teachers ensure that summative test results and teacher assessments are recorded on the school tracking system, Target Tracker.

Reporting to parents

Reporting to parents is carried out through the twice-yearly parent / teacher consultation meetings and annually through the written report. Parents are given teacher assessments and the results of any testing carried out. They are provided with information on children's areas of strength and / or weakness and on their rate of progress. Any specific areas of difficulty, or clarification of issues, can be discussed with the parents on an informal basis throughout the year.

Monitoring and evaluation

The purpose of monitoring and evaluating is to raise the overall quality of teaching and levels of pupil attainment. The ICT co-ordinator, the Head teacher and Deputy Head teacher will monitor the quality of teaching and learning and the monitoring will include:

- Scrutiny of planning
- Quality of teaching and learning through lesson observations and feedback
- Moderation of standards in children's work which is saved on the school network.
- Evaluation of children's attainment against targets

The quality of ICT in the school will also be inspected as part of any Ofsted inspection of the school as a whole. The LA adviser/consultant may carry out similar evaluations from time to time.

The role of the ICT co-ordinator is to:

- Take the lead in strategic policy development and review (along with the Headteacher and the SMT), including the implementation of the requirements of the National curriculum.
- Keep up-to-date on local and national initiatives and disseminate information;
- Take responsibility for the evaluation, purchase and organisation of ICT resources to enhance the learning of ICT skills;
- Monitor the planning for , and teaching of, ICT across the school;
- Write, implement, update, and review annually the ICT Action Plan and report on progress to Governors:
- Encourage the professional development of staff.

The role of other subject co-ordinators is to:

- be responsible for the purchase and organization of hardware/software to enhance teaching and learning in their own subject areas;
- to monitor, evaluate and report on the effectiveness of ICT in their own subject areas
- advise on opportunities for using ICT in their own subject areas

Policy monitoring and review

The ICT co-ordinator is responsible for the monitoring of the implementation of this policy. The co-ordinator reports on the effectiveness of the policy to the Head and/or Deputy and the governing body curriculum committee which reports to the full governing body. There is a designated ICT governor who meets with the coordinator to reviews progress in ICT
The policy will be reviewed every three years.

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Spring 2007