



ICT Policy

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Document history

- Issue 1: This is a new policy written in February 2009.
- Issue 2: The original policy with some minor revisions.
- Issue 3: Some minor revisions – December 2012.

1 Introduction

“ICT prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.”

National Curriculum 1999

ICT exists as a subject in its own right, where children develop specific ICT skills. It exists across the curriculum also where the ICT skills gained can be used to enhance the learning in other subjects.

2 Aims of ICT

2.1 Intrinsic Aims

- To communicate using a wide variety of ICT equipment and software. Communication can take the form of text, pictures, sound, graphs and tables.
- To acquire and amend information and knowledge from a wide range of sources including memory sticks, CD Roms and the Internet.
- To control events by giving sequences of instructions to appropriate ICT applications.
- Monitor external events using ICT equipment.
- To make decisions by exploring simulations and to solve problems by modelling and developing.

2.2 Aims in the context of ICT

- Enhance learning across the curriculum by accessing a further source of knowledge and information and by easing the processing of information.
- Promote work related learning.
- Promote thinking skills
- Promote ability to work with others.
- Improve own performance by reviewing and modifying their work as it progresses.

3 Access and Differentiation

The 1999 National Curriculum states that there are statutory requirements to teach the use of ICT in all subjects (except PE) in Key Stage 2. In Key Stage 1, there are statutory requirements to teach the use of ICT in all core subjects and teachers should use their judgement to decide when it is appropriate to teach the use of ICT across non-core subjects.

Differentiation will generally be by outcome or support but differentiated tasks may be appropriate at times.

4 Planning

The QCA scheme of work is the basis for long, medium and short-term planning. Annotated photocopies of the units may show changes to activities, resources (software) used, differentiation (where applicable) and other additional information.

5 Delivery

It is expected that each QCA unit should run over approximately half a term. However, this is at the teacher's discretion, particularly as some year groups have more, or less than six units to complete over a year.

6 E-Safety

Children will be taught about the safe use of the Internet. Parents will be asked to sign an Internet Permission form on entry to the school (please refer to the school's E-Safety Policy).

7 Monitoring

The ICT co-ordinator will monitor the teaching and learning of skills through the use of pupil interviews and the setting of a task. These will take place annually, in the summer term.

7.1 Pupil interviews

Three children from each class will be interviewed, i.e. a child who is considered to have average ICT skills for the class, one who has above average skills and one who has below average skills. Pupils will be questioned about how often they use a PC/laptop, how they use ICT across the curriculum including the use of recording equipment and their knowledge of age-appropriate E-safety issues.

7.2 Task

The selected children will be set a task to complete. Tasks will involve a theme, for example, word processing, data handling etc.

The ICT co-ordinator will prepare a report on the monitoring exercise to present to the Senior Management Team. The findings will then be fed back to staff.

8 Assessment and Recording

Pupils will be assessed against National Curriculum levels half-termly, and entered onto the Assessment sheet for ICT. At the end of the year pupils will be given a final level which will also be entered onto the sheet. A copy of these will be passed to the next teacher as well as to the ICT co-ordinator and the Assessment co-ordinator.