



Bishop Bridgeman Church of England Primary School

ICT Policy

1. ICT POLICY STATEMENT

The development of ICT is ever changing at home, work and school. The impact of ICT on the lives of children and adults continues to grow. Pupils must learn to understand that ICT is the technology connected with the handling of information, its various electronic storage, processing and transmission of forms, and its use in controlling the operation of machines and other devices.

As ICT is an essential part of everyday life, children need to take advantage of its opportunities and understand its effects. The enthusiasm generated by new technologies needs to be nurtured if the children's learning process is to be enhanced at all levels, and across a broad range of activities. With this background, children should feel comfortable to exploit its potential for the future.

At Bishop Bridgeman, we believe ICT should form an integral role in the education of our children. It can be used in its own right and across all National Curriculum subjects acting as a classroom tool and a medium for enhancing the learning process of all children.

2. AIMS

Through ICT capability children will become more knowledgeable about information and use this to solve problems and develop skills. Our aims at Bishop Bridgeman are:

- To develop capability and confidence in the individual use of ICT.
- To provide a range of experiences that will allow children at Bishop Bridgeman to develop their ICT capability beyond National Curriculum orders.
- To encourage the development of problem-solving skills and interactive approaches to learning.
- To enable pupils to take a greater responsibility for their own learning and provide opportunities for them to decide when it is appropriate to use ICT in their work. ICT will also provide opportunities for children to personalise their learning both in school or in the home environment.
- To ensure regular access of experiences to all children, including those with Special Educational Needs.

3. GENERAL OBJECTIVES

In order to fulfil the above aims it is necessary to ensure:

- Continuity of experience throughout the school.
- Continuity and progression through Early Years, Key Stage 1 and Key Stage 2.
- National Curriculum requirements and programmes of study for ICT are given appropriate coverage.
- That all children have equal access to ICT resources.

- That ICT experiences are focused to enhance learning.
- That cross-curricular links are exploited where appropriate.
- That resources are used to their full extent.
- That resources and equipment are kept up to date as much as possible.

4. QUALITY OF TEACHING AND LEARNING

Teachers should ensure pupils undertake a balanced programme of ICT activities that clearly builds on previous work and takes account of previous achievement. They should ensure that pupils are able to work independently, in groups and as a whole class, and should give pupils explanations and demonstrations of skills appropriate to each stage of the learning process. There should be direct instruction about using new hardware/software and time to consolidate those skills independently. Pupils should be provided with a learning environment that promotes the use of ICT.

5. CLASSROOM MANAGEMENT and SCHOOL ORGANISATION

See Appendix 1 - Suite Timetable

Each class has one interactive whiteboard and one computer. The children will have access to the ICT suite for weekly skills lessons and a further cross curricular session delivered through PPA sessions. When the opportunity arises upper school pupils are given the opportunity to use the suite independently for their work on their Learning Platform and project work.

6. PLANNING

Planning ICT should ensure a range and balance of skills and activities both over the year and Key Stage. This scheme of work contains a whole school curriculum overview as seen in each curriculum areas' long-term plans. ICT should be a part of all curriculum areas.

See Appendix 2 - Long Term Summary Plan.

7. ASSESSMENT, RECORDING AND REPORTING

Work is stored in each pupil's folder on the network and assessed at the end of each module, using the LA Excel assessment grids which have been adapted to our ICT curriculum. There is the opportunity for pupils to upload their work to their Eportfolio within their Learning Platform area.

8. DISPLAY

Display should stimulate children's imagination and inventiveness by providing a visually stimulating environment. It should celebrate their work. ICT should be seen in displays across all curriculum areas.

9. RESOURCES

See Appendix 3 - Hardware Inventory

See Appendices 4 and 5 - Software Catalogues.

All ICT software is kept in the suite along with peripherals - Roamers, Bee-Bots, digital microscope, digital video cameras, Early Years ICT toys and digital cameras. Also a wide range of software with community licences for pupils to use at home.

10. EARLY YEARS STATEMENT

Knowledge and Understanding of the World:

Children will arrive in Nursery with wide and varying experiences of using ICT. Some children on entry to Nursery will have considerable experience of the use of computers and remote control type toys. However, there will still be a need to direct these skills into more focused learning. In addition there will be children who will be meeting a computer or a tape recorder for the first time.

Children in Nursery and Reception will be working towards EYFS scale points for this area of the curriculum and following the medium and short term plans as set out in the scheme of work.

11. EQUAL OPPORTUNITIES

We believe, that children of either sex should have equal access to, and gain equal interest and enjoyment from, ICT activities.

We also believe that all children, irrespective of religious or cultural backgrounds, should be presented with the same challenging, informative and enjoyable ICT activities.

The cycle of planning, teaching and assessing ensures all children have the greatest possible access to the ICT curriculum. Also children who are able are provided with extension activities and taken to a level corresponding to their ability.

12. SPECIAL EDUCATIONAL NEEDS

Inclusion: By providing effective learning opportunities for all pupils, we are:

- **Setting suitable learning challenges:**

Consider pupil's individual learning needs and plan work for the individual child from the most appropriate Key Stage - either earlier or later. Personalised learning is also considered giving children the opportunity to access the curriculum at their level.

- **Responding to pupil's diverse learning needs:**

Set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils:**

Teachers must take into account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and

assessment activities. During end of key stage assessments, teachers should consider that special arrangements are available to support individual pupils - Pupils with special educational needs; Pupils with disabilities and Pupils who are learning English as an additional language.

13. THE ROLE OF THE ICT TEAM

In consultation with the Headteacher, the Co-ordinator is responsible for:

- Directing the implementation of the statements of policy and schemes of work, in the light of existing good practice and the requirements of the National Curriculum.
- Monitoring the effectiveness of the current scheme of work in line with the requirements of the National Curriculum.
- Reviewing, revising and amending at regular intervals, any existing policies and schemes of work.
- Maintaining, through attendance on relevant courses and reading current literature, an awareness of developments and initiatives in the teaching of ICT.
- Disseminating information pertinent to staff needs in relation to ICT
- Playing a leading role in staff development of ICT.
- Maintaining and developing teacher and learning based resources, and overseeing centrally based stocks and equipment.
- Instituting a programme of evaluation for the effective use and supply of equipment, and making suggestions for any improvements.
- Ensuring that the ICT policy and schemes of work allow for the full and proper implementation of the code of Practice for Special Educational Needs.
- Ensuring that the policy and schemes of work give full expression to the cultural experience of all children in our school.
- Liaising with colleagues in our school and beyond, where appropriate, to promote the highest standards of achievement of our children and to ensure the highest quality of teaching and learning for them in ICT.

14. HEALTH AND SAFETY

Teaching staff should refer to the Health and Safety policy document but the following notes should be observed.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risk to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the health and safety of themselves and others.
- To explain the steps they take to control risks.

Last Review: 30th September 2015

Next Review: September 2016