



## **Vernan Church of England School**

### **Policy for Information Communication Technology ICT.**

This policy should be read alongside the pupil / staff accepted use policy.

#### **Introduction**

At Vernan Church of England Primary School we recognise that new technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work.

#### **Aims:**

The central aims of the teaching and use of ICT at Vernan CE Primary school are:

- To provide our children with regular opportunities to use new technologies in a safe and controlled environment.
- To develop familiarity with widely available software such as software commonly used for word processing, data analysis and presentation software.
- To build confidence in using ICT for a broad spectrum of purposes ranging from data collection and display to using photography to enhance illustration of ideas and idea development.
- To promote computer and internet safety - covering topics such as social networking, blogging (including micro blogging), online forums, and sending emails. In addition to this, topics such as cyber bullying will be covered.

#### **The contribution of ICT to teaching in other curriculum areas**

ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics and science, while CD ROMs and the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way.

#### **Literacy**

ICT is a major contributor to the teaching of literacy. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the internet in a safe controlled environment, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software.

#### **Mathematics**



Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also use measuring techniques involving positive and negative numbers, and including decimal places.

### **Personal, social and health education (PSHE) and citizenship**

ICT makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world.

### **Delivery of ICT**

#### **Learning with ICT at the Foundation Stage**

(taken from Curriculum guidance for the foundation stage)

- All children from the age of three should begin to show an interest in ICT
- During the Foundation Stage, children should have opportunities to find out about and identify the uses of everyday technology and use ICT and programmable toys to support their learning.
- Children with special educational needs and/or disabilities need to be provided with access to appropriate resources.

#### **Practitioners should:**

- Give opportunities for the use of ICT to develop skills across the areas of learning.
- Encourage children to observe and talk about the use of ICT in the environment.
- Encourage children to show each other how to use ICT equipment.

### **Key Stages 1 and 2**

At Key Stages 1 and 2, learners should be given opportunities to build on skills they have started to acquire and develop from past teaching.

- All children should be becoming more confident with using ICT for work based task such as word processing, sending emails, data presentation and analysis.
- All children should have an increasing knowledge of 'e-safety' and know how to use the internet safely.
- All children should be provided with the skills and develop the confidence to use ICT to access further information, learning and skills.
- Children with special educational needs and/or disabilities need to be provided with access to appropriate resources.

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- Encourage children to show each other how to use ICT equipment.



## Access to ICT & Equal Opportunities

We value equal opportunities for all of our children and believe that all ICT resources should be fully accessible to all learners, including those with special educational needs and disabilities.

We aim to provide a growing range of ICT equipment to all pupils, meeting a range of individual needs. This is regularly monitored regardless of age & ability.

At Veryan CE Primary school, we teach ICT to all children, whatever their ability. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in ICT, teachers take into account the targets in the children's Individual Education Plans (IEPs). Staff recognise that the use of ICT can help children in achieving their targets and progressing in their learning.

### Current resource provision in school is as follows:

- A bank of 15 laptops stored in a central location.
- Stand alone desktop computers in each classroom.
- Interactive Whiteboards are used in every classroom.
- Each class has access to an Apple iPad. On each iPad is a variety of different applications allowing exciting and innovative learning across different curriculum which is constantly evolving with new idea and applications as they come to market.
- Digital cameras which are used across the curriculum.
- A digital visualiser.
- A Nintendo Wii games console and curriculum theme-linked games
- Control apparatus including programmable robots.
- Control interfaces with buzzers, light bulbs and fans.
- Digi-cams which record in mp4 videos.
- Recordable microphones and tiles.

In addition to the hardware above the school has a wide variety of software including but not limited to:

- Microsoft office
  - Word
  - Excel
  - Power point
  - Publisher
- Music applications e.g. Garage band
- Video creation and editing software.
- 2 simple software
- Junior viewpoint
- Infant toolkit
- Education city

Further to this the school also employs the use of software such as, but not restricted to, 'Nessy' to support children with additional learning needs.



Further to this the school also has a Virtual Learning Environment (VLE) in the form of our website (Moodle). This is accessed by pupils, staff, parents and governors. Children use the VLE to access learning both within school and at home. It is updated weekly with new learning activities, celebrations of work and achievements, pictures and videos of school events amongst other information.

### **Monitoring and review**

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject leader and the Leadership Team. The ICT subject leader is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT subject leader regularly discusses the ICT situation with the headteacher and provides an action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

This policy will be reviewed every three years. It is due for review in **January 2015**