Cwmafan Primary School ICT Policy 2017 - 2018

Cwmafan Primary Information and Communication Technology Policy

Introduction

This policy document sets out the school’s aims, principles and strategies for the delivery of Information and Communication Technology (ICT). This policy will be reviewed at regular intervals and updated as and when necessary by the ICT Co-ordinators.

The Significance of Information and Communication Technology

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital life skill.

We interpret the term Information Communication Technology to include the use of any equipment, which allows users to communicate or manipulate information electronically.

The School’s Aims

The overall aim is to produce learners who are confident and effective users of ICT and to ensure that teachers develop confidence and competence to use ICT to facilitate effective teaching. Pupils should be given opportunities to:

- Use ICT with purpose and enjoyment
- Develop their ICT capability
- Become autonomous users
- Evaluate the benefits of ICT and its impact on society
- Meet the requirements of the National Curriculum and Digital Competence Framework as fully as possible and help all pupils achieve the highest possible standards of achievement
- Celebrate success in the use of ICT.

Cross-Curricular use of ICT

ICT is a powerful tool which can be used to enhance teaching and learning across the curriculum, challenging the most able while supporting those with learning difficulties. Pupils will be taught and given opportunities to consolidate skills through highly motivating cross-curricular activities.

When planning lessons involving the use of ICT, teachers identify activities in which the emphasis is on both the development of ICT skills and the subject being supported.

Objectives:
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- To encourage children to use their own initiative and imagination
- To encourage children to further develop reasoning and investigative skills
- To give children the opportunity to describe, illustrate, interpret, predict and explain, using appropriate technological language
- To give children the opportunity to communicate their ideas to others
- To provide opportunities for them to handle, record, analyse and present information
- To provide access to ICT activities on a regular basis with cross curricular links
- To encourage correct and safe use of computer equipment
- To provide a wide range of suitable and interesting programs for all age ranges

Delivery of ICT in the National Curriculum

ICT can be divided into two main areas:

- Communicating and Handling Information
- Modelling

Foundation Phase

ICT is holistic and integral across the Foundation Phase curriculum. Children’s ICT skills, knowledge and understanding is developed through a range of experiences that involve them:
  1. Finding and developing information and ideas
  2. Creating and presenting information and ideas.

Children’s progression in ICT capability is observed with an understanding of child development and the stages children move through. Children are given opportunities to develop their skills using a wide range of equipment and software.

In Language, Literacy and Communication children are encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software.

As part of their Mathematical Development pupils use a variety of ICT resources as tools for exploring number, for obtaining real-life data and for presenting their findings.

In Welsh Language Development children listen to a range of stimuli, including audio-visual material and ICT interactive software in Welsh. They read and make use, for different purposes, of a variety of printed and ICT resources.
In Knowledge and Understanding of the World children’s skills are developed across all areas of learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

As part of their Physical Development pupils develop their gross and fine motor skills through their practical activities and use of varied tools, equipment and apparatus, including ICT.

The ICT Co-ordinator will work with the Foundation Phase Teachers to ensure that resources are appropriate to the needs of the pupils in order to enhance life skills and support the Foundation Phase Curriculum.

**Key Stage 2**

At Key Stage 2, pupils should be given opportunities to build on the knowledge, understanding and skills acquired at Foundation Phase. They should be taught to use a greater range of Information and Communications Technology (ICT) tools and information sources to support their work in other subjects. They become discerning in their use of ICT, and select information, sources and media appropriate to their work. They amend their work and present it giving consideration to the intended audience. They assess the value of ICT in their working practices.

1. **Communicating and Handling Information**

Pupils should be given opportunities to:

- Use ICT equipment and software to communicate, share and exchange ideas and information in a variety of forms, incorporating text, graphs, pictures and sound, as appropriate, showing sensitivity to the needs of their audience
- Use ICT equipment and software to organise, reorganise and analyse ideas and information
- Select suitable information and media, and classify and prepare information for processing with ICT, checking for accuracy
- Interpret, analyse and check the plausibility of information held on ICT systems, and select the elements required for particular purposes, considering the consequence of any errors

2. **Modelling**

Pupils should be given opportunities to:

- Explore the effect of changing variables in simulations and similar packages, to ask and answer questions of the ‘What would happen if…?’
Recognise patterns and relationships in the results obtained from ICT-based models or simulations, predicting the outcomes of different decisions that could be made.

Details of the National Curriculum requirements to ensure continuity and progression can be found in the ICT Scheme of Work.

**Key Skills**

At Cwmafan Primary, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum.

**Thinking Skills**

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In ICT learners plan their activities identifying appropriate software and hardware. They reflect on the needs of the audience for the information they create and develop their presentations accordingly. They use ICT to explore and solve problems in a range of contexts.

**Literacy Skills**

Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In ICT, learners communicate and present information using text, graphs, pictures and sound to support their activities in a range of contexts. They use ICT to interpret and analyse information and communicate their findings in ways suitable for their intended audience.

**ICT Skills**

Learners develop their ICT skills across the curriculum by **creating**, **presenting**, **finding and developing information and ideas** and by using a wide range of equipment and software.

**Numeracy skills**

Learners develop their numeracy skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting results**.

In ICT, learners use mathematical information and data presented numerically and graphically in data handling software. They use number to collect and enter data for interpretation in spreadsheets and simulations and present their findings as graphs and charts.

**Personal Social development and Curriculum Cymreig**
At Cwmafan Primary learners should be given opportunities to build on their experiences in the Foundation Phase and promote their knowledge and understanding of Wales and their personal and social development and well-being.

**Curriculum Cymreig**

Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. In ICT, learners should be given opportunities to find and analyse information about the rich characteristics of Wales and communicate their findings in a variety of ways.

**Personal and Social Education**

Learners should be given opportunities to promote their health and well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. In ICT, learners should work in contexts that allow them to make decisions based on the values that underpin society, helping them become active and informed citizens. They begin to identify and question bias in sources of information and become increasingly aware of the social, ethical, moral and economic effects of ICT in the wider world.

**Curriculum Management**

The ICT Co-ordinators will ensure that resources are distributed and effectively timetabled when appropriate and facilitate the use of ICT in the following ways:

- By updating the Policy and FP & KS2 Scheme of Work to ensure accurate progression and continuity
- Identifying the need to update resources
- By co-ordinating and/or providing training to keep staff abreast of new developments through ADDs and INSET days
- By providing support to enable staff to develop their pupils’ capability
- Oversee and maintain records of software licences (iTeach control licenses, Baglan maintain software)

**Inclusion**

All pupils, regardless of race, gender, culture or disability shall have the opportunities to develop their ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. Children with access to technology outside of school are encouraged to use it for educational benefit and to share their experiences in school.
Provision for Special Educational Needs

Pupils with Special Educational Needs can benefit from using ICT as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills.

ICT resources in the school will reflect the needs of all our pupils. The ICT co-ordinators will work with the ALN Co-ordinators to ensure that appropriate ICT resources are available to support the needs of specific children in the school as and when necessary.

Assessment

It must be remembered that the process more than the outcome is the important issue when assessing ICT.

Assessment will be planned into medium/short term planning and will be used both formatively and diagnostically, helping teachers to meet the developmental needs of each pupil.

Differentiation in set tasks, as well as the outcome from pupils will enable the teacher to assess whether a pupil needs extra time to consolidate skills or whether the pupil is ready to acquire more.

Internet

When the Internet is being used, then the School’s Acceptable Use Policy will always be strictly adhered to.

Monitoring and Review

Monitoring is carried out by the Head Teacher, SLT and the ICT Co-ordinators, in the following ways:

- Listening to learners
- Half termly assessment of target groups
- Monitoring work in pupils’ files

This policy will be reviewed at regular intervals and updated as necessary