

## Tavistock Infant School Information Communication Technology Policy

The ability to use ICT effectively is a vital skill in our society today. We consider ICT to include the use of any equipment that allows us to communicate or use information electronically. This policy forms the basis for the development of ICT in the school with the target of producing staff and children who are confident and effective users of ICT.

### **Our aim is to:**

- Meet the requirements of the National curriculum appropriate to Key Stage 1 to ensure children gain the ICT skills and knowledge to enable them to become information literate and to make the most of their opportunities at Key Stage 2.
- To ensure all teaching, support and administrative staff are confident and competent in the use of ICT.
- To use ICT to improve school management systems to enhance effective teaching and learning and the economic use of resources.

### **Roles and Responsibilities.**

The key responsibilities of the member of the Improving Teaching and Learning team responsible for ICT are:

- Implementing and reviewing the ICT policy and development plans through consultation.
- Monitoring and evaluating the effectiveness of teaching and learning.
- Planning for long term strategies for the renewal of hardware and software.
- Informing staff and the Governing Body of progress and developments.
- Co-ordinating the use of ICT across the school.
- Liaising with and advising colleagues.
- Planning staff development opportunities.

General staff responsibilities are:

- Maintaining an effective level of personal competence in the use of ICT.
- Using ICT to enhance teaching and learning when appropriate.

### **Curriculum Organisation**

ICT is incorporated into the planning of each scheme of work. When planning work involving ICT resources, teachers identify some activities in which the emphasis is on the development of ICT capability and others in which emphasis is on the subject which is being supported by ICT.

ICT skills are also taught discretely within sessions in the ICT suite.

### **Progression of Skills**

A developmental scheme of work for word processing, data handling, control, adventure and simulations and the use of ICT in the wider world exists to ensure ICT skills develop through the Key Stage.

### **Equal Opportunities**

All children should have equal access to ICT and staff devise systems to ensure this is the case. It is important, that all children, girls and boys, those with low attainments and those with high attainments, irrespective of ethnic and social background have equal access to ICT. In special circumstances equipment may be loaned to children on a temporary basis.

- Groups should be mixed sex and/or ability wherever possible. Careful monitoring of these groups is necessary to ensure that no one child dominates and that individual development is recorded.
- All teachers are role models for children. Teachers should be aware of their influence on children and develop their own confidence and competence in the use of the computer.
- The use of Interactive whiteboards support Visual and Kinesthetic learning.

### **Teaching and Learning**

Teachers are expected to employ a range of strategies in using ICT in the classroom.

These will include:

- Whole class or group demonstration.
- Group or class discussion about the use of ICT in society.
- Small group work where children are equally active and share skills and understanding.
- Activities allowing different levels of achievement by the children.
- Supporting and evaluating children's learning.
- Deploying supporting adults effectively.
- Groups of children working within the ICT suite.
- The use of Education City with Year 2 children.
- Use of the wide range of technical equipment, including the interactive whiteboard, and other resources, available in school, as per the list attached to this policy.

### **Professional Development**

The school has a strong commitment to continuing professional development for all staff. The ICT leader will audit staff training and opportunities will be provided for the development of skills and training opportunities will be built into staff meetings on a regular basis.

The aim of professional development in the school is to ensure that teachers are fully competent in the delivery of ICT in the classroom.

Competent teachers can:

- Use a range of ICT resources with skill and confidence.
- Tackle new applications with confidence.
- Reflect on and adapt their teaching in the light of their knowledge, understanding and experience of ICT.
- Plan, deliver and support learning activities involving the selection and use of ICT at appropriate levels for all children.
- Effectively integrate ICT into lessons.
- Evaluate the contribution ICT has made to the children's learning.
- Appraise their own use of ICT for personal and professional purposes.
- Effectively assess, record and report on their children's achievement.

### **Resource Management**

#### **Hardware**

The school allocates a percentage of the annual budget on the basis of identified need for hardware maintenance and replacement, which is managed by the ITL team. The schemes of work identify how and where ICT resources may be used to support teaching and learning.

All equipment is logged on the school inventory.

#### **Software resources**

Software needs are identified by staff during revision of schemes of work.

### **Use of equipment at home**

Staff may borrow hardware for use at home in order to have time to experiment and develop skills. All loans should be recorded in the book in the office. Staff laptops are issued for use at home.

### **Health and Safety**

Staff are made aware of the Health and Safety issues regarding the use of electrical equipment in the classroom in the school Health and Safety Policy.

### **Communication and Management Information Systems**

The school has a strong commitment to developing the use of ICT for data gathering, analysis and target setting and to the development of electronic communication systems.

- The school aims to ensure that all staff are able to use ICT confidently in their work to enable ICT to be used as an effective management tool by all members of staff. School documents are being collated on Winpool, to provide an alternative electronic filing and retrieval system and are accessible by all members of staff.
- Progress in the core subjects is monitored using an excel tracking document which is updated by the clerical assistant and the data analysed by all staff to promote effective learning. This information supports the successful transfer of information between year groups and with the junior schools.
- An electronic registration system is used to monitor attendance.
- Communication with parents is through e-mail and text messaging whenever possible.

### **Internet and Web site**

The school has developed its own web site which is also used as a communications system. Information about the school and children's work is displayed on the site. All classrooms in the school are linked to the Internet and all children are able to access it under supervision. There is a weekly Internet Club for year Two children. Our Internet rules are attached to this policy.

Children are made aware of safe practices in using new technologies including the internet.

### **Assessment and Reporting**

ICT skills developed by a child will be assessed by the ICT teacher and reported to parents in the end of year report. The collection of evidence of pupil achievement in ICT will be discussed within the Raising Standards teams to facilitate future curriculum developments. Data is returned to the L.E.A. and transferred to other schools. Reports to parents are compiled using the Classroom Monitor programme. This programme is also used to support the school's own data analysis.

### **Monitoring, evaluation and review**

The ITL team is responsible for the regular monitoring of the ICT policy and plan through planned classroom observations, checking of planning, review of schemes of work and identification of staff training needs. The ITL team will report to the Governing Body on an annual basis on the effectiveness of the policy and development plan.