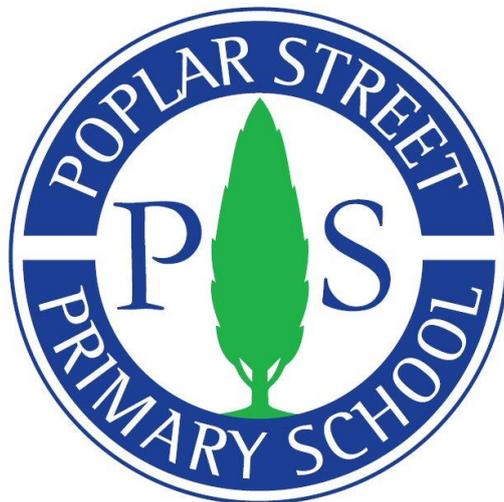


# Poplar Street Primary School ICT Policy

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2015/2016

Working Together – Aiming High!

## Poplar Street Primary School ICT Policy

### Aims and Objectives

- **Follow National Curriculum Statements of attainment and level descriptors**
- **To give all children at Poplar Street access to all areas of ICT**
- **To offer all children the opportunity to have reached their level in ICT as specified in the ICT National Curriculum and other specified areas.**  
*(Expected levels are level 2 by the end of KS1 and level 4 by the end of KS2)*
- **To enable children to develop specific ICT skills**
- **To use the computer to support and develop other learning which is taking place within the classroom.**
- **To provide a range of experiences to develop ICT skills across the four aspects** *(Finding things out, developing ideas and making things happen, exchanging and sharing information and reviewing, modifying and evaluating work as it progresses.)*
- **To develop skills in independent research, through www**
- **To develop an awareness of the role of ICT in the wider world.**

### 2. Teaching and Learning Style

We use a variety of teaching and learning styles in our ICT lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities and practical first hand experience. We encourage children to ask as well as answer ICT questions. We offer them the opportunity to use a variety of data and resources. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' ICT activities, e.g. use of the Internet to investigate a current issue etc

We recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- **setting common tasks which are open-ended and can have a variety of responses;**
- **setting tasks of increasing difficulty, some children not completing all tasks;**
- **if necessary, grouping children by ability in the room and setting different tasks to each ability group;**
- **providing resources of different complexity according to the ability of the child;**
- **using classroom assistants to support the work of individual children or groups of children.**

### **3. Curriculum Planning**

Our curriculum planning is in three phases- long-term, medium term and short term.

**ICT is on a one year cycle in KS1 and a two year cycle in ks2. The National Curriculum POS are followed in ks1 and the QCA units are followed for each year group in ks2.**

Our long term plan identifies the topics studied each half term during each key stage. Our medium term gives details of each unit of work for each half term. The medium term plan identifies specific objectives to be taught in each lesson, Our short term planning gives NC links and pitch of the lesson, assessment opportunities, suggested activities/groupings/extension and reinforcement, length of the lesson and possible cross curricular links.

We plan the units in ICT so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and through planned progression built into the schemes of work, we offer an increasing challenge as they move up the school.

### **4.Foundation Stage**

We teach ICT in nursery and reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. They have structured tasks to complete and also opportunities to use equipment independently.

### **5.Cross Curricular Links**

English

ICT makes a significant contribution to the teaching of English in

Our school because it actively promotes the skills of reading and writing. It is a useful tool for children to use to express their ideas.

Mathematics

ICT in our school contributes to the teaching of mathematics in a variety of ways. It is used to present data and findings. There are also a number of programmes used to consolidate knowledge and introduce new concepts on whiteboards.

### **Geography/History/RE**

ICT makes a significant contribution to the teaching of the above topics. Children are able to use ICT to investigate areas and find information through the Internet. They also use ICT to present and display their ideas.

### **6.Special Educational Needs**

**At our school we teach ICT to all children , whatever their ability.**

**ICT forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our ICT teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against key objectives allows us to consider each child's attainment and progress against expected levels.**

**When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to ICT.**

**We enable pupils to have access to the full range of activities involved in learning ICT. Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.**

### **7.Racial Equality**

**We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. In our ICT teaching we aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.**

### **8.Assessment and recording**

**We assess the children's work in ICT by making informal judgements as we observe the children during lessons. Each class teacher ensures that they monitor the progress of all groups of children. Records are kept of each child's progress in ICT in individual folders on the network.**

### **9.Resources**

**See appendices 1.**

#### **10. Monitoring and review**

**The ICT subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in ICT. The ICT subject leader is also responsible for supporting colleagues in the teaching of ICT, for being 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 gives the Headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and identifies targets for further improvement. We allocate special time for the vital task of monitoring and evaluation as part of school self evaluation procedures, by having dedicated staff meetings throughout the course of the year for this purpose.**