Review: December 2019

THE GLEBE PRIMARY SCHOOL

I.C.T. POLICY

Aims of Information Communication Technology in The Glebe Primary School

- To enrich and extend learning throughout the curriculum using the technology to support independent study and re-working of initial ideas and collaborative working.
- To help pupils acquire confidence, proficiency, purpose and pleasure in using Information Communication Technology (ICT) and become familiar with some everyday applications.
- To provide a means of motivating all children in the learning process and to increase pupils' self esteem by improving the presentation of their work.
- To encourage the flexibility and openness of mind so that pupils can take advantage of the ever quickening pace of technological change.
- To take advantage of technology to help pupils with special learning requirements e.g. poor readers.
- To give staff the opportunities to develop their own skills, knowledge, confidence and expertise keeping abreast of the rapid changes occurring within ICT.

Objectives for Information Communication Technology

All pupils should use a range of ICT resources whenever/wherever relevant. The opportunities for using ICT within the classroom are many and technological changes continue to add to and change them, so we will need to review our objectives regularly.

ICT has the power to engage the interest and imagination of the youngest children, to motivate the disaffected, to further stimulate the gifted and to release the full potential of pupils with disabilities.

At The Glebe Primary School we aim to enrich and extend learning throughout the curriculum at all levels using Information Communication Technology to support both independent study and collaborative working. We hope the pupils will acquire confidence and find pleasure in using ICT.

What is Information Communication Technology?

We are now living in a rapidly changing technological world and since the manufacture of the first micro-computer in the late 1970's. Information Communication Technology has played an increasingly significant part in this rapid development.

ICT is the technology associated with information handling, its storage, processing in a variety of forms by electronic means and its use in controlling the operation of machines and other devices.

ICT is already changing our lives - at home, work and school. We are now using it in a variety of ways to carry our tasks more easily and efficiently.

e.g. i) at home we can programme domestic appliances using microprocessors.

ii) computerised toys, games and calculators are in common use and are relatively inexpensive.

iii) supermarkets use bar code readers to list and price purchases and to control stock. Library codes are now being replaced by bar codes.

iv) automatic cash dispensers check details of accounts and hand over money even when banks are closed.

v) visa card transactions can now be carried our through the till.

vi) robots are used in factories for the more routine work of car spraying.

vii) computers in some cars 'tell' the driver if things are wrong e.g. doors not closed properly.

As ICT is already having an enormous impact on our lives and on the national economy it is essential that we give our pupils a meaningful experience of ICT so they become aware of and take advantage of the opportunities which it provides. Thus the ability to operate effectively and creatively with ICT is an important part of the education of every pupil. At The Glebe Primary School we feel it is our responsibility as teachers to ensure that the pupils develop their ICT capabilities through activities in all areas of the curriculum where its use is appropriate.

ICT can enhance the learning process at all levels and across a broad range of activities.

e.g. Science with data processing and microelectronics.

Mathematics - handling data.

English - computers can and should play an important note for the development and reflection of ideas and meanings for group discussion. It is a tool to aid a pupil's creativity.

We believe that using ICT as part of a carefully planned curriculum gives our pupils the following advantages:

1. In individual learning situation the computer can give the pupil its undivided attention.
2. The computer has infinite patience with even the slowest learners so the pupil can truly work at his/her own pace.

3. The computer is non-judgemental and allows the pupil to make mistakes. It does not mind repeating things ad-infinitum. Correction of the pupil's responses is immediate so there is a greater chance of pupils seeing their mistakes.
4. Reinforcement of basic English and Mathematical concepts can become exciting in game playing situations through using animation and sound effects.
5. In group activities the computer can introduce competition, aid communication and establish co-operation and social interaction between pupils i.e. problem solving using adventure games or simulations.
6. Through the graphics and animation the computer motivates the pupil to want to learn, so helping his/her short and long term memory thus ensuring the easier retention of various concepts.
7. Using the computer, in conjunction with a work processor and printer allows pupils to edit their work.
8. Database (information handling) programs enable the pupils to set up a bank of information, which can then be searched, sorted or restructured, interpreted and disseminated.
9. ICT involves practical work, but together with this much useful work takes place away from the computer e.g. further research involving maps, books etc. discussion and collaboration.

Thus computers can provide continuous and positive feedback and praise, giving the pupil a higher sense of achievement and self-esteem. This raising of a pupils confidence level can be a tremendous contribution to the ability to learn.

A computer will never replace a curriculum but it will enhance an existing organised programme of learning.

Teaching and Learning

Within The Glebe Primary School there is no specialist teacher of ICT, its use is integrated into normal classroom practise and sessions within the ICT Suite under the direction of the class teacher. All children are offered experience in each of the strands of the ICT curriculum relevant to their Key Stage.

To provide this a variety of approaches will be necessary:-

1. Teacher led input – to whole class, large/small groups and individuals
2. Monitorial – peer teaching/across year group teaching
3. A combination of the above i.e. cascade method
4. Child-centred discovery learning
5. Parent helper to monitor/guide

ICT should not be withdrawn as a punishment or offered as a reward for good work or behaviour but is an entitlement for all pupils.

Developments

The school continues to move forward in this area and, via an LEA loan, updated the computers in the suite. As this loan has now been repaid the school has taken out another loan to update the school servers and desktop computers based in each classroom.

All classrooms and the nursery have Interactive Boards and projectors. Under the new budget, the school is going to invest in 5 new standalone interactive TVs which will replace The Interactive Boards and projectors in some of the classrooms. Each year group has a mini apple Ipad for use in their classroom. We would hope that all classrooms will have this new technology within the next three years. Annually, we update the ICT equipment in school. Last year, we purchased 15 new apple Ipads, docking/storage stations and protective cases. This year, we have renewed three laptops and intend to replace several of the standalone computers in school.

Progression through each key stage

The fundamental skills, knowledge and concepts that children need to use ICT effectively are currently set out in the National Curriculum document and four main strands are identified. These are as follows:

- Communicating Information – using ICT to present and transmit information in the form of words, numbers, still and moving pictures and sounds, for particular purposes or audiences.
- Handling Information – selecting, retrieving, analysing and storing information.
- Controlling and Monitoring – using ICT to control and monitor events.
- Modelling – investigating patterns and relationships by using computer models that simulate real or imaginary situations.

At The Glebe Primary School we aim to use the equipment we have to ensure that pupils have access to the opportunities that new Technology can provide.

Co-ordination

All members of staff will be involved in implementing our programme of ICT in accordance with school policy. The immediate management of ICT within the classroom is the responsibility of the class teacher whose role is to use technology to:

- enhance the pupils' learning
- ensure that each pupil has access to resources

- monitor and evaluate each child's experiences
- keep appropriate records of the pupils' development

ICT throughout the school is co-ordinated by the ICT co-ordinator whose role is to:

- promote ICT within the school
- support colleagues as appropriate
- monitor and update school resources when finances allow
- monitor continuity and progression of ICT across the school
- review and update policies and schemes of work
- liaise with other subject co-ordinators
- liaise with Head Teacher and Governors

Equal Opportunities, SEN and Inclusion

Good equal opportunities practice:

- Ensures that all pupils have appropriate access and use of equipment and develop their ICT skills.
- Compensates for pupils who have no home access to computers.
- Develops confidence in all pupils.
- Is free from gender, sex orientation, race and cultural bias in content, provision and learning style.
- Encourages cross-curricular use of ICT.
- Promotes awareness of the career opportunities for ICT skills.

All children regardless of ability, ethnicity, sexual orientation or gender, will be given equal opportunity to access all aspects of the Information Communication Technology curriculum. Any child experiencing difficulty in accessing part, or all, of the curriculum, will be supported with the time, materials and equipment to access the activity at their own level where this is practically possible.

Health and Safety

To ensure that the amount of exposure to computer screens in the classroom and ICT Suite will not cause eyestrain, or longer term damage, the children will be limited to 40 minutes in any one session.

Other factors to be considered are:

- to ensure the brightness of monitors is not set too high
- to avoid trailing leads
- to ensure that equipment is easily accessible, comfortable to use and securely balanced

- to ensure correct sized seating is provided

Record Keeping and Assessment

Assessment tasks are incorporated at the end of each half term unit. These require the children to utilise skills taught. Record keeping for this and other Information Communication Technology work takes the form of Class information sheets kept by individual teachers about the progress of children. These will serve to level the children according to the National Curriculum.

Scheme of Work

To support our work in ICT, the school has adopted the Stockton Borough Council ICT scheme of work and this is working well throughout the school.

Professional Development

Staff will be actively encouraged to attend courses, review resources and keep themselves up to date on information and approaches relevant to the teaching of ICT. The co-ordinator and ICT team will keep abreast of new approaches and disseminate information to the staff. They will have access to specific training to develop and support their role. Whole staff training will be organised as appropriate in the light of new developments.

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ICT Policy

This Policy has been approved by the full Governing Body of the Glebe Primary School

To be reviewed:
December 2019