Bushfield Road Infants School

ICT POLICY

Mission Statement

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident life-long learners.

Communication and Interaction

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations.

Almost everything we do in and out of school depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional well-being.

Aims and Objectives

Information and Communications Technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that Information and Communications Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to be confident, creative and independent learners.

The aims of ICT are to enable children:
- to develop ICT capability in finding, selecting and using information.
- to use ICT for effective and appropriate communication.
- to monitor and control events both real and imaginary.
- To apply hardware and software to creative and appropriate uses of information.
- To apply their ICT skills and knowledge to their learning in other areas.
- To use their ICT skills to develop their language and communication skills.

Teaching and Learning Style

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware and software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are studying. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about.

We recognise that all classes have children with widely differing ICT abilities. This is especially true when most children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty (not all children complete all tasks)
- grouping children by ability in the room and setting different tasks for each ability group.
- using classroom assistants to support the work of individual children or groups of children.

ICT Curriculum Planning

The school uses the National Curriculum for ICT as the basis of curriculum planning in KS1 and the Early Years Outcomes in the Foundation Stage. The topics studied in ICT are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that children are increasingly challenged as they move up through the school.

Foundation Stage

We teach ICT across the Foundation Stage as an integral part of the topic work covered during the year. We relate the ICT aspects of the children's work to the objectives set out in the Early Years Outcomes. The children have the opportunity to use the computers, netbooks, ipads, digital cameras, Bee-bot's and ICT role-play equipment.

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, while CD ROMs and the internet prove very useful for research in other subjects. ICT enables children to present their information and conclusions in the most appropriate way.

Teaching ICT to children with 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 the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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 which incorporate ICT. 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.

Assessment and Recording

Teachers assess children's work in ICT by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary. Pupil attainment is recorded in individual progress booklets. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

The ICT subject leader keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in ICT for each age group in school.

Resources
Each classroom is equipped with a Smartboard and Projector.
All classrooms have internet access.
FS2 and KS1 classrooms have a Genee Vision Visualiser

All classrooms have 3 PC's, printer, digital camera.
Charging trolley and 22 net books.
10 i-pad's
Bee-bots
Digital video cameras