

# MILFORD PRIMARY SCHOOL

## INFORMATION COMMUNICATION TECHNOLOGY POLICY



### ***Vision Statement***

'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.'

**Jan 2016**

# **Information Communication Technology Policy**

## **1. Introduction**

- 1.1 Information Communication Technology is concerned with the handling of electronic information (which can consist of text, numbers, images and sounds) and involves creating, collecting, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes.

Information Communication Technology is a foundation subject in the National Curriculum and an element of the Knowledge and Understanding of the World in the Early Year Goals Foundation Curriculum. It is designed to be delivered predominantly within other curriculum areas. This document outlines our school's policy regarding the delivery of ICT.

- 1.2 The implementation of this policy is the responsibility of all members of staff.
- 1.3 The Internet Access Policy should also be read in conjunction with this policy.

## **2. The Nature of Information Communication Technology**

- 2.1 ICT in our school is concerned with children using and applying a variety of systems that handle electronically retrievable information. This will include the use of computers but may also include the use of programmable robots (Bee Bots and Probots), CD players, video (Tuff Cams), calculators, the interactive whiteboard, digital cameras and electronic instruments.

- 2.2 The nature of ICT means that it will be used in other curriculum areas, supporting and enriching the child's learning experiences. Children will have experience in four specific areas:

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

## **3. Entitlement**

- 3.1 The children's entitlement is based upon the Programmes of Study for Information Communication Technology as defined in the Statutory Orders.
- 3.2 In the Foundation Stage, the Information Communication Technology requirements stated in the Knowledge and Understanding of the World element of the Early Learning Goals Foundation Curriculum, are covered in continuous and blocked units.
- 3.3 In KS1 and KS2, all children will have experience in:

### **3.4 Finding things out**

- 3.41 In KS1, this may include: gathering information from a variety of sources (for example, people, books, databases, CD-ROMs, videos and TV); entering and storing information in a variety of forms (for example, in a prepared database, saving work); and retrieving information that has been stored (for example, using a CD-ROM, loading saved work).
- 3.42 In KS2, this may include: talking about what information they need and how they can find and use it (for example, searching the internet or a CD-ROM, using printed material, asking people); preparing information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy; and interpreting information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

### **3.5 Developing ideas and making things happen**

- 3.51 In KS1, this may include: using text, tables, images and sound to develop their ideas; selecting from and adding to information they have retrieved for particular purposes; planning and giving instructions to make things happen (for example, programming a floor turtle, placing instructions in the right order); and trying things out and exploring what happens in real and imaginary situations.
- 3.52 In KS2, this may include: developing and refining ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (for example, desktop publishing, multimedia presentations); creating, testing, improving and refining sequences of instructions to make things happen and to monitor events and respond to them (for example, monitoring changes in temperature, detecting light levels and turning on a light); using simulations and exploring models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships (for example, simulation software, spreadsheet models).

### **3.6 Exchanging and sharing information**

- 3.61 In KS1, this may include: sharing their ideas by presenting information in a variety of forms (for example, text, images, tables, sounds); presenting their completed work effectively (for example, for public display).
- 3.62 In KS2, this may include: sharing and exchanging information in a variety of forms, including e-mail (for example, displays, posters, animations, musical compositions); being sensitive to the needs of the audience and think carefully about the content and quality when communicating information (for example, work for presentation to other pupils, writing for parents, publishing on the internet).

### **3.7 Reviewing, modifying and evaluating work as it progresses**

- 3.71 In KS1, this may include: reviewing what they have done to help them develop their ideas; describing the effects of their actions; talking about what they might change in future work.
- 3.72 In KS2, this may include: reviewing what they and others have done to help them develop their ideas; describing and talking about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others (for

example, the impact made by a desktop-published newsletter or poster); talking about how they could improve future work.

#### **4. Implementation**

- 4.1 As part of the children's experience in the core and foundation subjects, they will be given the opportunity to develop their ICT capability.
- 4.2 In the Foundation Stage, children will have experience with:
- PC
  - Printer
  - Programmable Toys
  - I Pad
  - Digital camera
  - Interactive whiteboard
  - CD player
- 4.3 At Key Stage 1, children will have experience with:
- PC
  - Printer
  - Programmable robot
  - I Pad
  - Digital Camera
  - Interactive whiteboard
  - Teacher led Internet
  - CD player
- 4.4 At Key Stage 2, children will have experience with:
- All of the above, plus sensors on the Probot, monitoring equipment and access to the Internet, Purple Mash links home/school work.
- 4.5 Throughout their school career the children will have experience in a variety of software that allows teachers to provide for progression in skills, concepts and applications. The software to be used throughout the school has been mapped out as shown in the software maps.
- 4.6 The children will have the opportunity to work both individually and in groups. Increasingly, the children will become more independent in their use of ICT and the choice of software required for any given curriculum activity.
- 4.7 The following aspects of Information Communication Technology will be taught as ICT:
- Program Management
  - Disc management (loading, saving, retrieving).
  - Mouse operation.
  - Use of specific keys - e.g. delete, return, space bar.
  - Printing skills - loading printer driver, setting up printer.

- Accessing server.

- 4.8 All children will have access to the use of ICT irrespective of age or ability.
- 4.9 Positive attitudes towards ICT should be developed for both girls and boys.
- 4.10 Each class and the Foundation Stage have their own computers, which are linked to the network server. Every computer has the 'core' programs loaded onto them, allowing discrete and cross-curricular teaching of ICT.
- 4.11 Children receive a minimum of 1 discrete ICT session a week. In addition classes may use the ICT suite during other lessons.
- 4.12 All 'core' and foundation subjects software is located in the staff room

## **5. Health and Safety**

- 5.1 To avoid continuous focus on the screen teachers should model at regular intervals.
- 5.2 Staff and pupils should avoid standing directly in front of the whiteboard projector.
- 5.3 The projector beam should not be looked at directly.

This policy should be read in conjunction with the E-Safety policy.

## **6. Assessment**

- 6.1 Assessment of children's work in ICT is ongoing. Achievement is reported to parents at the end of each academic year.
- 6.2 Children's work is saved to the server for reference throughout the year.

## **7. Review**

- 7.1 The Head Teacher and staff will review this policy in accordance with the development priorities stated in the School's Improvement Plan. Any suggested amendments will be presented to the governing body for discussion.

Date **January 2016**

Signed ( Chair of Governors) **Gill Taylor**

Date for review - **Spring 2016**