

### Vision

As a Federation our vision is to create a well resourced environment where pupils are confident and competent in the use of ICT to enhance all aspects of their learning experience and achieve their full potential.

### Intent

At Fountains & Grewelthorpe Federation we believe that Information Communication Technology (or ICT) is central to the education of all children. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks and prepare them for society which is served by an ever increasing use of ICT.

With the knowledge that ICT will undoubtedly form a major part in the children's life at home, in further education and places of work, we ensure the ICT experiences and abilities that the children are equipped with, are effective and transferrable life skills. Pupils are encouraged to develop a confident and safe approach to the use of ICT. With this in mind, the current curriculum provision for ICT ensures that children's learning is supported with modern technology and skills, which teachers continually monitor and assess.

### Implementation:

- We provide each year group with at least 1 hour of high quality, discreet ICT teaching per week.
- The ICT curriculum is cross-curricular allowing children and Teachers to make meaningful links across and through other subjects.
- Teachers model the use of ICT during whole class teaching.
- There is a variety of technology available to pupils to support the current curriculum.
- The school web site will be updated each week to share pupils learning in school. Each class page will also include learning materials which pupils may access from their home computers.
- ICT is one tool which we use to help support pupils needing further support and intervention.
- We invest in new technologies when needed to ensure children can access the whole curriculum.
- We are supported by Yorkshire Causeway Schools Trust, with the aim of solving any ICT software/ hardware issues that may arise.
- Web sites will be first evaluated by staff to protect pupils from undesirable materials, content adviser will be used to prompt before downloading potentially unsafe content, unsigned ActiveX controls will not be downloaded, 'free- surfing'

of the net will not be permitted. North Yorkshire Internet content filtering is in place.

- Computers will at all times be available and ready for use in classrooms and shared areas.

### **Aims of ICT**

The Federation aims to provide a rich and stimulating environment where ICT is embedded through all areas of the curriculum.

- To provide all pupils with the National Curriculum ICT requirements
- To develop children's individual ICT capability and understanding
- To ensure all children know how to stay safe online
- To enhance teaching and learning in other areas of the curriculum by cross-curricular use of ICT
- To ensure pupils develop a positive attitude to ICT and develop their ICT capability through both independent and collaborative working.
- To encourage pupils to develop an understanding of the uses, importance and limitations of ICT in the modern world including the need to avoid undesirable materials.
- To equip pupils with the confidence and capability to use IT throughout their education, home and further work life.
- To recognise the potential, and deepen the necessity of ICT in everyday life .

### **CROSS-CURRICULAR LINKS**

ICT is cross-curricular in nature and is an integral part of all other areas of the curriculum. Specific skills can be transferred and developed through all areas for example persuasive writing in Literacy can be transferred into film or a poster advert using Powerpoint or imovie. Programmes are available to develop numeracy and phonic skills. Recordings can be made of musical arrangements. Websites are explored by staff and used to aid teaching in maths, for example TTRockstars.

However, in order to develop pupils' ICT skills we devote a considerable amount of our teaching time to this subject in its own right.

### **PLANNING**

- ICT activities will be planned and clearly identified on medium and short term plans.
- Pupil entitlement will be equal to at least one hour per week via discreet ICT lessons and through subjects or topics.
- Staff will recognise the need to provide additional ICT access for children without home access.
- ICT will be included at all levels of curriculum planning for most subject areas.
- Specific reference will be made to the planning of ICT in both literacy and numeracy.

- ICT will be differentiated by provision of additional support and extension activities where appropriate. Some resources are specifically targeted to support children with SEN with the aim of raising standards in literacy and numeracy.
- Children's ICT capability will be monitored and assessed in accordance with the school's assessment and recording policy.
- Regular monitoring/reviewing/revising of weekly and medium term plans takes place. This is led by members of the SMT, the ICT co-ordinator.

## **ASSESSMENT AND TARGET SETTING**

Work is assessed in line with the Assessment Policy.

Assessment is an integral part of the planning process. We gather evidence for assessment through planned opportunities for observation, pupil consultation, self-assessment, formal assessment etc. This evidence helps to inform the teacher at what level the individual child is working at and is recorded throughout the year.

This knowledge is used to inform our next year's planning and to monitor children's progress.

Both formative and summative assessments inform planning and target setting for individuals and groups.

## **ASSESSMENT FOR LEARNING**

Assessment for learning, leading to personalised learning, is embedded in the teaching and learning of Information Communication Technology. Planning involves learners taking into account previous knowledge, skills and understanding. Learning is facilitated in a variety of ways that takes into account learning preferences.

Learning intentions, separated from the context for learning is shared in each lesson, together with reference to learning to learn skills where appropriate. Children understand where the learning intention for each lesson fits into the 'big' picture of the learning journey.

Product success criteria is given or generated within lessons as an aide memoir for learners as a tool to facilitate pupil/peer and teacher evaluation and feedback.

Teachers use higher order question skills (such as Bloom's Taxonomy) to enhance thinking skills.

Children have regular opportunity to reflect on their learning during and at the end of lessons both to celebrate achievement and consider their next steps and targets for improvement.

## **INCLUSION**

We aim to provide a culture that reflects our distinctive Christian ethos; a culture that ensures an ethos and environment, which is a safe, welcoming place. Christian values are practised that centre on the uniqueness of individuals, their worth, potential and the need for inclusion in an accepting cohesive Christian community.

Work is diversified and differentiated to allow learners to experience success at their optimum level and targets a range of learning styles that include visual, auditory kinaesthetic formats.

## **EQUAL OPPORTUNITIES**

All children are provided with equal access to the ICT curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Equal opportunities in ICT are addressed as follows:

- Pupils with special needs have equal access to the ICT curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- An awareness of other dialects and standard English encouraged through using a range of talking programmes.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the ICT curriculum.

## **MARKING**

Our marking is analytical and informative to teacher, pupil and parent and aims to celebrate success whilst taking the child forward in terms of their learning. Marking is a central tool of assessment. Self-marking and peer marking are also encouraged and provide a useful assessment tool.

## **ROLE OF SUBJECT LEADER**

The Subject Leader for ICT is Lynsey Rogers (Fountains). The subject leader has a leading role in the development of federaton policy and approach in ICT and aims to gain the requisite expertise through INSET and research.

The Subject Leader should be responsible for improving the standards of teaching and learning in ICT through:

Monitoring and evaluating ICT: -

- Pupil progress
- Provision of ICT (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD

- Purchasing and organising resources, hardware and software will be reviewed each year in line with the school ICT development plan
- Keeping up to date with recent ICT developments

## **STAFF DEVELOPMENT AND TRAINING**

Staff development and training is provided in the following ways:

- Needs audit and planning for professional development.
- School based INSET led by Subject Leaders or outside agencies. (Delivery of distance training materials is included in this.)
- Liaison with inspectorate and advisory service.
- Working alongside other teachers or visiting other classrooms as an observer.

(Sharing good practice. Supporting NQTs.)

Training will be available each year for all school staff provided in school or by the LEA advisory staff.

## **MONITORING AND EVALUATION OF THE INFORMATION COMMUNICATION TECHNOLOGY POLICY**

The effectiveness of the policy will be monitored during the year through:

- Monitoring of teaching and learning by the SMT
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupil's work
- Target setting across year groups.

The following criteria can be used as a measure of success:

1. Have the learning targets been achieved?
2. Have standards improved?
3. Is there whole-school consistency?
4. Has any part of the policy been difficult/impossible to achieve?

# **Grewelthorpe & Fountains CE Primary Schools Federation**

<b>Policy:</b>	<b>ICT Policy</b>
<b>Signed Chair of Governors:</b>	<b>RBain</b>
<b>Date Signed:</b>	<b>January 2021</b>
<b>Governors Meeting Ratified:</b>	<b>January 2021</b>
<b>Review Date:</b>	<b>Spring 2023</b>
<b>Review schedule</b>	<b>2 Yearly</b>