

Information Communication Technology Policy

"If MY SPACE were a country it would be the 11th largest in the world"

"It is estimated that a weeks worth of The Times contains more information than a person in the eighteenth century was like to come across in lifetime."

Statement of Intent

At Boutcher, we believe in providing pupils with the skills they need to be able to make a positive contribution to society, enjoy and achieve high standards, achieve future economic well being and to be safe and healthy. We recognise that a focus on communication skills (including ICT) is essential to prepare pupils for a rapidly changing world where in the future they will be using technologies not yet invented.

It is estimated that the amount of new technical information is doubling every two years. Therefore, to enable our staff and pupils to be confident, competent and independent users of ICT, we will embrace new and emergent technology and strive to use ICT wherever appropriate to motivate, inspire pupils and raise standards across the curriculum.

Statutory Requirements

In the Foundation Stage, the Early Years Foundation Stage set out the requirements for ICT at this level. Opportunities for children to access ICT are provided through all areas of development.

In Key Stage 1 and 2, the requirements for ICT are outlined in the National Curriculum. An agreed amount of curriculum time is allocated for ICT for Key Stage 1 and 2 throughout the year.

Aims and Objectives for the Development of ICT

At Boutcher we aim to:

- Ensure that there are sufficient quality ICT resources and learning spaces for pupils to develop their skills

- Provide every pupil with the opportunity to develop their ICT skills

- Encourage pupils to be motivated and confident to use ICT in their learning

- Use ICT to enrich and extend their learning in all areas of the curriculum

- Increase the confidence of pupils in selecting appropriate ICT tools and resources as technology develops

- Encourage children to make sensible and appropriate use of a wide range of digital resources

- Support pupils in using ICT to achieve independence

- Extend pupil's interests and abilities in ICT

- Use ICT to develop pupil's problem solving, collaboration and decision making skills

- Use ICT to bring new experiences to the pupils; broadening their horizons and increasing their awareness of themselves as global citizens

The Role of the ICT Co-ordinator

The role of the ICT co-ordinator includes:

- Maintaining an overview of the ICT curriculum throughout the school

- Implementing the ICT policy throughout the school

- Supporting class teachers in the planning and delivery of the ICT curriculum

- Monitoring of teaching and learning through observation

- Monitoring planning for progression and to ensure that the requirements of the National Curriculum are being met.

Supporting class teachers in assessment of ICT
Organising and leading moderation of assessment in ICT
Providing INSET to meet the needs of the whole staff and individual teachers
Setting and implement ICT curriculum objectives within the School Focus Plan
Managing the allocated ICT budget in accordance with the School Focus Plan
Organising and managing hardware and software resources
Keeping informed of current curriculum developments in ICT
Informing parents on curriculum matters

Partnership with Governors

The governing body have a strategic role in implementing the curriculum at Boutcher and setting future targets to raise standards for all pupils. Governors have the responsibility of setting, agreeing and applying the ICT policy. This includes the monitoring of teaching and learning and ensuring that planning provides for progression as well as meeting the requirements of the National Curriculum and Early Years Foundation Stage

Partnership with Parents

We recognise the importance of parental support. Boutcher holds regular meetings to inform parents of curriculum developments. Information is provided to parents to help them support their child's learning. Every year parents support national and local projects to develop ICT resources within the school, for example 'Tesco's Computers for Schools' scheme.

Parents seeking advice are able to talk to the ICT co-ordinator, Headteacher or a member of the governing body. Parents are able to speak to teachers at Boutcher, by appointment, at any time throughout the year to discuss their child's education and any special talents/difficulties that their child may have in ICT.

Children's progress in ICT is included in end of year report which is sent out to parents at the end of the summer term. There are also open days throughout the year for parents to discuss the children's progress and targets with the class teacher.

Equal Opportunity

We aim to promote equal opportunities for all, and to have high expectations of, all pupils irrespective of age, race, gender, background, physical/sensory ability, intellect and special educational needs

All pupils have equal access to the ICT curriculum and resources. This includes providing individual and specific targets where appropriate and monitoring ICT access based on gender and EAL to ensure equality of opportunity.

At Boutcher, we respond to the diverse learning needs of the pupils in our care. We aim to overcome potential barriers to their learning and have high expectations of all pupils in ICT.

For further information please refer to the Equal Opportunities policy

Special Educational Needs

The special educational needs of pupils are fully discussed with parents. Decisions are made in consultation with parents to provide the appropriate curriculum and support for all pupils to achieve their full potential in all areas of learning.

Lessons are differentiated by the class teacher according to the needs of individuals within the class to ensure all pupils have equal access to the ICT curriculum and resources. The co-ordinators are able to support the class teacher in assessing the provision required for pupils to achieve success. When particular problems arise, the ICT co-ordinators are consulted and the SENCO may be involved. This may lead to extra support during lessons, possibly from an additional adult. It is equally important to assess the achievements of well-able pupils and deliver an appropriate, challenging curriculum to support their learning. They are given opportunities to discuss and extend their skills, knowledge and enjoyment of ICT.

Access to ICT

Two networks (administration and curriculum)

Fully equipped ICT suite linked to curriculum network and broadband Internet, an interactive whiteboard and projector, and a colour printer

A laptop trolley in Key Stage 2 containing 16 wireless enabled laptops connected to the curriculum network. All Key Stage 2 classes have wireless hubs.

Each classroom in Key Stage 1 and 2 has a computer linked to the internet, the curriculum network and the suite printer. They also have a printer in the classroom and are linked to the colour photocopier.

Each classroom in Key Stage 1 and 2 has an interactive whiteboard. There is also an interactive whiteboard in the Dyers' Room.

Each classroom has a digital camera

In the hall, there is projector and screen which can be linked to the DVD/Video player or a laptop. There is also a tablet to provide interactivity.

Other resources, including floor turtles, video cameras, data logging and control equipment, webcams and software are kept centrally by the ICT co-ordinator

Organisation and Planning for ICT

Teachers use the QCA documents supported by the Greenwich ICT Team plans and resources for medium term ICT planning. This provides guidance on skills and knowledge to be covered within the unit.

Planning should show progression through a unit and throughout the school. It should include details of how lessons will challenge children and be differentiated to support the less able.

All classes are timetabled to use the ICT suite once a week. When the ICT is not in use for timetabled ICT lessons, it is available for use by any class. A system is in place to allow teachers to sign up for these sessions.

Key Stage 2 classes also have access to the laptops throughout the school day unless they are being used in ICT lessons.

One hour a week should be devoted to the core ICT curriculum. Additional time is provided for the use of ICT in other curriculum areas.

In Reception, all areas of development include opportunities to use ICT as to extend and enhance their learning and progress towards the Early Years Foundation Stage.

Assessment of ICT

Teachers maintain records of children's progress in the core ICT curriculum by completing a class assessment sheet for each lesson within a unit. This is used to inform planning for the next lesson.

For each unit teachers collect a sample of work for 6 children, working at different levels (below average/average/above average). This sample of work is then levelled using ICT level descriptors. Using this sample, teachers can provide a level for each child in the class.

Children should also be encouraged to self-assess their learning within each unit by completing 'I can' booklets. These can be included in the sample of work.

Teachers in Reception use evidence gained in all areas of study to assess children's progress towards the Early Years Foundation Stage.

Monitoring and Review

Monitoring is carried out by the Headteacher, the ICT co-ordinator and other members of the Leadership team in the following ways:

- Scrutiny of ICT files and work samples
- Monitoring of planning in ICT and other curriculum areas
- Classroom observations
- Informal discussions with staff and pupils
- Sharing of good practise, planning and learning in INSET

Continuing Professional Development

- A staff skills audit is carried out annually to identify strengths and weaknesses. Whole school, group and individual training will be provided based on the results
- Courses are provided by Southwark Advisory Team from ICT.
- ICT co-ordinator provides ongoing support throughout term time

Links with External Agencies

- Technical support is provided by Paresh from ICT Educational Services Ltd