



Long Ditton Infant and Nursery School ICT Policy Statement

To be reviewed in Spring 2020



Vision and Aims

We endeavour to ensure that all staff and pupils have the opportunity to develop their potential through the safe and effective use of Information and Communication Technology across the curriculum and in the management of the school. ICT is given high priority in the current school development plan. We recognise that the development of ICT is changing at home and in the community. Its impact on the life of individuals continues to grow and it is essential that our pupils can take advantage of its opportunities and understand its effects. As well as being an important curriculum requirement, we believe that the ability to use ICT effectively is a vital skill in modern society. The National Curriculum Orders require ICT to be used in all subjects where appropriate, consequently the use of ICT is promoted within all subjects as well as being a subject in its own right. ICT is a cross curricular competence which is concerned with the acquisition, storage, manipulation, interpretation and telecommunication of information; and involves creating, collecting, organising, storing, processing and presenting information for specific purposes by electronic means.



Teaching and learning



We strive to achieve our vision for pupils by:

- Using ICT where possible to enhance children's learning in all areas of the curriculum.
- Introducing the children to a wide range of ICT applications and ICT tools, such as word processing, internet searches, databases, graphics, and software for control technology and processing sound, coding and pictures.
- Helping pupils acquire the skills to use appropriate ICT tools safely, effectively, with purpose and enjoyment.
- Equipping pupils with the knowledge of the uses, effects and limitations of ICT, and enabling them to evaluate the benefits of ICT and its impact on society.
- Helping children to become autonomous users of ICT.
- Helping all children to achieve the highest standards of achievement, regardless of gender or background.
- Encouraging pupils to take advantage of a wide variety of opportunities to make informed judgments about ICT applications and their effects.
- Enabling children to take greater responsibility for their own learning and begin to provide opportunities for them to decide when it is appropriate to use ICT in their work.

Equal Opportunities and Inclusion

All children regardless of race, gender or ability have equal access to ICT in order to develop their personal ICT capability.

Through careful planning, monitoring and assessment we ensure that all our pupils:

1. have equal access to ICT resources;
2. have equal opportunities to develop ICT capability;
3. use software which is appropriate to their age and ability.

ICT and E-Safety

E-safety is an integral part of safeguarding and this applies to pupils' use of ICT and the internet as much as safety in the playground. But it can be difficult to know what the risks are or when pupils are at risk. While children may be confident and enthusiastic about ICT, we recognise that they have little understanding about the risks. Until they develop the digital literacy skills to assess these risks, we have put measures in place to keep them safe from harmful images, content or websites and unsuitable uploaded content. Please see the E-Safety policy for more details.

ICT in the Foundation Stage

In the Foundation Stage, ICT study is taught within 'Understanding the World'. We start from pupils' own experiences and by looking at their immediate surroundings e.g. their home and the school environment and what they can already do. They will use a variety of different technological equipment such as microphones, Beebots, CD players, I-pads and computers, in a purposeful way that is related to real life. Teachers plan for ICT to be used independently as well as designing specific structured lessons.

How to help your child at home

Parents are given the opportunity to continue learning activities with their children outside of school hours through the use of the school's website to share information, for example: termly planning will be placed on the website so parents will know what is being taught in ICT. Suggested links to websites and Apps will also be provide to help support children learning at home.

Values

APPRECIATION: To value the use of computers.

TOLERANCE: To accept others' ideas.

RESILIENCE: Encourage and praise for experiencing and valuing something new or strange.

FRIENDSHIP: To celebrate differences and similarities.

PEACE: To stay calm and work as a team and think of others around you.

HONESTY: To say what and why you think about your learning within ICT.

RESPONSIBILITY: To look after our equipment.

LOVE: Put your heart into what you believe and go for it!

COURAGE: To have a go at something new—even if you might fail.

RESPECT: Respect others beliefs, views and opinions.

CO-OPERATION: Getting along with each other in the wider world.



ICT in Key Stage One

The planning and organisation of ICT is achieved through following the new ICT curriculum. This is then taught in units planned out on medium term plans that are reviewed and refreshed annually with staff to ensure that it remains aligned with the school's longer term objectives.

Short Term weekly plans identify opportunities with different learning objectives for individuals and groups of differing abilities, and identify links made between ICT and other subjects.

While planning teachers consider whether pupils are:

1. Developing ICT skills, knowledge and understanding (i.e. discrete ICT lessons)
2. Using ICT to enrich and extend their understanding of another subject.
3. Developing or using their existing ICT skills whilst working in a different subject context (e.g. reinforcing word processing or searching when working on a Geography project.)

The New National Curriculum includes:

- Understanding what algorithms are and how to implement them in programs.
- Create and de-bug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital contents.
- Use technology safely and respectfully.
- Recognise common uses of information technology beyond school.

This is assessed through keeping a record of the skills the children have been taught and whether they achieved the skills, needed support or exceeded expectations.

Useful websites

<http://www.bbc.co.uk/cbbc/games/>

<http://www.ictgames.com/>

<http://www.learningplanet.com/>

<http://www.primaryresources.co.uk/ict/ict.htm>

<http://www.bestkidsapps.com/>

<https://www.ceop.police.uk/safety-centre/>

<https://www.internetmatters.org/>

