Trowse Primary School

Signed by Chair of Governors ………………….…………………….

Date approved by Governors …18th June 2013……… …..….

Review Date   ……………June 2016………… …………….

Information, Communication and Technology (ICT) Policy

"*The computer is incredibly fast, accurate and stupid. Man is unbelievably slow, inaccurate and brilliant. The marriage of the two is a force beyond calculation"*
Leo Cherne

"*ICT expands horizons by shrinking worlds"*
David Brown, Chairman, Motorola Ltd

Why do we teach ICT?

ICT encompasses almost every part of modern life and it is important that our children are taught how to use these tools and more importantly, how to use them safely. We believe that it is important for children to use these tools to prepare them for an ever-changing and rapidly developing world.

This ICT policy will form the basis for the development of ICT in the school. Our aim is to fulfil the potential of every child in our care; to help make them confident individuals, responsible citizens and have high standards of achievement.

Aims of ICT

The aims of ICT in this school are to:
1. Support the professional development of school staff.
2. Support children with their learning across the curriculum.
3. Produce learners who are confident and effective users of ICT.

Roles and responsibilities

The following responsibilities need to be allocated in this school:
1. Ensuring the consistent implementation of ICT policy (ICT subject leader).
2. Ensuring the quality provision of ICT for staff (ICT subject leader).
3. Ensuring continuity and progression between year groups (ICT subject leader and teachers).
4. Purchasing ICT resources (ICT subject leader and headteacher).
5. Identifying what ICT support/training is required by individual staff (ICT subject leader and headteacher).
6. Arranging in-service support and maintenance (headteacher).
7. Reviewing the ICT policy (ICT subject leader).
8. Assessment of pupils (teachers).
9. Meeting statutory requirements (ICT subject leader and teachers).

10. Curriculum development (ICT subject leader).
11. Maintaining the school website (headteacher and ICT subject leader).

Curriculum organisation
1. The ICT subject leader consults with teachers and uses that to inform the curriculum.
2. ICT is generally not taught as a discrete subject but within the wider curriculum. When planning work, teachers explore opportunities for a) the development of ICT capability and/or b) using ICT to support another subject. It is important teachers ensure the balance of the two points made above.
3. Expectations are in line with the National Curriculum.

Equal opportunities
1. All children will have equal access to ICT in order to develop their personal ICT capability.
2. When working in groups, teachers endeavour to ensure hands-on experience is shared equally.
3. The SENCO and ICT subject leader jointly advise teachers and assistants on the ICT support that can be provided to individual children with particular educational needs.
4. Children with computers at home are encouraged to use it for educational benefit and parents are encouraged to discuss concerns with the school.

Teaching and learning styles
1. Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate approach. These strategies will not always use ICT.
2. Activities using ICT are planned in order to allow for different levels of achievement by pupils or to incorporate possibilities for extension work.

Assessment and reporting
1. The ICT subject leader provides an assessment checklist for the teachers to use when assessing children's progress.
2. Each teacher maintains a record of children's progress and updates it each terml
3. Assessment of pupils' ICT capability is achieved using resources provided by the ICT subject leader in line with the school's Assessment policy.

Resource management
1. An ICT skills audit is carried out every two years, by the ICT subject leader.
2. Training and support will be offered to staff based on the needs of the school development plan and their individual professional development, which may be informed by the ICT skills audit.
3. ICT hardware and software audits should be carried out every two years, by the school's ICT subject leader with the support of the technician.
4. The school's inventory of ICT hardware and software will aim to address as wide a range of ICT use as possible.
5. The school website should be updated as necessary, based on the changing needs of the school community.

Health and safety
1. All staff read and agree to the school's E-safety policy (appendix to Safeguarding Policy).
2. Pupils are educated on the risks of the internet and educated in how best to deal with them. Parents and pupils are encouraged to discuss e-safety concerns with the school.
3. All staff and pupils read or listen to the Acceptable Use of the Internet policy and agree to follow it as appropriate for their age.

4. Obsolete equipment is written off with the permission of the headteacher and in line with Norfolk County Council's environmental disposal policy.

Monitoring and evaluation
1. This policy is reviewed by the ICT subject leader.
2. The ICT subject leader will monitor and evaluate the curriculum and assessment.