VISION

To provide a rich a varied learning community where all children reach their potential.

Information and Communications Technology integrates the full range of media through which successful learning takes place: sound, vision, text and number. ICT now permeates all aspects of life in a modern technological society and all children are entitled to become active participants in its use to enrich their learning.

AIMS IN INFORMATION COMMUNICATION TECHNOLOGY

The Federation aims to provide a rich and stimulating environment where ICT is embedded through all areas of the curriculum. Children will have weekly skills sessions with opportunity to consolidate and reinforce taught ICT skills.

The federation strives for children to be confident. We want our children to be able to:

- Use ICT and information sources effectively to analyse process and present information and to model, measure and control external events as required by the National Curriculum for IT.
- Develop an understanding of the uses, importance and limitations of ICT in the modern world including the need to avoid undesirable materials.
- Have regular and equal access to a broad and balanced ICT experience across the whole curriculum in accordance with the schools equal opportunities policy.
- Develop a positive attitude to ICT and develop their ICT capability through both independent and collaborative working.

POLICY INTO PRACTICE

ICT enjoys a high status in the curriculum and is given appropriate time allocation. There is one afternoon session per week in each class, which is identified on the timetable. Additional time is also provided for the development of skills and cross-curricular links.

Whole class teaching focuses on a skill area. The teacher modelling and demonstrating strategies for learning are an important and integral part of the teaching process. Scaffolded activities enable pupils to experience success in their learning and give them the confidence to progress independently.

Collaborative learning is encouraged through work in pairs, small and large groups. Independent learning is encouraged through differentiated tasks.

- Children without home access will be identified and school planning ensures all pupils have ICT access – e.g. prioritised lunchtime access
- School administration files will be protected form unauthorised access.
- World Wide 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.
- The school web site will be updated each term to include learning materials which pupils may access from their home computers.
- Computers will at all times be set up and ready for use in classrooms and shared areas.

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 publisher. Programmes are available to develop numeracy and phonic skills. Recordings can be made of musical arrangements.

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 – refer to ICT curriculum plan.

- 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 Taxomony) 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 Kantele Hickingbotham (Grewelthorpe) and Lynsey Rogers (Fountains). The subject leaders have 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 Leaders 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

Policy:	ICT Policy
Signed Chair of Governors:	
Date Signed:	
Governors Meeting Ratified:	10th February 2016
Review Date:	Spring 2018
Review schedule	2 Yearly