Information and Communication Technology (ICT) Policy

Digital technology is changing the lives of everyone. Through teaching children the skills to use ICT we equip them to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

Aims and objectives
At Barker's Lane Community School we aim to enable children to:
- be curious, interested and gain enjoyment from using ICT;
- understand the application of ICT in everyday life; explore their attitudes towards ICT and its value to them and society in general;
- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication, including the use of e-mail;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills and knowledge to their learning in other areas;

Teaching and learning style
Our principle aim is to develop children's skills, knowledge and understanding through a structured developmental and progressive continuum, taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise. We aim to ensure learning is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this.

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction, the main emphasis of our teaching in ICT is for individuals or groups of children to use ICT to help them with their learning as soon as possible. This is effectively modelled and taught through interactive whiteboard sessions, within classrooms. For example, children might research a topic or they might investigate a particular issue on the Internet. Children who are developing their mathematical skills might use the technology to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

As children progress through the school, at Key Stage 2 they have opportunities to develop, practise and apply their skills. Learners' progress will be evident through a developing sense of purpose for their work, increasing competence and sophistication in their use of ICT applications, and greater independence, both in selecting and using resources.

Safe and appropriate use of digital technology, Digital Citzenship is embedded throughout all activities. Current and emerging technologies are discussed so that learners gain an understanding of the importance of safe, responsible and legal use of ICT at all times, minimising risks to data, themselves and others. Children progress from working safely with support and supervision to working safely, responsibly and independently, thus ensuring their safety when using digital communications both within and outside of the school environment.

We recognise all children are different and provide suitable learning opportunities by matching the challenge of the activity to the needs / ability of the child. This is especially true when some children have access to digital equipment at home, while others do not.

We achieve this through a range of strategies taking account of all learning styles, extending children's thinking skills, providing opportunities for children to plan, develop and reflect on their own learning through the organisation of the learning environment. We encourage children to learn collaboratively and take some ownership for their own learning with adults facilitating this, willing to learn alongside.

Planning for ICT
ICT skills are taught to all pupils at Barker's Lane Community School, taking account of the Foundation Phase (FP) philosophies and the National Curriculum (NC).

In the Foundation Phase, ICT is holistic and planning is integral to all Areas of Learning. Children's ICT skills, knowledge and understanding is planned and developed through a range of experiences that involve them finding and developing information and ideas, and creating and presenting information and ideas. Children's progression in ICT capability is observed with an understanding of child development and the stages children move through.

At Key Stage 2, careful planning ensures learners are given opportunities to build on their experiences during the Foundation Phase. Planned experiences offer opportunities to consider the sort of information they require to support their tasks and activities and how they might locate that information; to use an increasing range of ICT tools and resources to find, process and communicate relevant information from a variety of given safe and suitable sources; to develop and communicate their ideas in appropriate ways with a developing sense of purpose and audience.

Due care is given to health, safety and child protection issues when planning.

Planning is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the learning challenges to be covered in the Foundation Phase and for Key Stage 2. The Curriculum Leader liaises with colleagues to establish these.

Our medium-term plans give further details of learning challenges for each term. These plans focus on developing children's skills, determine the learning challenges and ensure an appropriate balance across the term. The Curriculum Leader keeps a copy of these plans and review them with colleagues.
Our schemes of work are well planned, this provides opportunities for integrating the use of ICT in other learning areas / subjects in a relevant and realistic way offers opportunities to both enhance the learners' work in the subject concerned and develop their experience and skills in ICT.

ICT opportunities are integrated into short term plans on a weekly basis by individual /teams of teachers. Each teacher keeps these individual plans, and the teacher and the Curriculum Leader discuss them on an informal basis. The headteacher monitors these plans each half-term.

ICT skills are planned to build upon children's prior learning. Whilst there are opportunities for children of all ability levels to develop their skills, knowledge and understanding, there is planned progression built into the scheme of work, so that children are increasing challenged as they progress.

Planning takes account of key skill development, including the development of children's thinking skills through a variety of problem solving and investigational experiences.

The Digital Competency Framework (DCF)
The Digital Competence Framework (DCF) was the first element of the new curriculum for Wales to be made available to schools.

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society.

Digital competence should not be confused with information and communication technology (ICT). Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy; it focuses on developing digital skills which can be applied to a wide range of subjects and scenarios that are transferrable to the world of work.

The DCF sets out the digital skills to be attained by learners aged between 3 and 16 across four strands.

- Citizenship.
- Interacting and collaborating.
- Producing.
- Data and computational thinking.

Teachers use the DCF to plan for purposeful, authentic tasks across the curriculum and for real purposes.

The Literacy & Numeracy Framework (LNF)
The Literacy and Numeracy Framework (LNF) sets expectations for learners to develop and apply their literacy and numeracy skills across the curriculum.

Literacy skills in oracy, reading and writing; and numeracy skills in numerical reasoning, number, measures and data are planned for across all areas of the curriculum.

Developing / applying these skills through creative work in Foundation Phase, for example:
- Expressing opinions to a range of media, e.g. ICT texts, TV programmes, CD's
- Recording / playing back children's voices or role-play activities and responding to these
- Sequencing pictures / events or reading to match pictures / caption on simple computer program
- Reading internet based reference materials
- Editing, revising and presenting writing using a word processing package.

In Key Stage 2, for example this might be:
Literacy
- Read information from a wide range of ICT and non-ICT sources and discuss their work with their peers, teachers and others.
- Interpret and analyse information and communicate their findings in ways suitable for their intended audience and purpose.
Numeracy
- Present information numerically and graphically in data-handling software.
- Collect and enter data for interpretation in spreadsheets and simulations and present their findings as graphs and charts, checking accuracy before processing.

ICT across all areas of learning in the Foundation Phase
Effective provision ICT is carefully planned across all areas of learning to ensure that children have opportunities to develop, apply and extend their skills. It is essential that children have opportunities to use ICT equipment to support their learning as much as possible.

Personal and Social Development and Well Being
- Working collaboratively at the computer
- Increasing skills of independence, e.g. research using the internet

ESDGC / Cultural Diversity
- Researching different countries and cultures on the internet.
- E-mail – establishing links and sharing experiences with children elsewhere, to express ideas and research further information.

Bilingual Skills
- Listening to unfamiliar voices using audio and audio visual materials
- Sequencing pictures / events or matching pictures / caption on simple computer program
- Presenting text using a word processing package.

Knowledge and Understanding of the World
- Recording and communicating data, e.g. eye colour investigation
- Gathering and representing data, e.g. monitoring rainfall
- Using variety of information sources for research
- Investigating direction using programmable toys.

Physical Development
- Fine motor skills, handling mouse with increasing control

Creative Development
- ICT programs for drawing and painting to create pictures and explore different options
- Recording creating movement using digital camera / video for self-evaluation purposes
- Experimenting, creating and recording sounds using suitable software

At Barker's Lane Community School we extend this to include:
Spiritual and Moral Development
- Research different faiths and make virtual visits to places of worship on internet.

ICT and Skills across the Curriculum in Key Stage 2
At Key Stage 2, learners are given opportunities to build on their thinking and ICT skills that they have started to acquire and develop during the Foundation Phase, in line with the *Skills framework for 3 to 19-year-olds in Wales*. Learners continue to acquire, develop, practise, apply and refine these skills through group and individual activities in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

<u>Thinking Skills</u>
Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.
In ICT, learners plan their activities identifying appropriate software and hardware. They consider the needs of the audience and they create and develop their presentations accordingly. They use ICT to explore and solve problems in a range of contexts and reflect on the strengths and weaknesses of their solutions.

<u>ICT Skills</u>

Learners develop their ICT skills across the curriculum by **finding**, **developing**, **creating and presenting information and ideas** and by using a wide range of equipment and software. Learners use ICT individually and collaboratively, depending on the nature and context of the task in hand.

In addition to this at Barker's Lane Community School we take account of statutory requirements and cross curricular themes, such as the Curriculum Cymreig and personal and social education, which includes equal opportunities, food and fitness and sustainable development.

At Key Stage 2, learners at Barker's Lane Community School are given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, and their personal and social development and well-being.

Curriculum Cymreig
ICT contributes to the Curriculum Cymreig by offering learners opportunities to find and analyse information about the rich characteristics of Wales and communicate their findings in a variety of ways.

Personal & Social Education
ICT contributes to learners' personal and social education by providing opportunities to work in contexts that allow learners to make decisions based on the values that underpin society, helping them become active and informed global citizens. They begin to identify and question bias in sources of information and become increasingly aware of the social, ethical and moral effects of ICT in the wider world.
Learners gain an understanding of the importance of adopting safe and legal practices when using digital communications, along with an appreciation of the need to show respect towards others.

Additional Learning Needs
ICT is developed with all children, whatever their ability. It forms part of a broad and balanced education for all children.
Learning opportunities are matched to the needs of all children to include challenge and support for our most and least able children. When necessary these take account of any relevant targets set for individual children in their Individual Education Plans (IEPs).
At Barker's lane we recognise that ICT is an invaluable tool in supporting and challenging pupils with their learning.

Equality
Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

Curriculum Cymreig
Opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical and linguistic characteristics of Wales. The local and school environment is utilised to support this. E.g. Symmetrical Celtic patterns.

Health, Safety & Child Protection
Children are encouraged to use ICT comfortably, safely, legally, responsibly and to consider safety implications concerning themselves and their fellow pupils when working. We aim to ensure pupils work in an environment which is safe and hazard free at all times.

Children are presented with a balanced view of the positive aspects of communication technologies, along with the potential hazards and risks.

We aim to develop children's understanding of the safety issues so that they move safely from using technology under supervision to becoming safe autonomous users of ICT as they go through life.

In order to minimalise risks whilst using the internet at school, the LA employs a 'firewall' to deny access to and filter out unsuitable material. Children only work on directed, supervised tasks whilst on-line at school.

All teachers are responsible for ensuring pupils have parental agreement for accessing the internet. However we do take account that children may have access to increasingly sophisticated handheld devices, as well as computers at home, which is reflected in our teaching with safe independent use as our goal. *(See E-Safety policy for further details)*

The school recognises that its responsibilities are broader than 'e-safety' and when appropriate do discuss excessive use of the internet (at home), correct use of ICT equipment, carrying equipment and use and security of mobile devices.

The Schools Police Liaison Officer supports the school with some of the issues relating to safe use of ICT.

Parental Involvement, Partnerships & Community
Parents and members of the community are encouraged throughout the school to support their children's learning. They are specifically asked to support individuals or small groups using computers.

They may also be asked to support their children to undertake research, which may involve using the internet.

We have links with the community which all involve the children using their ICT skills, for example Careers Wales – Bridge Building; Techniquest

Our website has a 'pupil blog' area.

Children use their ICT skills following any visit to support recording ideas and communicating with visit organisers etc. E.g. Emailing events organisers.

Liaison / Transition
Whole school planning allows for smooth transition between phases. Liaison between Curriculum Leader and local high schools allows for smooth transition, progression and continuity from FP to KS2 to KS3.

Assessment and Recording
Teachers assess children's progress in ICT by making judgements as they observe them participating in activities and discussing what they have learnt. They make note of progress made against the objectives as part of their on-going formative assessment records. Teachers use the F.P and NC guidance to make a judgement about the progress children are making / next steps for their learning. This information is recorded and used to plan future learning for each child.

These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Resources
Our school has a range of digital technology across the school, including desktop PCs, laptops, Chrome Books and iPads These are managed via a school server which can be remotely accessed by centralised support from the LA ICT team. Data held on the server is regularly remotely backed

up by the ICT team via the broadband link and held securely at this point. We have a wall mounted interactive whiteboard in each classroom and a large screen in the hall. The school has wifi.

ICT Technician
Mr S Hill, our admin officer has time allocated each week for his role as ICT Technician. He supports all staff where possible with technical matters relating to both hardware and software. Mr Hill also refers to the LA ICT team for any additional support. Any ICT faults are logged by Mr Hill with the LA ICT team.

Monitoring and Review
Monitoring the standards of learning and the quality of teaching in ICT is the responsibility of the ICT Curriculum Leader. The work of the Curriculum Leader also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for this learning area within the school. The Curriculum Leader liaises with the headteacher and indicates areas for improvement. This is recorded on our School Improvement Plan and shared with staff and governors termly.

This policy was compiled by Miss L Evans in June 2012 in consultation with all staff and the governing body. . It was reviewed by Miss Evans in April 2015 where amendments taking account of current guidance were made.
The latest review was in October 2019 and this will be updated in line with Curriculum 2022 when it is timely to do so.