Ysgol Gynradd Dafen Primary School

Gyda'n Gilydd yn Gryfach

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Our ICT Vision
Our aim is to safely teach today's children
tomorrows' technologies in
and beyond the classroom

Dafen C.P. School ICT Policy

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology (ICT) through the LNF. The implementation of this policy is the responsibility of the whole school staff.

The Significance of Information and Communication Technology

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital life skill.

We interpret the term Information Communication Technology to include the use of any equipment, which allows users to communicate or manipulate information electronically.

The School's Aims

The overall aim is to produce learners who are confident and effective users of Information Communication Technology and to ensure that teachers develop confidence and competence to use Information Communication Technology through Literacy and Numeracy across the curriculum and to facilitate effective teaching. Learners should be given opportunities to:

§ Use ICT with purpose and enjoyment and celebrate successes
§ Develop their ICT capability through purposeful and meaningful tasks
§ Evaluate the benefits of ICT and its impact on society
§ Meet the requirements of the National Skills Curriculum and the LNF as fully as possible and help all learners achieve the highest possible standards of achievement
§ Encourage learners to be able to adapt to future developments in ICT and provide learning experiences where learners use modern ICT media
§ Enable learners to become more independent learners and to provide opportunities whereby they can decide when it is appropriate to use ICT in their work

Cross Curricular use of Information Communication Technology and its role in the LNF

ICT is a powerful tool, which can be used to enhance teaching and learning across the curriculum, challenging the most able while supporting those with learning difficulties. Through the LNF, ICT opportunities are provided for learners to apply

their Literacy and Numeracy skills and to consolidate these skills through highly motivating activities. This will be achieved as follows:

ICT is incorporated in the planning of each ==curricular subject, the LNF and Cornerstones ILP==s.

Word processing skills are developed throughout a range of lessons where literacy skills are developed using iPads or computers.

When planning lessons involving the use of ICT, teachers identify activities in which the emphasis is on both the development of ICT skills and the subject being supported.

The ==ICT Skills Framework== will ensure the skills are covered in the Foundation Phase and in Key Stage 2 through integrated projects.

Objectives

Delivery of ICT in the National Curriculum.
Information Communication Technology can be divided into two main areas:

§ Skills

§ Range

Foundation Phase
In the Foundation Phase, ICT should be holistic and integral to all ==Areas of Learning.== Children's ICT skills, knowledge and understanding should be 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 should be observed with an understanding of child development and the stages children move through.

The positive and noticeable benefits of young children using a computer or ==tablet device== are similar to those of the older pupil. ==Thinking and problem solving skills are developed through a== structured focus, which is stimulating and linked to other activities. However, ICT in the Foundation Phase should also reflect the use of technology in everyday life and be included in opportunities for role-play.

The ICT ==Leader== will work with the Foundation Phase ==Leader== to ensure that resources are appropriate to the needs of the learners in order to enhance life skills and support the ==seven Areas of Learning.==

Foundation Phase
In the Foundation Phase, learners should be taught to become familiar with Information and Communications (ICT) hardware and software. They learn to use

ICT confidently and purposefully to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work.

1. *Communicating and Handling Information*

Learners should be given opportunities to:

§ Generate and communicate their ideas in different forms, using text, tables, pictures and sound as appropriate

§ Enter and store information

§ Retrieve, process and display information that has been stored

2. *Modelling*

Learners should be given opportunities to:

§ Use ICT-based models or simulations to try things out and explore aspects of real and imaginary situations

Key Stage 2

At Key Stage 2, learners should be given opportunities to build on their experiences during the Foundation Phase. They should be taught 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.

Skills

Find and analyse information

Learners should be given opportunities to:
1. discuss the purpose of their tasks, the intended audiences and the resources needed
2. find information from a variety of sources for a defined purpose
3. select suitable information and make simple judgements about sources of information
4. produce and use databases to ask and answer questions, e.g. search, sort and graph
5. produce and use models and/or simulations to ask and answer questions, e.g. use a spreadsheet to calculate and graph sales in a shop
6. investigate the effect of changing variables in models and/or simulations to ask and answer 'what if…?' type questions

Create and communicate information

Learners should be given opportunities to:

1. create and communicate information in the form of text, images and sound, using a range of ICT hardware and software
2. create a range of presentations combining a variety of information and media, e.g. a poster containing text and graphics, a multimedia presentation, a video presentation
3. share and exchange information safely through electronic means, e.g. use of e-mail

Range

Learners should be given opportunities to:

- use ICT tools and suitable information sources safely and legally, in accordance with LEA/school guidelines
- use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, CD/DVD players, tablet devices, laptops
- use ICT sources of information and non-ICT sources of information
- use ICT to further their understanding of information they have retrieved and processed
- use ICT to explore and to solve problems in the context of work across a variety of subjects
- draw upon their experiences of using ICT to form judgements about its value in supporting their work
- store and retrieve information they have found or created
- evaluate their work and learning
- discuss new developments in ICT and the use of ICT in the wider world

Health, safety and child protection

Learners should be taught how to use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities, e.g. the importance of not disclosing personal details to strangers. They should be able to follow instructions to minimise risk to themselves and others.

Details of the implementation of the National Curriculum requirements to ensure continuity and progression can be found in the ICT Skills Framework.

Curriculum Management

The ICT Leader, along with the ICT Development Team (IDT) will ensure that resources are distributed and effectively timetabled when appropriate and facilitate the use of Information Communication Technology in the following ways:

§ By updating the Policy and reviewing the online Scheme of Work, continuum and LNF

- § Identifying the need to update resources

- § By co-ordinating and/or providing INSET

- § To keep staff abreast of new developments

- § By providing support to enable staff to develop their learners' capability

- § Monitoring the ICT curriculum

- § Oversee and maintain records of software licences

- § Manage the use of the ICT suite

Skills across the curriculum

We recognise the importance of providing opportunities for learners to develop their use of key skills through their everyday learning activities.

Developing Thinking

In ICT learners will have opportunities to plan their activities identifying appropriate software and hardware. They will create and develop presentations with consideration for its audience. Learners will use ICT to explore and solve problems in a range of contexts and evaluate their work.

Developing Communication

Learners will be provided with opportunities to communicate and present information in a variety of ways, including text, graphics, pictures, sound and video, to support their activities in a range of contexts. They read information from a wide range of ICT and non-ICT sources and discuss their work with their peers, teachers and others. They use ICT to interpret and analyse information and communicate their findings in ways suitable for their intended audience and purpose.

Developing ICT

Learners will have opportunities to 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 will use ICT individually and collaboratively, depending on the nature and the context of the task.

Developing Number

Learners will be given opportunities to develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings. In ICT learners will use mathematical information and data

presented numerically and graphically in data-handling software. They will use number to collect and enter data for interpretation in spreadsheets ands simulations and present their findings as graphs and charts.

Learning across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well being, and their awareness of the world of work.

Curriculum Cymreig (7–14)

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

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 and social education

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

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 should 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.

Teaching Methods and Approaches

Information and Communication Technology draws upon all aspects of the curriculum and so is well suited to a thematic approach. Different activities require different teaching methods. These teaching methods include whole class, group or individual strategies.

- **Whole class** – Useful when explaining to children the assignment given and for modeling tasks.

- **Group (small groups or pairs)** – This method is good for managing resources and it encourages group skills. Groups are organized into mixed or same ability groups depending on the task. It also allows teachers to question learners as they carry out their work but allows children to reach their own ideas. Help from classroom assistants and volunteers are also made full advantage of to enable this form of teaching to be successful.

- **Individual** – Useful for learners to carry out more independent tasks. This method is used when each child is producing something individually and when set a specific task in ICT.

A combination of these teaching methods is often used, as this is the most effective way of teaching the subject.
ICT is taught in the classroom, where each class has an Interactive Whiteboard and a range of pupil PCs or laptops and an ICT suite, which comprises of 15 pupil PCs, one teacher PC and one Interactive Whiteboard. Tablet devices have been fully embedded into the learning environment. There are 10 iPads in the FP and 16 iPads in KS2. In the classroom there are a range of further hardware including CD/DVD players, tape recorders, listening stations, cameras, digital camcorders, digital microscopes, visualisers and control hardware.

Provision for Additional Needs

~ Special Educational Needs (SEN)
Learners with Special Educational Needs can benefit from using ICT as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills.
Learners with identified special needs receive extra support from classroom assistants where available, using ICT as much as possible.

~ More Able and Talented (MAT)
Learners identified as more able and talented receive additional support in the form of challenging activities organised by the ICT Leader. These projects involve dedicating time as members of the Clwb Afal (Apple Team) to learning in more depth how to develop their ICT, maintain and prepare material for the website and also how to support other learners and staff in ICT. A further club (Clwb Mafon) has been set up as a lunchtime club due learners enthusiasm in ICT to specifically develop learners understanding of coding. In addition learners also receive differentiated tasks, which provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking and communication, ICT and number skills across the curriculum.

~ Free School Meals Learners (FSM) and Looked After Children (LAC)
Learners identified as FSM or LAC receive additional support in an ICT Nurture Group. The ICT Leader organises micro projects to develop confidence and use of

ICT in areas across the curriculum. The performance of these pupils in monitored and the success of the project, funded by the PDG (Pupil Deprivation Grant), is assessment according to their progress in ICT using a pupil tracking programme (Incerts).

Equal Opportunities
All learners, regardless of race, gender, culture, disability or language difficulties shall have the opportunities to develop their ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. Children with a computer at home are encouraged to use it for educational benefit and to share their experiences in school.

Bilingualism
Learners will have opportunities to develop and use appropriate keywords and phrases to enhance their confidence in using Cymraeg as a living language. The use of incidental Cymraeg is encouraged as a means of developing and enriching the linguistic skills of learners within a cross curricular context.

Assessment and Recording
It must be remembered that the process more than the outcome is the important issue when assessing ICT.

Wherever possible assessment will be planned into schemes of work and will be used both formatively and diagnostically, helping teachers to meet the developmental needs of each pupil.

The school use an online tracking tool (Incerts) to record progress in ICT throughout the school.

The use of many ICT packages encourages collaborative work. Learners will work in groups whenever appropriate. The group mix will vary according to the activity. Consideration should be given as to whether groups will need to be of mixed or similar ability. A School e-portfolio constantly is being developed and maintained and will be updated regularly to assist with assessment of ICT.

Differentiation in set tasks, as well as the outcome from learners will enable the teacher to assess whether a pupil needs extra time to consolidate skills or whether the pupil is ready to acquire more.

Internet and e-Safety
The School recognise the importance of Internet Safety and have adopted and revised the Carmarthenshire e-Safety Policy advised by the County and will always be strictly adhered to.

Continuing Progression

An e-portfolio is continuously added to by the ICT Leader working with all class teachers, which will contain examples work at different levels of achievement. This portfolio will be continually updated and available to all as an aid to assessment and to ensure that there is evidence of continuity and progression.

Evaluation and monitoring

Monitoring is carried out by the Head Teacher and the ICT Leader, in the following ways:

§ Subject formally monitored resulting in a monitoring report outlining the findings

§ Informal discussion with staff and learners

§ Observation of ICT displays

§ Collection of examples of work for the School ICT e-Portfolio

§ Classroom observations

The ICT policy and e-safety policy will be reviewed at regular intervals and updated as necessary.

Signed by Chair of Governors on behalf of the Governing Body:

Mr Gareth Edwards

Signed by Headteacher:

Mr J Ceri Morris