

# ICT Teaching and Learning Policy

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**St George's CEP School  
Wrotham  
Kent**



Signed by: Mr N Townley

Position held: Chair SIP/Curriculum

Date: 11/7/17

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Position held: Headteacher

Date: 11/7/17

**Please also refer to the Online Safety Policy**

# **ICT Teaching and Learning Policy**

## **Aims**

COMPUTING is a tool for learning and the key for raising standards in numeracy and literacy. Pupils use these tools to communicate and handle information and present it in a variety of ways. They learn to control a variety of electronic devices and develop an understanding of the use of control in everyday life. They use computer models to explore and test the answers to questions.

- To enable all children to use computers with purpose and enjoyment
- To enable all children to develop the necessary skills to exploit Computers
- To enable all children to become autonomous users of Computers
- To enable all children to evaluate the benefits of Computers and its impact on society
- To meet the requirement of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement
- To create the atmosphere and levels of resource to encourage all members of the school community to learn with Computers

Our vision is to equip all learners with the experiences and skills of Computers that they will use in a rapidly changing technological world. (See Vision Statement)

## **Objectives**

These objectives are derived from the aims and guide our decisions in planning a scheme of work. They will form the basis for evaluation and assessment.

### **To enable all children to use Computers with purpose and enjoyment:**

By providing tasks which are interesting and give scope for individual responsibility.

### **To enable all children to develop the necessary skills to exploit Computers:**

By ensuring enough access by pupils to become more proficient in the basic Computer skills and by providing extra time for use by children who do not have computers at home.

### **To enable all children to become autonomous users of Computers:**

By planning activities which allow children opportunities to apply their skills in a variety of different subject contexts.

### **To enable all children to evaluate the benefits of Computers and its impact on society:**

By leading group or class discussion about the benefits and limitations of Computers and by creating opportunities to compare classroom use of Computers with that in the wider world.

### **To meet the requirement of the National Curriculum in Computing as fully as possible and enabling all children to reach the highest standards of achievement:**

By intervening, where appropriate, to reinforce an idea or teach a new point. By selecting groups where all pupils are equally active and involved in the task and have equal access to the computer keyboard.

By planning activities which allow different levels of achievement or incorporate possibilities for extension work.

**To create the atmosphere and levels of resource to encourage all members of the school community to learn with Computers:**

By raising the profile of Computing in the school and by providing a continuous programme of staff development.

## **Principles of teaching and learning**

### **Differentiation & SEN**

Pupils with special educational needs will be entitled to the same access to Computers as their peers. In planning lessons teachers will identify the learning goals for the majority of children as well as extension activities for the more able. Consideration will be given to modifying the task, or providing peer or adult support, for children with difficulty. It is important to note that pupils with learning difficulties may achieve well in Computing and should be given every opportunity to provide support for others.

Teachers will liaise with the SENCO on the use of computing to improve their involvement in the curriculum. For instance, to improve writing and presentation, to practice skills or to focus on the interpretation of graphs. Software such as 'Clicker' to be used to support these children. Special keyboards purchased to help dyslexic children.

### **Breadth & Balance**

Teachers and support staff will ensure that they understand the skills and concepts to be taught and the role of discussion in developing a critical awareness of the use of Computers. The scheme of work for Computing will provide guidance on the skills and knowledge to be covered by each year group. Teachers will need to plan their work so that these skills are taught and that they are practiced and developed during work in other subjects. Children should be given the opportunity to choose how to present their work.

Activities using Computing will be planned to allow for different levels of achievement by pupils or to include the possibility of extension work. Teachers will be expected to intervene where appropriate to reinforce an idea or teach a new point.

### **Variety**

Pupils will have the opportunity to participate in a variety of activities to learn to use Computers and apply these skills in a meaningful context. They will also evaluate how Computers are used in everyday life and compare this with the way they use it in school through:

Short directed activities to practice a specific skill

Activities with a subject context to practice and develop skills previously learned

Open ended activities which allow pupils to choose which tools to use or to select from a variety of media

Whole class discussion for reflection of the use of Computers.

### **Relevance**

Work planned for children will be relevant to them and their lives. It will build on their existing skills and provide opportunities to develop new ones. Wherever possible real data will be used and the use of E-mail will be used to link with children in other countries and other cultures.

### **Cross-curricular skills and links**

The nature of Computing as a tool means that there will be many opportunities for links with other subjects. Teachers will plan some activities which emphasize the development of Computing capability and others which support the subject being taught. They must refer to subject schemes of work when planning work (Switched on).

### **Equal opportunities**

All children are entitled to equal access to all equipment in order to develop their personal Computing capability. When children work in groups care will be taken to ensure that all children are active and have equal access to the computer keyboard. Records will be kept of computer use to avoid dominance of any group.

Children with a computer at home are encouraged to use it for educational benefit and parents will be offered advice about what is appropriate through letters home or the school website. For pupils who do not have computers at home, there will be opportunities for them to spend extra time using computers, e.g. computer club, during project work etc. These children will have priority.

### **Health & Safety**

Children are encouraged to log off computers and prepare them for use. They have chairs of the correct height, and are encouraged to sit comfortably and use both hands for the keyboard. Further guidance is available in the school's health and safety policy.

### **Assessment, recording & reporting**

The school will follow the Switched on scheme of work with the addition of floor books

### **Management & administration**

The curriculum will be planned to allow pupils a wide range of activities to cover and teach the programmes of study for Computing. Teachers will use the key stage plans to ensure that pupils have sufficient access to experiences and equipment to receive a balanced experience of Computers.

The scheme of work for Computing and subject schemes of work will provide the basis for termly planning showing learning objectives, experiences and types of activities. Planning should identify opportunities for assessment and resources to be used. Long term planning shows progression.

### **The role of the subject manager**

The subject manager will work with the school management team to ensure implementation of the school's Computing policy and development plan. The manager will be responsible for monitoring curriculum coverage and the quality of teaching and learning. The manager will plan and lead the development of all school staff in Computing and provide regular reports on the level of resources.

### **Resourcing**

See the school's computing development plan which shows planned expenditure.

An annual budget is available for consumable items like printer cartridges' paper, disks, etc. The Computing manager will put in a bid each year to budget for this.

### **Review**

This policy will be reviewed each year to evaluate the school's progress towards its Computing targets. Progress will be discussed with the school management team and reported to the governors.

This evaluation will form the base for an action plan which will then inform the school development plan.

**Formulated by: ICT subject leader**