

### School Vision

In formulating and applying this policy, the *Governing Body* and *Staff* of our Catholic school seek to promote and implement in relevant ways the aims and intentions of the *Mission Statement*, '*Praise the Lord in Work, Play and Prayer*', that has been agreed by the whole school community.

### How the ICT curriculum is delivered

Delivery of the ICT curriculum is unique to each Key Stage as determined by the needs of the learners.

Within the Foundation Stage, ICT is incorporated within the strand of Knowledge and Understanding of the World. In order to achieve the goals set, all children within the Foundation Stage will have regular access to ICT based activities. These will develop their ICT skills and augment their learning across all the areas of development.

Within Key Stages One and Two, all pupils will cover ICT programmes of study which are currently being developed. Presently the QCA units of work are being followed, using the LCP scheme of work. These progressive units of work will ensure that all National Requirements for these Key Stages are fulfilled. However the school is working with the Local Authority to develop these topics to ensure they meet the changing needs of our learners.

### How ICT is organised

The school has a wireless network which enables all users to access both the school network and the internet from anywhere within the school buildings.

Every classroom from Foundation to Year 6 within our school has an Interactive Whiteboard to enable ICT to form an integral part of learning and teaching within St Michael's.

Foundation Stage have access to networked machines within their setting which enables children to access ICT as deemed appropriate by the practitioner.

In Key Stage One and Two, each class receives a share of laptops during the morning session, to develop cross-curriculum ICT and help support literacy and Numeracy. The intention is that each child will use the laptops at least once for literacy and Numeracy in a week. Each class also receives one hour with access to all the laptops in the afternoon to allow the ICT curriculum to be delivered.

Staff have access to a range of peripherals including visualisers, control equipment, programmable devices, CD players, digital cameras and digital cameras. These devices enable learning to be enhanced across the curriculum through creative teaching.

### Equal Opportunities

It is vital that all children experience a broad range of ICT activities as they advance through the school. Within St Michael's Catholic Primary School, there is a commitment to equal opportunities for all children to have access to the ICT curriculum. Teacher will ensure that ICT units address the needs of every child within the class. Children will also be provided with equal access to the use of

ICT equipment to enhance their learning across the curriculum. In addition consideration will be given to providing special equipment and resources for children with specific learning needs where appropriate – see SEN policy.

#### Assessment of ICT Capability

Assessment for learning will be carried out throughout each unit, with observations of specific children information planning for the next lesson. Additionally, children's saved work from each lesson can be viewed by accessing pupils' individual user areas on the school network. Summative assessment opportunities are built into each unit of work and will be undertaken by the class teacher at the end of each topic. Children also engage in self assessment activities throughout and at the end of each unit, enabling them to be able to monitor their own progress and achievements. The school also uses 2Simple2Assess as recommended by the Local Authority in years 1, 3 and 5.

#### Purchasing of Hardware, Software and Peripherals

A purchasing strand exists within our ICT School Development Plan. This clearly states all intentions for purchases within the next three years. Staff and Governors are consulted in the purchasing of Hardware. Needs are considered and suitable equipment is priced and then purchased if available funds allow.

All teaching staff are consulted in the purchasing of Software (which is often purchased using e-learning credits). Existing programs and software is purchased which will initially fill gaps in the ICT curriculum and then support other areas.

All staff are consulted in the purchasing of peripherals. These again are detailed on the ICT School Development Plan.

#### System Maintenance

The school buy into a technical support service run by Concero. We currently receive several support sessions a week. It is the duty of individual members to report technical issues directly to the technician.

#### Staff Capabilities and Training

ICT capability and confidence for all staff is a natural precursor to ICT capability for pupils and opportunities should therefore be sought to enhance these skills. Therefore a staff professional development strand is included within our three year ICT development program. This is reviewed annually. Teaching staff also complete an online survey annually to assess their ICT capabilities and confidence. In addition, new hardware or software purchased is introduced and demonstrated to staff and training is provided as necessary.

#### Use of the Internet

Staff and children all have access to the internet once appropriate consent has been sought. See separate Acceptable Use Policy.

### School's Learning Platform

Class teachers are responsible for setting up and maintaining their individual class website, with support from the ICT subject leader. Members of staff are responsible for any images they upload, ensuring they match with parents' wishes. The ICT subject leader is responsible for overseeing the whole Learning Platform. Staff are responsible to uploading any documents or notices which are relevant to their roles.

### Other Aspects of ICT

Children must be made aware by class teachers of the dangers surrounding the use of all electrical equipment. When faults are noticed staff must be notified and the fault must be reported to the ICT Subject Leader. Damaged equipment must not be used and must be clearly identified. Liquids are not allowed near any ICT equipment.

The use of ICT, both to develop ICT Capability (as defined by the National Curriculum Programmes of Study) and how ICT is used to support teaching and learning across the whole curriculum is evaluated by the school annually using Naace self evaluation tool. This enables a comprehensive appraisal of the use of ICT to be carried out and acted upon on regular basis.

Presented to Governors \_\_\_\_\_

Approved by Governors \_\_\_\_\_