



Wombwell Park Street Primary School

ICT Policy Document

Aims and Objectives

To ensure that all staff have an agreed and consistent approach to teaching and learning which is shared freely with parents to maximise pupil progress and raise standards and achievement in all areas. We aim to ensure all our children are competent, skilled users of modern technology who use equipment effectively to enhance their learning. We also aim to prepare our children for future technologies and roles that don't yet exist.

Curriculum Organisation

ICT is taught both discreetly and through other curriculum areas. Key ICT skills are taught in subject specific lessons and these are then built in to follow-up theme-based lessons.

Equal Opportunities, Inclusion and Access

We strongly promote equal opportunities in all aspects of our work and everyone will be able to access the ICT provision at our school. Teachers adapt their lessons to meet the needs and interests of the children and fully implement our Inclusion policy. Mrs Clark, INCO and Deputy Head, rigorously monitors provision to ensure that our Inclusion Policy is implemented across all curriculum areas and all classes for all children. Children with special educational needs are supported by Individual Education Plans as appropriate and those who are deemed to be comparatively able receive extension and challenge at their own level.

Planning

Teachers plan their ICT on the thematic planner which is then detailed further on the integrated termly topic plan. Teachers are expected to make explicit the key ICT skills that are being taught as well as how they are to be applied within the theme. Occasionally, the thematic learning will require the use of other ICT skills from previous years or skills not yet covered. We actively encourage new skills to be taught, beyond the bare minimum, to enable children to make greater progress.

Assessment and Target Setting

Assessment for Learning is at the heart of our teaching and learning approach. Occasionally, children will undertake summative assessments in order that progress can be formally monitored. Formative assessments are made every day as part of effective teaching and learning and teachers use the outcomes of these assessments to inform and adapt their planning and provision. We use a wide range of assessments to ensure that children are making the best possible progress in ICT.

Recording and Reporting

Teachers have an assessment folder which is the central store for assessment information. Parents are consulted termly via parents evenings and an annual report which clearly shows how well pupils are doing in relation to effort, attainment (compared to age related expectations) and progress. We look forward to the new APP for ICT becoming available so this can be implemented quickly.

Safeguarding, Health and Safety

Teachers complete a risk assessment for any planned activities which present a potential hazard. Safeguarding children from harm is our main priority and the importance of teaching children safe practice as part of their daily lives features strongly in all aspects of the curriculum. E-safety is taught through the ICT and PHSE curriculum and features strongly during anti-bullying week.