

## St Gregory's Catholic Primary School – Information and Communication Technology Policy

This policy is underpinned by the schools mission statement: 'Loving and Learning'

### **Rationale**

ICT provides an invaluable tool to support both teaching and learning. ICT enables teachers to present information to pupils in motivating and exciting ways. Through teaching ICT children are equipped to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. The use of ICT can increase motivation to learn, and raise levels of achievement (Impact2 study, DfES, 2002). It is our aim that the use of ICT in learning and teaching will encourage all pupils to develop the skills that will equip them to use ICT to enhance their lives and work, both during their time at St Gregory's School and in the future. ICT will be taught as a discrete subject and through cross-curricular links in order to develop its application in other subject areas. The role of ICT in school is developing rapidly and pupils must be equipped to approach new innovation safely and with confidence to become creative and independent learners.

### **Purposes**

- To develop ICT skills and knowledge as set out in the New Primary Curriculum Guidelines.
- To develop the use of ICT as a tool to support and develop learning across the curriculum.
- To develop autonomy in ICT learning and apply ICT skills and knowledge to learning in other areas.
- To enable all pupils to access learning that matches their needs.
- To use their ICT skills to develop their language and communication skills.
- To enable pupils to develop Internet skills including: information access, research, communication, and to be selective in their use.
- To develop an awareness of safety and caution when using the Internet, following guidelines set out in Policy for Safe use of the Internet.
- To develop keyboard skills to enable confident and accurate word processing.
- To use ICT to analyse, process and present information.
- To use ICT to model, measure and control.
- To use ICT to program and develop understanding of computer science.
- To make use of the school network.
- To enable pupils to use ICT to store information, and retrieve, then present it in ways which enhance interpretation and analysis.
- To use the Interactive Whiteboards to develop and enhance learning and teaching across the curriculum.
- To develop confidence to explore new innovations.
- To see the use of ICT as a tool to improve the quality of their lives, but also to realise its limitations.

## **Guidelines**

- There should be direct weekly teaching of ICT skills following the guidelines set out in the New Primary Curriculum and using the Rising Stars scheme of work to facilitate this
- There should be weekly Literacy and Mathematics teaching using ICT skills when appropriate.
- Links will be made to other curriculum areas where appropriate.
- ICT teaching may take place in the main ICT suite, mini suite, classroom or any area of the school with the use of iPads.
- Pupils will be assessed at the end of each rising stars unit of teaching and evidence will be kept and monitored during 'I Can Do It' weeks.
- Pupils will save their work in their pupil network area and print with permission from their teacher.
- Pupils will use the Internet to support and extend their learning.
- Pupils will learn to sit correctly and not work on computers for long periods of time.
- Staff will be made aware of and follow the agreed guidelines for Safe Use of the Internet.
- Those with differing needs will be provided with appropriate support and challenge.
- Annual audits of hardware, software and staff skills will be completed and the findings acted upon appropriately.
- Equipment will be disposed of following DCYP (Directorate for Children and Young People) guidelines for safety and environmental concerns.
- Maintenance of ICT equipment software and hardware will be done by Innovit.

## **Conclusion**

This policy should be read in conjunction with, the School Improvement Plan, the Inclusion Policy, Assessment Policy, SEN Policy, the Equal Opportunities and Race Equality Policy, all subject policies and DES guidelines.

Revised and reviewed March 2014