Lingham Primary School
Teaching and Learning Policy for Information and Communication Technology

Vision
What is your vision for ICT?
Have you shared your vision with all stakeholders?
How does your vision impact on the effectiveness of learning and teaching?

Sample statement:
- To equip all learners with the experiences and skills of ICT that they will use in a rapidly changing technological world.
- Learners in our environment will be confident and independent in their use of ICT to solve problems across the curriculum.

Aims
How do you ensure that all learners have equal access to ICT?
How is ICT continually developing in your school to embrace new technology and innovations?
What influences (school, cluster and national) are there on ICT in your school?
How do you ensure that ICT is embedded across the curriculum?
Are all the aims addressed in the school development plan/school evaluation form?

Sample statement:
- Meet the requirements of the Foundation Stage Curriculum and National Curriculum.
- Children, parents, staff, governors and the wide community have relevant and meaningful experiences using ICT.
- Children have a growing awareness of how ICT is used in the world around them and of the benefits that it provides.
- ICT is used to support problem solving and learning across the curriculum.
- Innovative use of resources.

Curriculum coverage and progression
How do you ensure coverage and progression in your school/setting?
What opportunities are there for ICT in all areas of learning?

Sample statement:
- Long term planning demonstrates coverage and progression of the key objectives for ICT (appendix 1 key objectives).
- Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning.

Assessment
How have you applied the principles for assessment for learning?
What do you do to involve children in pupil and peer self evaluation?
How do you share children's progress with stakeholders?

Sample statement:
- Practitioner observations, summative and formative assessment fully informs future planning.
- Progress is assessed using the key objectives for ICT.
- Practitioner judgements are supported through agreement trialling and a portfolio of evidence.

- Children are encouraged to evaluate their own and others' work in a positive and supportive environment.
- Information is shared with appropriate stakeholders through display, celebration events, newsletters, reports, and relevant websites.

Monitoring

How do you ensure that monitoring has an impact on learning and teaching?
Do you use a variety of monitoring strategies including: discussion with children, environments, aspects of teaching, planning and work samples?

Sample statement:
- Regular monitoring of all aspects of ICT informs the subject manager and school development plan/school evaluation form.

Learning styles and the learning environment

Do practitioners use a range of teaching styles for example: visual, auditory and kinaesthetic?
How are resources used to effectively support different learning styles?
How does the learning environment stimulate children?

Sample statement:
- Medium term planning take account of differentiation and progression.
- All learning styles will be considered.
- Open questions will be developed to challenge children's thinking and learning.
- Stimulating learning environments will be created.
- Independent learners will have access to a variety of resources and encouraged to reflect on the choices that they have made.

Early years

What provision is there for ICT experiences in the early years?
How do observations inform next steps?

Sample statement:
- Children will have ICT experiences indoors, outdoors and through role play in both child initiated and teacher directed time.

Inclusion

How does the school/setting ensure that all learners have opportunities to access ICT according to their needs?
What account is taken of children's experiences of ICT within wider community?
How are children encouraged to participate in their own learning?

Sample statement:
- Children's individual needs will be addressed through provision of resources, learning styles and questioning.
- Positive use of technology will be promoted by all.

Equal opportunities

How does the school/setting ensure that there are equal opportunities for all?

Sample statement:
- All learners have the opportunity to develop their ICT capability.

<u>Liaison and transfer between settings</u>
How is information shared with different settings?

Sample statement:
- Children's attainment in ICT is shared with practitioners/teachers in each setting.

<u>Home, school and community links</u>
How is ICT shared and celebrated at home, school and throughout the community?
What impact do local and national ICT initiatives have on the home, school and wider community?

Sample statement:
- ICT developments and achievements are shared and a positive relationship fostered with home, school and the wider community.

<u>Resources</u>
How are resources organised throughout the school/setting?
Who is responsible for auditing and maintaining resources?
How is the impact of deployment of resources measured?
How are resourcing decisions for the future made?

Sample statement:
- Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National Curriculum.
- An ICT asset register is maintained.

<u>Roles and responsibilities</u>
What role does the leadership team have in the development of ICT?
How are governors involved?
What are the characteristics of an effective ICT coordinator?
What are the responsibilities of a technician?

Sample statement:
- All stakeholders will work together to ensure the implementation of the ICT policy.
- The subject coordinator is responsible for monitoring curriculum coverage and the impact of learning and teaching.

<u>Health and safety</u>
Are all health and safety requirements met in the school/setting?

Sample statement:
- Age appropriate class and safety rules are displayed in the learning environment.
- Equipment is maintained to the meet agreed safety standards.

<u>Review</u>
How often do you plan to review the learning and teaching policy for ICT?
Who will be involved in the review?
What additional information do you need for your review?

Sample statement:

- The policy will be reviewed annually by the ICT coordinator and leadership team and shared with all stakeholders.

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