

Cross curricular ICT Policy Statement

Introduction:

The emphasis on ICT across the curriculum is promoted as a tool to provide experiences that enrich the pupils' learning within the context of the whole curriculum. In terms of ICT experience the context in which the activity takes place is just as important as the activity itself. It is valid to offer the pupils at Lingham Primary school, activities that reinforce their learning as well as presenting new or different ICT experiences.

Aims for ICT in Subjects:

- At Foundation and Key Stage 1, pupils will have the opportunity to develop ICT capability through activities in all areas of the curriculum.
- ICT skills will be taught specifically in discrete ICT sessions to develop competence while the use of ICT in other subjects will be used to apply those skills and to support learning.
- To make use of appropriate web-based resources to enhance teaching and learning.
- To provide real learning contexts for the application of ICT skills, knowledge and experiences.

Organising ICT within your subject;

Start out with planning in stages, allowing enough time to become familiar with the resource before letting the pupils attempt it. To this end the following strategy can be adopted:

- 1.) Identify the topic or unit of work for the following half term in which you would like to include ICT as part of the teaching and / or learning resources.
- 2.) Identify the type of resource that will best fit in with the subject content *and* the way you will deliver this content, as well as the access needs of the pupils.
- 3.) Spend time using this ICT resource so that you are familiar with how it works and then set up the activity plan with that resource.
- 4.) Deliver the activity and then evaluate this for your own benefit so that you can adapt and improve next time and also make your own informed judgment about the appropriate use of ICT in your subject.

Differentiation and progression

Progression can be made possible through differentiating the task in the following ways:

- Working in different contexts over a period of time, (breadth of experience)
- Providing more challenging tasks, (Linear progression)
- Increasing the complexity of the task requirements in which skills are applied (Depth of experience)
- By varying the options within the same software.
- Through allowing pupils the opportunity to communicate their views on their ICT use to you.

Assessing and recording ICT in subjects:

Assessing pupils' work and progress is an integral part of all teaching and learning and the recording the use of ICT within your subject will not only meet the statutory requirements but aims to have a positive benefit for the subject teacher's planning when considering what ICT to use and how it can be delivered to pupils to enhance or augment their learning and participation.

Keeping evidence of Pupils' ICT work will also contribute to a whole-school ICT portfolio which will then be moderated in respect of ICT levelling.

Professional development in ICT

All staff are responsible for ensuring they are up to date with relevant information that will help them to improve their subject delivery and teaching skills. Included in this is an element of ICT. The school arranges for ICT training during the year for all staff. If staff have a particular interest or training need for an aspect of ICT, then they should approach the CPD coordinator and / or the ICT coordinator.

Health and Safety with ICT:

Staff need to be familiar with the Health and Safety aspects of using ICT. In brief these can be summarised as:

- Correct posture and positioning when using equipment,
- Avoiding trailing wires and cables which can get entangled in wheel chairs or clothing,
- Avoiding the lifting and carrying of heavy equipment by the pupils.
- Ensuring that electrical sockets are not overloaded

It is the responsibility of each member of staff to obtain and read the Health and Safety Checklist for ICT which contains further information.

Lingham Primary School
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