



WOODPARK

PRIMARY SCHOOL

ICT Policy

Created: May 2019
Next Review: May 2021



Woodpark Primary School

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To be reviewed – May 2021

Position statement

At Woodpark Primary School, Information and Communication Technologies (ICT) plays a central role in the education and development of our students. Through teaching ICT, Woodpark Primary School equips children to participate in a rapidly changing world where work and leisure activities are increasingly influenced by technology.

Introduction

This policy has been developed to ensure that all adults at Woodpark Primary School are working together to promote effective use of ICT to enhance learning and teaching and to safeguard and promote the welfare of our pupils. This policy should be read in conjunction with the school's 'Mobile Device Policy'.

The principles of curriculum design apply within the provision of ICT to enhance learning:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Effective provision of well-planned ICT will facilitate children's entitlement to a broad general education through which individuals develop skills for learning, skills for life and skills for work.

Rationale

ICT is an effective teaching and learning tool to ensure high standards of pupil attainment across the curriculum and provides children with relevant life-long skills. ICT is a vital element in our pupils' current education and future lives, and we recognise our duty to provide our pupils with quality access as an integral part of their learning experience.

Vision

We will provide the high quality learning and resources in order to give our students the best chance in their future life, learning and work routes. We seek to personalise the learning experience of our students and give pupils a voice in their learning journey - engaging them in their school experience so that they become successful learners, effective contributors, confident individuals and responsible digital citizens.

We aim to ensure that technology will, where appropriate -

- enable all our staff and pupils to be confident, competent, and independent users of ICT.
- motivate and inspire pupils and raise standards across the curriculum.
- enable our parents to engage with and support learning.
- develop pupils' ICT skills, knowledge, understanding and capability through progressive ICT lessons and provide opportunities for pupils to apply and consolidate their ICT capability across all curriculum contexts.
- promote inclusion, supporting and challenging all our learners.
- provide a safe, flexible environment in school where ICT can be readily accessed as a tool to support learning and teaching.
- establish and develop access to eLearning.
- provide access to high quality learning and teaching resources.
- support staff in developing as lifelong learners by providing them with quality career long professional learning (CLPL) and technological tools for professional development, pedagogy, collaboration, management and administration.
- provide effective online communication systems for pupils, parents and staff through the use of a school website and mobile app.
- provide effective tracking and monitoring systems for pastoral care.
- enable efficient and innovative school administration, digital planning, monitoring and evaluation.

At Woodpark we will endeavour to keep pace with educational developments in ICT and we have a commitment to reviewing and improving our provision of technology.

Principles of teaching

ICT is embedded within Curriculum for Excellence and is a fundamental tool for staff and pupils. Personal and collaborative uses offer opportunities for development of wider skills beyond the curricular area.

ICT will be planned to enrich and extend learning activities and will be reviewed to reflect the curriculum requirements, needs, level and progress of the pupils.

Being skilled in using ICT is essential if our pupils are to be effective contributors, able to communicate and operate as a developing work force.

Context for learning:

- problem solving
- planning and organisation
- creativity and innovation
- skills in using equipment and software
- collaborating, leading and interacting with others
- critical thinking

- discussion and debate
- searching and retrieving information to inform thinking
- making connections and applying learning
- evaluation
- presentation

Pupils will be afforded opportunities to:

- access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.
- communicate securely with others within and beyond school
- explore and experiment with the features and functions of computer technology
- create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.
- develop knowledge and use of safe and responsible conduct.

It is essential that all teachers and learning support staff are confident in using ICT and are given opportunities to discuss issues and develop appropriate teaching strategies. Staff should seek out opportunities to help develop their skills and knowledge.

Opportunities will be provided to engage with parents to strengthen and deepen partnerships via the school website, email, meetings and workshops.

Parents will have opportunities to:

- access technology to support their child's learning
- contribute to their child's learning
- access learning resources online.

Planning and progression

Specific planning for ICT and Computing using the school's progression planners is undertaken in the form of termly AifL plans and weekly plans.

Throughout the delivery of ICT learning, we will ensure appropriate differentiation, support and challenge where necessary.

Children are monitored to ensure they are supported with appropriate levels of progression. Progression is supported by the use of benchmark progression planners. These planners give an accurate overview of a child's progression and level within ICT.

Assessment

There are many opportunities within ICT and computing for children's on-going self-assessment as they seek solutions to problems, edit and self-correct their work. Children are assessed at the end of each unit of work by teachers against CfE outcomes using AifL strategies.