



# ICT Policy

<b>Status:</b>	<b>Non-statutory</b>
<b>Policy reviewed by:</b>	<b>Head Teacher</b>
<b>Policy ratified by:</b>	<b>Chair of Governors</b>
<b>Date of policy:</b>	<b>October 2021</b>
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<b>Links to other policies:</b>	
<b>Signed:</b>	

## Information and Communication Technology (ICT) Policy

### Principles

The development of ICT skills facilitates all of our pupils to become a part of the changing world in which technology is a vital part. ICT assists pupils to make choices and explore the effects they can have on their environment, to plan and organise their ideas and present their work. ICT will be implicit to teaching and learning across the curriculum.

ICT will be central to the teaching of broad and meaningful communication and literacy skills by supporting and structuring interactions with other pupils and staff. The pupils will develop their communication skills by the application of a variety of visual materials and alternative and augmentative communication systems e.g. signing, objects of reference, photos, symbols and text.

ICT at Red Gates will include opportunities for pupils to work with a variety of multi sensory resources. They will be encouraged to experience, explore and control a range of ICT tools and devices. They will develop skills to enable them to feel confident with ICT in the community and potential work places.

Pupils will have access to computer programs and the internet to create, manipulate and process information using the interactive whiteboards and desk top computers across school. They may progress to be taught simple strategies to recognise opportunities and risks involved in using technology. Staff will work together and in partnership with families to ensure that learning will be transferable to situations outside of school.

### Aims

ICT offers pupils opportunities to:

- Work with increasing independence
- Work on skills across the curriculum areas with increased confidence and understanding
- Actively participate in curriculum activities using switch technology, facilitating control of the immediate environment
- Access a range of ideas, information and cultures
- Work on joint projects with peers
- Produce and present own work to a high standard
- To experience the consequences of their actions
- To apply technological knowledge and understanding to every day life.

### Planning and Preparation

The programme of learning will give all pupils progressive and relevant learning experiences within the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 curricula. Knowledge, skills and understanding will be taught from the programme of learning through activities identified as ICT in half termly/weekly plans (as appropriate). ICT is taught as a discrete subject and in a cross curricular setting as appropriate, to allow for a specific focus on the development of the individual pupil's objectives. All activities will serve to challenge and match pupils' abilities.

### Activities defined in the programme of learning will:

- Maintain, consolidate and reinforce previous learning and introduce new knowledge, skills and understanding
- Include experiences that let pupils gain knowledge, skills and understanding of ICT in the context of every day activities across a range of curriculum areas
- Provide opportunities for experience of ICT first hand e.g. exploration of communication aids
- Promote planned personal contacts in the school and the wider community
- Make use of computer programs, the interactive whiteboard and switch equipment and multi-sensory rooms
- Where appropriate teach children to manage their own E safety as independently as possible.

***Finding things out:*** Pupils will be encouraged to find things out for themselves and make sense of the world from a variety of sources e.g. using a microphone to record and play back sounds, or understanding an object of reference is a cue for the next activity. Teaching this aspect across the curriculum will help pupils to access information in different ways.

**Developing ideas and making things happen:** Activities will support pupils to create and develop ideas and make things happen so that they themselves can effect the environment e.g. communicating choices so that they are deciding what happens to them in their world.

**Exchanging and sharing information:** Pupils will develop interaction skills through related ICT activities, developing an awareness that sounds, actions, text, symbols and pictures convey meaning and this information can be shared. Pupils will also develop skills through video conferencing, both within school and as part of inclusion links.

### **Reviewing, Recording and Reporting**

Pupils will be assessed according to the school's assessment reporting and recording policy, using P-Levels in ICT. Progress in ICT will be recorded with six evaluations each half term. This information will inform future planning and the annual review.

Pupils will be given the opportunity to review and evaluate their own and the work of their peers. For example some children may begin by recognising which is their own work, others may communicate likes and dislikes.

The ICT Subject Leader will monitor the programme of learning and pupil progress through the learning outcomes recorded.

The ICT Subject Leader will work with all staff to monitor the safety of children while accessing online systems.

### **E-Safety**

E-Safety encompasses not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. We believe that the need to educate children and young people about the benefits, risks and responsibilities of using information technology is the only way to safeguard children and young people in the digital world. E-Safety is less about restriction and more about education about the risks as well as the benefits so we can feel confident with our pupil's online behaviours both in and out of school. Due to the nature of our pupils learning difficulties E-Safety must be taught in a clear and consistent way, using terms the children understand. We have therefore decided to have 'good' and 'bad' symbols easily accessible to every computer in school. When the pupils are accessing online technology we will use these symbols to teach them what is suitable and what is unsuitable for them to use.

### **References**

Information and Communication Technology - Planning, teaching and assessing the curriculum for pupils with learning difficulties QCA (2001)

Information and communication technology DfEE QCA (1999)

The safe use of new technologies Ofsted (2010)

New Primary Curriculum (2010)

What is E-Safety? Kent County Council (2010)

**Reviewed October 2021**

**Head teacher**

**Date**

**Chair of Governors**

**Date**