



Solefield School

Teaching and Learning Policy for ICT

'ICT is not only the future of our children's education it is the present; and we need to make the investment in ICT now!'

(Walter Lockhart as cited in Nace, 2013)

At Solefield School we believe that ICT is the tool for learning in the present *and* the future and are committed to:

- equip all learners with the experiences and skills of Computing that they will use in a rapidly changing digital world
- ensure that all members of our community (pupils and staff) utilise an excellent level of digital literacy
- enable all boys to become autonomous users of ICT
- evaluate the benefits of ICT and its impact on society
- expect learners to use ICT with purpose and enjoyment
- excite our boys through experience and experimentation with technology that creates a dynamic and open-ended platform for knowledge and productivity

It is therefore our aim at Solefield School that we:

- Meet the requirements of the Foundation Stage Curriculum and the Computing National Curriculum but further to this ensure that our boys are able to reach the highest possible standards of achievement against our own high expectations and targets for success within the department
- Use ICT to support problem solving and independent learning across the entire curriculum
- Use resources in innovative and fun ways

These objectives and aims guide our decisions when planning and implementing our chosen scheme of work. It is, necessarily, a fluid and flexible set of experiences and targets that we envisage needing a review each year to ensure we stay on track with meeting our target expectations with regard to level of skill and also to ensure it is appropriate for each Year Group year on year.

Scheme of Work

At the outset of this new and exciting time within the ICT department we have chosen to use the Rising Stars SwitchedOnComputing scheme and this is taught from Year 1 to Year 6. Year 7 and 8 have a number of projects to explore that will allow for the practice and development of key digital literacy skills and also

projects that offer fun experiments with a variety of exciting aspects of ICT. Reception will follow the SwitchedOnICT curriculum as this is relevant to the EYFS curriculum.

The scheme covers all aspects of Computing and allows time to practise and apply new skills to a variety of contexts and tasks. Long term planning demonstrates coverage and progression of the key objectives for covering the Computing curriculum. It also offers many opportunities for embedding ICT as a tool to support learning and teaching throughout all aspects of the curriculum.

In addition to this curriculum it is essential to offer the boys the life skill of touch typing. This is added to the curriculum at Year 3 (begun in the Summer Term of Year 2) and then continued in clubs, outside of school lessons, for Years 4, 5 and 6.

Assessment

The underlying principle of assessing pupils' progress is based on observing pupils solving problems in a range of contexts. The SwitchedOnComputing team have mapped the curriculum to the ComputingAtSchool Computing Progression Pathways as a framework against which pupils' progress in Computing can be assessed and tracked all the way from Year 1 – Year 6. In Reception we use an 'I Can Do' skills checklist based on the EYFS and Level 1 National Curriculum criteria and our own expectations for the year.

Within each unit of SwitchedOnComputing, throughout the scheme (Y1-Y6), there is assessment guidance that allows the Computing skills demonstrated to be related to the assessment focuses (AFs) and National Curriculum levels.

It will be the responsibility of the Computing specialist teaching each year group to make the continuous assessments of pupils' ability and skill in Computing and record them appropriately. It is considered that these will be in the form of observations and formative and summative assessments of key pieces of work. There is a SwitchedOnComputing progression record in spreadsheet form that will require annotation each time a unit is completed for each child in each year group. This allows a record to be formed of each boy's progress in relation to the assessment criteria in Computing from National Curriculum Level 1-5. Reception will use the same progress tracker *if* it is deemed appropriate as the year progresses to record skills attained. There are also self-assessment sheets and 'I Can Do' booklets that allow boys to see and record their own progress in Computing skills – an important part of learning ownership.

Assessment is the key to future planning and success and will fully inform us as a department of the success of this scheme and the skills of the boys within the school.

Differentiation, SEN and Equal Opportunities

Teachers will ensure that activities are planned to allow for different levels of achievement by pupils and to include the possibility of extension work. Teachers will expect to intervene where appropriate to reinforce, consolidate or teach a new point within each lesson.

Work planned will also be relevant to the boys and their lives. It will build on existing skills and provide opportunities to develop new ones. Wherever possible real data will be used and gathered by the boys themselves.

Pupils with special educational needs will be entitled to the same access to Computing as their peers. In planning lessons teachers will identify the learning goals for the majority of boys as well as extension activities for the more able and more proficient. Consideration will be given to modifying a task, or providing peer or adult support, for learners with difficulties. It is important to note that pupils with learning difficulties

may achieve well in Computing and should be given every opportunity to provide support for others in this subject.

All learners are entitled to equal access to ICT equipment in order to develop their personal Computing capability. When children work in groups care will be taken to ensure that all boys are active and have equal access to the computer or other technology being used.

Resources

The school has a new, updated ICT suite and interactive whiteboards in each classroom throughout the school. There is a theatre suite comprising of lighting and sound equipment. The school has some music technology equipment.

The school has invested in iPads for the students and will be investing in new android tablets in the near future. Many staff have found apps that enhance and benefit both the teaching and the learning within their classroom. Some have attended courses with regard to iPads in the classroom. SwitchedOnComputing has 2 dedicated iPad projects but demonstrates how iPads and Apps can be used to teach, support and extend each unit throughout the scheme. We envisage the android tablets allowing us to access many web-based activities and tools to further enhance our lessons and, consequently, the boys' learning.

Roles and Responsibilities

The school has 5 teachers who teach the Computing curriculum though the skills learnt in these lessons are intended to be used by the boys in many subject areas. It is expected that all teachers embed ICT into their teaching and learning but it is not expected that all staff will have the same level of skill and competency and so the Computing staff are available for support and guidance to staff. Formal INSET and twilight sessions are offered to all staff to increase individual skill levels and ensure staff wide competency.

The Head of ICT and the Deputy Head (Academic) are responsible for the implementation, monitoring and review of the Computing curriculum throughout the school and the impact that it has on teaching and learning in general. Through feedback to staff and management it is expected that the profile of Computing within the school might be raised and Solefield boys become excited, skilful and innovative users of all aspects of ICT in all areas of their learning.

Health and Safety

All equipment is maintained to the highest standards and to agreed safety standards.

Boys are encouraged to sit comfortably with both hands on a keyboard at an appropriate height for them.

E-safety is of the utmost importance at Solefield and we have a separate Acceptable Use Policy. In today's society, children, young people and adults interact with technologies such as mobile phones, games consoles and the Internet on a daily basis and experience a wide range of opportunities, attitudes and situations. The exchange of ideas, social interaction and learning opportunities involved are greatly beneficial to all, but can occasionally place children, young people and adults in danger. It is our intention at Solefield that a solid understanding of the need and importance of e-safety is given to all the boys whatever their age. Appropriate restrictions are placed on Internet browsing and boys do not have their own school email address. The SwitchedOnComputing curriculum has e-safety embedded into each unit for each year group and the Computing staff are vigilant and constantly reiterating all aspects of e-safety. We also visit e-safety

issues as part of the PSHE curriculum and often have outside speakers to reinforce our teaching at school as to the importance of being safe, at all times, online.

Review

This policy will be reviewed each year to evaluate our progress within Computing and the use of ICT throughout the school.

This review procedure, when shared with the School Management Team, will form the basis of continued development and further progression for Computing and ICT within Solefield School.

Robert Coston
Head of ICT
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Review 1.09.17