



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

ICT POLICY

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' Opening Doors To The Future '
' Agor drysau i'r dyfodol '

Original Completion Date

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MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Aim of the curriculum

- To encourage the use of ICT across the curriculum.
- To use ICT as a tool to support teaching, learning and management across the curriculum
- To ensure that all pupils have access to ICT and opportunities to participate in ICT activities in groups and individually to assist in the development of co-operative and explorative skills.
- To encourage pupils and staff to be confident in the use of ICT and to make them aware of the implications of ICT in society as a whole.
- To provide continuity and progression in all strands of the ICT curriculum.
- To make links and use guidance from The Literacy and Numeracy Framework (LNF)
- To use ICT to raise levels of motivation and self-esteem.
- To develop the use of ICT to improve the accuracy and presentation of work.

The use of ICT is of particular relevance to pupils with profound and multiple learning difficulties. The range of equipment can:-

- Promote an understanding of cause and effect through the use of switch operated toys and simple computer programmes.
- Allow choice and decision making by the utilisation of variety of switches, sound generators and/or other equipment.
- Provide sensory stimulation via programmes that allow pupils to generate visual and aural patterns using a variety of peripherals.
- Facilitate creativity by enabling pupils to produce computer generated music, art work and written work.

Teaching and Learning strategies and planning

ICT has important part to play in the learning process and teaching strategies employed throughout the school.

- Each class will differ their teaching methods of ICT relating to the class and pupils needs. Some elements of the ICT curriculum will be taught throughout the curriculum. However, some skills need to be taught in isolation.
- ICT use is integrated into the curriculum through schemes of work (Equals and IPC) followed throughout the school. Termly and weekly work plans produced by class teachers will detail ICT activities for the pupils in the class.
- Long terms plans to be followed allowing ICT skills to be progressively developed. The plan consists of four sections: Core 1, Core 2, Develop 1 and Develop 2. Each teacher to the chose the core that meets the needs of the pupils in the class. E-Safety long term plan to be followed and skills taught according to the key phase.
- Activities are designed to be progressive as set out in long term map and will take into account individual needs.
- Links with The Literacy and Numeracy Framework will be made in the teaching of ICT.
- E- Learning is the main focus in ICT. The development of Hwb and Hwb+ is transforming the way in which staff and students can communicate with each other, share resources and work collaboratively.
- Individual PCs, laptops and I pads in all classrooms should be used to support the development of pupils ICT capabilities and enabling further development of skills taught through ICT lessons to encourage research, and allow for the creative use of ICT in subjects.
- Interactive Whiteboard projectors and Apple TVs are located in all classrooms. These should be used as a teaching resource across the curriculum.

The use of the internet

- Internet access is planned to enrich and extend learning activities.
- The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An Acceptable Use Policy, E-Safety and Internet and Email Policy have been drawn up to protect all parties.

- Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

Resources

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible ICT system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT coordinators of any faults as soon as they are noticed. ICT resources are deployed throughout the school to enhance teaching & learning and to raise pupil attainment. Our ICT equipment consists of:

- A minimum of 1 computer and 3 I pad's in each class.
- An Interactive Whiteboard in each class.
- Apple TV's in each class.
- 2 Laptop trolleys for Key Stage 4 and Post 16 pupils.
- Interactive access in all classrooms.
- All machines run compatible software to facilitate the progression of ICT capability throughout the school.
- Each class has a Digital Camera and access to a Digital Video Camera.
- Switch / remote controlled toys are available as appropriate.
- Microphones are held centrally.
- A range of sensory equipment.
- 2 MAC Laptops and 1 MAC computer available.
- A Fax machine, photocopier and phones are available for use with supervision.
- Wii and several iPods
- Light beams available in Opti Music room
- Light and sound technology used in swimming pool.

Differentiation

All pupils will have access to a broad, balanced curriculum that is relevant to their personal needs. All ranges of ability will be taken into consideration when planning lessons and activities. Planning should be differentiated to meet the range of pupils needs in the class. A wide range of styles should be employed to ensure all children are sufficiently challenged. Resources should be made readily available and adapted to support all learners with consideration given to ASD pupils and pupils with Visual Impairment.

Skills across the curriculum

As a key skill, ICT is used across the curriculum to support teaching and learning. ICT should be holistic and integral across the curriculum. The pupils ICT skills, knowledge and understanding should be developed through a range of experiences that involve them finding and developing information and ideas and creating and presenting information and ideas.

Opportunities should be provided, where appropriate, for pupils to develop key skills through a range of ICT activities where they are able to search for information that can be used to inform judgements and help make decisions. Pupils should also be given opportunities to communicate ideas, thoughts and intentions through the use of ICT. Pupils should be given opportunities to develop and apply the skills of asking appropriate questions, making predictions and making informed decisions.

Across the curriculum and where appropriate, pupils should be given opportunities to:

- Develop a sense of purpose for the use of ICT.
- Improve their competence and sophistication in using a variety of software.
- Choose and select resources to suit the task and purpose.

Curriculum Cymreig

Pupils will be given opportunities, where appropriate, in their study of ICT to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Through the use of ICT the pupils should be able to appreciate different languages, images, objects and sounds that give them a sense of belonging to Wales. The use of Hwb, Hwb+ and a variety of Welsh websites can provide the pupils with lots of opportunities to develop their understanding of Curriculum Cymreig.

PSE

ICT contributes to the learner's personal and social education by providing opportunities to work in contexts that allow learners to make decisions and experiment with new learning opportunities. A range of educational websites can provide the pupils with opportunities to celebrate different cultures, morals, traditions and celebrations.

Careers and the world of work

ICT contributes to the learner's awareness of careers and the world of work by providing opportunities for them to engage purposefully with the technologies that are increasingly part of the workplace.

Progression in ICT

As many of our learners are working below age-related expectations careful planning and appropriate support will need to be implemented to support, stretch and challenge learners to ensure progression is maintained. This can be done through progressive task development matched to learners' needs.

Foundation phase

Staff will deliver the National Curriculum based on the Framework for Children's Learning for 3-7 year olds in Wales. It is important in the foundation phase to give the pupils a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Foundation Phase learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children should be given the opportunity to gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys such as walkie-talkie sets and bee-bots etc. Recording devices can support children to develop their communication skills.

Key stage 2

Staff will deliver the National Curriculum Framework for Key Stage two. Pupils will build upon the skills they have started to acquire and develop in the Foundation Phase. At key stage 2 pupils should explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with hardware and software.

Key stage 3

At key stage 3, pupils should be given opportunities to build on the skills they have started to acquire and developed during the Foundation Phase and Key Stage 2. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum.

14-16

In Key Stage 4 learners will continue to access ICT through the National Curriculum and learners will also be working on Edexcel Personal Progress Accreditation at Entry Level 1. In the 14- 16 setting pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

Post 16

In the Post 16 department pupils will have the opportunity to gain a qualification through the Essential Skills Wales; Application of ICT at Entry Level 1, Entry Level 2, Entry Level 3 and Level 1. Pupils working at Entry Level 1 and below have an opportunity to gain a qualification in Edexcel Personal Progress at Entry Level 1.

Literacy and Numeracy Framework

There are three strands- Oracy, Reading and Writing. Pupils should be given opportunities, where appropriate, in their study of ICT to develop and apply the three strands through software such as Board Maker, Writing with Symbols, Clicker 6, Education City, Just2Easy and Hwb+.

There are four strands of numeracy- Developing numerical reasoning, Using number skills, Using measuring skills and Using data skills. Pupil should be given opportunities where appropriate, in their study of ICT to develop and apply skills in the four strands. For example using calculators and data handling software such as Education city, Just2Easy and IXL maths and using Bee Bots.

As many of our learners are working below age related expectations we will be working through the continuum according to ability rather than age. The LNF is statutory for all learners aged 5-14 years and as many of our learners are not working at the expected age related level the framework will be used for all learners aged 3-19 within the school.

The role of the ICT co-ordinator

- Raising standards in ICT as a national curriculum subject
- Facilitating the use of ICT across the curriculum in collaboration with all subject coordinators.
- Keeping up to date with current thinking.
- Organisation and maintenance of resources.
- Providing information and advice to colleagues.
- Ensuring continuity and progression.
- Developing CPD opportunities through training sessions and INSETs.
- Providing or organising training to keep staff skills and knowledge up to date
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- To network with other schools.
- To provide guidelines on E-safety, Acceptable use, Data Protection and Internet and Email protocols.
- Monitoring the delivery of the ICT curriculum and reporting to the head-teacher on the current status of the subject

It remains the responsibility of each teacher to plan and teach appropriate ICT activities and the management of ICT within their own classrooms. Teachers will devise appropriate means to ensure that pupils have access to ICT appropriate to their needs.