



ICT Policy

Rationale:

Information and Communication Technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyze, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgments about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future.

THE AIMS AND PURPOSES OF TEACHING ICT

Teaching ICT should offer opportunities for children to:

- develop capability, including their knowledge and understanding of the importance of information and of how to select and prepare it.
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work.
- develop their ability to apply their capability and ICT to support their use of language and communication, and their learning in other areas.
- explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.

We aim that ICT should be taught as part of a lesson where specific skills are taught or where skills are taught in the context of a lesson other than ICT or they may be being applied as part of their work in another subject.

INCLUSION AND SPECIAL EDUCATIONAL NEEDS

Every pupil with additional needs in this inclusive school has an entitlement to fulfill his or her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to; being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic and social well-being.



These well-being outcomes are embraced in every aspect of school life; personalized teaching and learning approaches; access to ICT across the curriculum, flexible learning in the creative curriculum, support for emotional well-being; flexible timetables, assessment for learning and partnerships with parents, carers and the wider community.

All children should have access to a broad and balanced ICT curriculum regardless of gender or race. ICT can provide equality of access to the curriculum for all children to allow them to function at their highest possible level, either as an aid to communication, as a means of controlling their environment, as well as an integrated aid to learning. The provision of resources should also take into account the needs, abilities and interests of individual children, especially those who have a special skill or talent, children who speak a language other than English, children who experience difficulties with learning, children from ethnic backgrounds, children with physical and sensory difficulties and offering equality of opportunity for both girls and boys. All staff are aware of, and take into account, the provision for children with special educational needs including those with dyslexic tendencies.

Differentiation can be achieved by:

- The resources offered
- The type of task set
- The level of response expected
- The level of support given
- The length of time given for each task
- The choice of hardware and software for the task