

Rationale

The role of ICT has an ever- increasing contribution to make to learning, employment and everyday life. Information Communication Technology is no longer considered as incidental to the curriculum or an optional classroom activity. It has an increasingly important presence within overall learning and teaching strategies.

Aims

- To commit the school to continuing professional staff development with training as appropriate in classroom delivery of ICT
- To use the Highland Council 5-14 ICT programme of work to develop pupils' skills on how to use computers and other devices relevant to ICT
- To develop and reinforce a cross-curricular approach to ICT within classroom teaching and make reference to ICT when developing school policies and programmes
- To familiarise pupils with language, terminology, and symbols in ICT
- To provide pupils with an educational basis of understanding in ICT and its uses as part of everyday life at present and in the future
- To ensure appropriate and equal access to ICT for all pupils regardless of age, gender, ethnicity or ability
- To support the development of learning in all areas of the curriculum
- To develop pupil's overall competency and confidence in ICT whilst promoting their motivation and self-esteem.

General

As a staff we need to develop the following characteristics in order to realise the potential of ICT

- Positive attitudes to ICT
- Understanding of the educational potential of ICT
- Ability to make effective use of ICT in the curriculum
- Ability to evaluate use of ICT as one teaching and learning tool compared with others
- Ability to ensure purpose and differentiation
- Technical ability

Learning and Teaching

Like the staff, pupils will have varying levels of access to and experience of ICT and this needs to be acknowledged at the forward planning stage. We endeavour to take account of the prior learning that pupils bring to the area of ICT. The importance of noting and acting on prior learning and experience lies in developing continuity and progression and setting of appropriate ICT next steps for pupils. Attainment levels in ICT capability may vary considerably within classes. Since ICT permeates the 5-14 curriculum it performs the dual role of developing ICT skills in context, while at the same time using ICT capability to contribute to learning and teaching within other 5-14 curriculum areas.

Challenges posed by ICT and the resulting sense of achievement stimulate pupils and will contribute to the general educational process by developing:

- Communication and language skills
- Presentation skills
- Analytical and problem-solving skills
- Mathematical skills
- Skills in independence and personal research
- Skills in effective collaboration with others
- Skills in critical evaluation and making informed judgements
- A sense of social and environmental responsibility
- Learning skills for personal development

For ICT to be effective it needs to be planned. We use the Highland Council 5-14 ICT programme of work as our medium-term forward planner.

There are no particular approaches or methods in learning and teaching ICT - we use ICT flexibly as a learning and teaching tool. Reference should be made 5-14 documents for guidance on a regular basis.

ICT is proving to be very effective in supporting group and individual work and facilitating a much greater variety of stimulating and challenging tasks across the curriculum.

The pupils are given planned opportunities to use and learn about a variety of ICT devices, e.g. computers, word processors, database systems, spreadsheets, graphics packages, music systems, control systems, digital cameras, scanner, internet, emailing, TV and video equipment. All of these learning experiences support teaching and learning and problem- solving across the 5-14 curriculum.

Continuity and progression

In order to achieve the above, we follow the Highland Council ICT programme of work from level A to level F based on 5-14 guidelines.

Cross Curricular

As has been highlighted earlier, ICT is an area that will be used to support learning and teaching across the other curricular areas, for example:

- In Language: text processing, simulations, written communication through emailing.
- In Mathematics: spreadsheets, databases, graph work, turtle graphics, reinforcing number and maths concepts.
- In Environmental Studies: control packages (in Technology), data handling packages to collect, store, interpret information, internet to access information.
- In Expressive Arts: graphics, drawing/music making packages.
- In Religious and Moral Education: text processing, simulations.

We identify the curricular contexts for using ICT in the 'contexts for learning' column on the programme of work/medium term planner.

Methodology/Classroom Management

There is no method or style of classroom management that is right or wrong, but the nature of ICT usually involves access to a piece of equipment, e.g. computer, listening centre, TV, so much of the work is done individually, in pairs or in small groups. All classrooms have at least one PC. It might be the teacher focuses on identified skills and the pupils are given a task card or programme to work through themselves. As ICT is integrated into all curricular areas, it might be that a teacher through an aspect of topic work on 'Journeys', asks the pupils to search for travel information about place, modes and times of transport. Teachers may plan using a software package to consolidate or extend knowledge and understanding of an area. However, all pupils will be able to use core computer programmes like Textease and/or Word, Number Box and/or Softease Spreadsheet/Database programmes, and Power Point to learn a systematic way of using word processing, databases and spreadsheets and preparing a presentation. We use the Textease Studio for word processing, spreadsheets and databases. Differentiation can be by task, outcome, teacher input or by resourcing. Reference to Highland Council ICT programme of work will help in differentiating tasks. We have a computer software, disks and equipment which can be used for/by different levels of ability.

Planning

As previously mentioned we use the Highland Council 5-14 ICT programme of work as our medium-term forward planner. Teachers highlight pupil assessment criteria, skills, assessment evidence, contexts for learning and resources that will be used. (See whole school Forward Planning Policy).

Assessment and Record Keeping

Evaluation of assessment criteria on the programme of work/forward planner will be used to plan next steps for learning and teaching and note pupils' strengths and development needs. Effective assessment in ICT should be well matched to curricular targets as well as ICT skills and the effectiveness of using ICT within curricular areas will be evaluated on the ICT and/or other curricular programmes of work. It may be that acquisition of knowledge and understanding can be demonstrated by the completion of certain practical ICT-focused tasks or it may be to assess knowledge and understanding of an aspect of ICT separately through an oral or written task. Assessment is mainly from observation of how activities are completed, from monitoring of completed tasks and evidence of completed work. The Highland Council ICT programme of work identifies assessment methods/ evidence that will be used to assist assessment. Teachers will evaluate progress of assessment criteria and identify next steps for learning and teaching .

Pupils' assessment evidence can take the form of printed work from the computer, e.g. story, graph, information. This will be put in the pupil profiles. The pupils save their computer work on CDROMS or class memory stick and these form a record of work completed. Pupils' own self-evaluation will also form part of recording progress.

Reporting of progress in ICT is included in pupil reports to parents.

(See whole school Assessment, Recording and Reporting Policy)

Inclusion and SEN

ICT has a special role to play in Support for Learning across the curriculum. It provides a wide range of tools and aids that can be used to support the learning of all abilities of pupils, from

pupils with learning difficulties to the more able. ICT provides teachers with the means to access advice, information and resources to support pupils' specific and individual needs as well as tools to assess pupils' abilities and learning. Most importantly, ICT will provide a unique and powerful means for pupils to access and engage in learning, in communication, in reading, in recording and throughout the whole curriculum. We can access support and advice for the IT/SEN advisor in Dingwall regarding any specialised IT equipment and other agencies involved in supporting pupils with specific difficulties. (See whole school Support for Learning Policy). In order to include pupils with disabilities and learning difficulties within the class activities we will endeavour to provide them with portable aids like electronic note-books to support communication, writing etc. We have a number of computer packages designed to particularly aid learning for the less able. The Support for Learning teacher can be consulted for advice on those and how ICT may support pupils with particular needs. Many of our software packages contain differentiated activities. Some pupils with recording difficulties receive help with computer keyboarding skills.

Staff development and training

We have identified the ongoing need for staff development and training. This will be through action points identified by the school body as a whole, from Quality Assurance or through individual action plans identified by self-assessment.

Time allocation

For all pupils, learning **in** and **through** ICT will be essential experiences. Using ICT is a core skill of growing significance that will be embedded across the whole curriculum. It is important that sufficient time is allocated to allow pupils opportunities both to acquire skills but also to use them in contexts that are meaningful. For this reason no fixed minimum time allocation will be given specifically for ICT but we will ensure that in the overall time allocations for the curriculum areas sufficient time is included for ICT.

Internet/Email

The school has access to the Internet, and e-mail through the programme, "First Class". Guidance on rules for using the Internet is issued to parents and pupils and both sign consent forms agreeing to these. Parents have the opportunity not to allow their children to have access to the Internet, have their work or photographs published by same. Class teachers keep a note of who is/is not allowed the aforementioned. The Council provides a restricted access to the Internet to safeguard against pupils accessing offensive materials, but it is the responsibility of staff to supervise and monitor access at all times. By using the internet and 'First Class', staff will access a wealth of material and information that can be applied to learning and teaching within the classroom.

(See separate school policy on 'Internet Access').

Equal Opportunities

All staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity, culture and social circumstances have equal access to ICT. Software will be monitored to ensure it promotes equal opportunities.

(See whole school Equal Opportunities Policy)

Support

We receive technical support and advice from our ICT Support Officer and from the Education ICT Helpdesk (tel. 01463 702702). ICL also provide a support helpline. Any faults/difficulties should be reported to Head Teacher.

Resources and accommodation

HARDWARE

Each class has at least 2 PCs, printers and there are two scanners in the school. We have laptop computers that are available for all. We have digital cameras, multi-media projector and interactive whiteboards.

SOFTWARE

Software is distributed in each classroom including the software loaded onto the computer hard drives. All CD Roms/floppy discs are stored in the classrooms.

Monitoring and Review

Monitoring and review will be carried out according to the whole school procedures on 'Quality Assurance, Monitoring and Review'. It will also be monitored on an annual basis and areas to be developed will be identified to ensure that ICT is embedded into the workings of the school over the foreseeable future.