



Making the most of everyone.

Information and Communication Technology (ICT) Policy

Policy adopted June 2014

Policy reviewed 25th March 2021

Policy valid until March 2023

Signed:

(Chair of Governors

Ysgol Penmorfa

Policy for Information and Communication Technology (ICT)

Aims

It is the intention of Ysgol Penmorfa to maximise the potential of ICT in learning and teaching and to develop pupils' ICT competence.

To achieve this we aim:

- To be curious, interested and gain enjoyment from using ICT.
- To raise levels of pupil competence and confidence in using ICT - by developing children's knowledge, understanding and skills in using a range of ICT tools to enhance learning experiences across the curriculum.
- To raise levels of teacher competence and confidence in integrating ICT into their planning, teaching and assessment of children's work.
- To use ICT to enhance and enrich children's learning and add to its enjoyment.
- To provide access to electronic sources of information and interactive learning resources.
- To enable teachers and children to have access to immediate and up-to-date sources of information.
- To develop children's independent learning skills using ICT across the curriculum.
- To develop information handling and research skills.
- To develop an awareness of the need for care and responsibility in handling equipment.

Planning

In the Foundation Phase, planning takes place on three levels.

Our long term planning is based upon the Language, Literacy and Communication and Mathematical Development Areas of Learning documents and the Foundation Phase Framework.

Medium term plans are written half termly in year groups and outline anticipated learning outcomes for each area of learning based on a topic. Staff identify aspects of the Foundation Phase skills and range for each subject. Opportunities for developing literacy and numeracy skills are also included in the medium term plan.

Short term plans are written in year groups weekly. Following mind mapping activities children's ideas are incorporated where appropriate. It is important that planning is carried out weekly; this flexibility ensures that previous learning is built upon. Weekly plans include detail about focused tasks and codes indicate skills covered. TA (teaching assistant) supported and independent tasks are also outlined on weekly plans. Enhancements to classroom areas are discussed weekly and recorded over the half term. Opportunities for developing Literacy, Numeracy and the Digital Competency Framework (DCF) are included on the weekly plan and are identified using a code and a brief description of the specific skill developed.

Teaching assistants are involved in the planning process and feed back to teachers via their weekly planning sheets.

Each half term a 'Parent Information Sheet' is sent home, outlining some of the anticipated activities for the topic.

Each cohort of pupils has a planning book in which a record is made of when aspects of the skills and range are covered. This book travels through the Foundation Phase with each cohort of children. All plans are evaluated and highlighted to inform future planning.

In Key Stage 2 planning takes place at three levels.

Our long term planning is based upon the Programmes of Study for Key Stage 2-3.

Medium term plans are written in year groups, prior to the topic being delivered and are based on a thematic approach. The national curriculum subject range is documented on a Topic Range grid and an adapted version of this is sent home to parents.

Short term plans are written by each year group. Weekly planning records:

- Subject skills using codes from the Key Stage 2 Planning Book
 - A brief overview of the activity
 - Differentiation in English and Maths
 - Opportunities for developing Cwricwlwm Cymreig across the curriculum
 - Opportunities for developing the DCF, Education for Sustainable Development and Global Citizenship (ESDGC) and Assessment for Learning (AFL) strategies.
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All plans are evaluated and highlighted to inform future planning. The planning is a working document, enabling Key Stage 2 teachers to write, adapt and edit regularly in order to suit the needs of their class.

Differentiation

In the Foundation Phase teachers differentiate activities for various abilities within their class across the curriculum. Weekly plans show detailed differentiation for Language, Literacy and Communication and Mathematical Development, based where appropriate on Foundation Phase outcomes.

In Key Stage 2 focus is very much on the needs of the learner and planning is closely linked to National Curriculum skills and level statements. Pupils are supported in a variety of ways, including; differentiated tasks, differing levels of support and peer support.

Marking, Assessment and Reporting

Learning is tracked during focused tasks and feedback is provided to pupils verbally as well as during written marking. Observation also forms a large part of teacher assessment. Pupils work is marked regularly in line with Ysgol Penmorfa's marking policy.

Assessment

Assessment is an ongoing process with pupil's attainment, based on Foundation Phase Learning Outcomes and Key Stage 2 Levels, updated and tracked and placed on an assessment tracker.

Assessment for Learning techniques such as 'Two stars and a Wish', 'thumbs', and 'partner talk' are used regularly to encourage pupils' participation in evaluating their learning and to provide effective feedback. Pupils are given opportunities to work towards their individual targets for Literacy and Numeracy. Pupils are encouraged to reflect upon their work in order to form their own targets. The targets are then displayed in the classroom using the 'Teddy Target' display cards in the Foundation Phase and in pupils' books in Key

Stage 2. The children are encouraged to refer to, and work towards these targets across the curriculum.

Parents are kept informed of their children's progress through Parents' Evenings. A written report informs parents of their children's attainment and next steps.

Teaching and Learning Style

We employ a range of teaching styles to cater for the variety of learning experiences within each class and to ensure progression and reinforcement of skills and concepts throughout the year groups.

We give pupils opportunities to work in a variety of ways: as individuals, in pairs, in groups of different sizes and composition, and as a class in accordance with their needs, the nature of the activity and the learning objectives. Pupils are encouraged to be independent learners.

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Pupils will be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Additional Learning Needs including More Able & Talented

Experiences and opportunities are provided to all pupils, whatever their ability. Learning opportunities are matched to the needs of all children, to include challenge and support for our most and least able. When necessary this takes account of any targets set for pupils in their Individual Education Plans (IEPs).

Equal Opportunities

All pupils will have access to teaching, resources and equipment and equal opportunity will be given to all regardless of gender, culture, race, religion, language or ability.

The Role of the Subject Leader

The main responsibilities of the Subject Leader are:

- Maintain and update the subject policy
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- Monitor planning and standards within the subject
- Provide support and guidance to colleagues
- Resource management
- Produce an action plan and lead in the development of the subject

The Role of the Phase Leader

Subject Leaders are led by and report to the Phase Leaders. The Phase Leaders are responsible for the management of the curriculum as a whole. They monitor subject development and report to the Governing Body.

Governor Involvement

The Curriculum Sub Committee will be kept updated of any changes to the curriculum, schemes of work and policies, who will then report to the full Governing Body. All Governors are welcome to observe the delivery of lessons within the school.

Health and Safety

All staff are committed to ensuring a high standard of health, safety and welfare for all other staff, pupils, visitors and contractors by providing a healthy and safe environment throughout the school. Teachers are aware of the school's Health and Safety policies. Risk assessments are carried out for school visits. Health and Safety is taken into account during practical activities.
