Avenue Pre-Preparatory School and Nursery

KS1 Curriculum Policy - ICT

Date of policy: September 2021
Date of policy review: September 2024
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Contents

ICT is constantly changing the lives of everyone. Our vision is that all children, whatever their ability, age, gender or race, will have the vital life-skills in ICT as a foundation for their continuing education and life after leaving our school. Through teaching ICT we equip children to participate in a rapidly changing world, where work and leisure activities are increasingly transformed by technology.

We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way.

This document outlines The Avenue Pre–Preparatory School's policy regarding the delivery of Information Communication Technology. The implementation of this policy is the responsibility of all members of staff who work within the Pre-Prep department with the children following the Purple Mash Scheme of Work.

Aims

The school's aims for ICT are:

➢ To ensure that all children receive their entitlement to ICT within the curriculum.

➢ To enhance the learning of all pupils through the application of ICT across the curriculum.

➢ To provide access to the National Curriculum for all pupils (differentiated where necessary)

➢ To meet the statutory requirements of the National Curriculum at KS1

➢ To give pupils a foundation on which to build, when they enter adult life where ICT skills will be required.

➢ Use and develop ICT skills to create opportunities for both collaborative and independent learning.

➢ To stimulate interest in new technologies and its effects.

➢ For pupils to develop confidence and satisfaction in the use of ICT.

Organisation of ICT within the Curriculum

ICT is planned according to the new National Curriculum framework by the computer teacher. ICT is taught in small groups throughout the school by the ICT teacher. Opportunities will be provided that ensure the ICT is used to enhance work across the curriculum.

Classroom Management

Tablets are used so that lessons can take place anywhere in the school. Display space is provided for relevant examples of work to be effectively mounted.   Children should always follow directions given by the ICT teacher or whoever may be in charge and treat the equipment with respect.

Assessment and Record Keeping

Children's progress should be closely tracked in ICT to ensure that key skills are developing. Ongoing formative assessment will be monitored and carried out by the current ICT teacher.

Differentiation

We will aim to encourage all children to reach their full potential through the provision of various opportunities. All children should have appropriate opportunities to use ICT regardless of race, gender and ability – ICT can mainly be differentiated by outcome as skills develop and are practised.

Special Educational Needs

Pupils with intellectual, emotional, physical or communicational difficulties can benefit from I.C.T. The benefits can include heightened motivation, improvement of the accuracy and appearance of their work, better access to information and the development of creativity. Staff should recognise these needs and plan accordingly for such children.

Programs

To achieve these aims suitable software must be available and progression through levels of competence must be explicit. A balance of programs is also essential in that some give children valuable keyboard and process experience whilst others may be more open-ended. To meet the requirements of the National Curriculum we shall follow the strands identified: data handling, communication, control & measurement, and modelling.