Colcot Primary School

ICT Curriculum Policy. March 2019

As ICT underpins today's modern lifestyle it is essential that all learners gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world.
ICT at Colcot Primary should provide a stimulating and enjoyable set of tools enabling good quality teaching and learning to take place. It should be a vehicle through which each curriculum area as well as administration are supported. It should allow all learners to make excellent progress and enable teachers to teach more efficiently and effectively. It should also enable the increased participation of parents and carers' in their children's learning.

Our aims are:

- For ICT to be fully embedded into the curriculum so that it enhances learning
- For all learners to become confident and competent users of ICT
- For learners and staff to have access to a range of ICT resources including new emerging technologies
- For learners to understand how to stay safe when using technology and to use technology appropriately
- For all staff to continually improve and develop their ICT skills and to take a shared responsibility for developing ICT and E-Safety
- To use ICT to promote links with parents and the wider community

This policy document sets out the ICT curriculum for Colcot Primary School.

"The pervasive impact of developments in technology vividly illustrates the way in which the context for the work of our schools is constantly evolving. Our children and young people already inhabit a digital world and their personal, social and educational lives are increasingly intertwined with technology in various, rapidly changing forms. Full participation in modern society and the workplace already demands increasingly high levels of digital competence and that process can only continue into a future that we cannot imagine.

Children and young people need to learn how to be more than consumers of technology and to develop the knowledge and skills required to use that technology creatively as learners and future members of a technologically competent workforce."

Donaldson, 2015 Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales

As technology is continually evolving, we have looked to develop a curriculum that supports these developments, and that can help to make varied and appropriate technology use a day-day feature of learning and teaching within the school.

Children's learning experiences with ICT.

Within both FP and KS2 the curriculum should be covered primarily through day to day teaching and full integration with other subjects and cross curricular work, making use of the range of technology which is available within school.

There should be a focus on contextual skill development and sessions should provide experiences which can then be applied in other work. Teachers may also choose to cover some of the ICT curriculum through specific skills based sessions.

An outline of areas suggested to be covered as part of the contextual skills based sessions is provided for each year group. The school has also purchased 'Switched On Computing' for Reception through to year 6, which will support teachers as a source of ideas and guidance. The sessions can be adapted to suit topics and work through curriculum areas.

The series covers requirements of the Computing programme of study and will help develop pupils' understanding of the concepts, practices and perspectives that underpin programming and other aspects of computer science, while providing opportunities for creative, collaborative project work in which pupils can acquire the information technology skills they'll need. It will also help pupils to understand the implications of technology for individuals and society as they become digitally literate.

The core principles of the ICT curriculum.

The following core principles should underpin all ICT teaching and technology use within Colcot Primary School. These elements are taken from the DCF (Digital Competence Framework)

Citizenship	Identity, image and reputation Health and wellbeing Digital rights, licensing and ownership Online behaviour and cyberbullying
Interacting and collaborating	Communication Collaboration Storing and sharing
Communication	Collaboration

	Storing and sharing
Producing	Planning, sourcing and searching Creating Evaluating and improving
Data and computational thinking	Problem solving and modelling Data and information literacy

Children should develop ICT skills that can thoughtfully be applied in a range of different situations, with children developing increasing independence in the choices they make over which technology to use to help them reach the desired outcome. As they progress through FP and KS2 children should become increasing confident in the application of their digital skills, becoming increasingly efficient and effective communicators, collaborators and analysts, showing imagination and creativity in their use of ICT in different aspects of their learning and life beyond school.

The development of digital literacy is underpinned through expectation that ICT skills and objects areas applied across all curriculum subjects.

Children should be provided with the opportunity to learn, refine and improve their digital skills, across the range of ICT curriculum areas outlined above.

Children should develop an understanding of how technology makes a difference in all aspects of life- at home, at school and in the workplace, as well as considering the impact technology has had on society over the years.

Children should develop the knowledge and understanding of how technology works.

This extend from an awareness that there is 'something inside' a piece of technology to make it work (EYFS), progressing through KS1 and KS2 to children creating their own simple programs including games, utilities and applications with exposure to computer codes and scripts.

Independence in Learning

Children will have structured opportunities to develop the skills to save, store and retrieve their work for editing purposes. They will save work using both the school-based NAS storage system and cloud-based systems including Hwb, See-Saw and Purple Mash. Cloud-based systems will be updated as new technologies become available.

In order to evaluate their learning and to understand how their work can be improved, in Foundation Phase children will self-assess at least one piece of digital work per half-term. In Key Stage 2 children will self-assess at least one piece of digital work per half-term and peer-assess at least one piece of digital work per half-term. This will be carried out using a variety of approaches, including formal and informal strategies.

Safe and Responsible Use.

See E-Safety section below.

The extent to which these core areas are addressed should be identified as part of termly planning for ICT.

Curriculum Structure.

Staff will cover the DCF strands throughout the academic year. Staff can decide when to deliver strands during the school year where it may work best with a topic, but staff must ensure that each of the areas are covered during the year to ensure progression in skills.

It is important that technology is used as a day-day element of school life and across all subject areas.

E-Safety

E-safety is a fundamental element of ICT teaching and technology use at Colcot Primary School. The school has a separate E-Safety policy, and E-Safety sessions should take place regularly in each year group as part of both ICT and PSD sessions using the Digital Literacy Scheme of work by Common Sense Media.