



Information and Communication Technology (ICT) Policy

Information and Communication Technology is constantly evolving and is a prominent part of our lives, both at home and in the community. Its impact on the lives of individuals continues to grow and it is essential that the children in the Federation can take advantage of its opportunities and understand its effects.

Therefore it is important that children in our Federation gain the appropriate skills, knowledge and understanding to have the confidence and capability to use computers, the interactive whiteboard and other means of technology as a learning tool.

ICT relates to equipment, or systems, that handle electronically retrievable information and facilitate communication. It includes computers, tablets, internet access, programmable toys, interactive whiteboards, CD players, DVDs, calculators, digital cameras, scanners, mobile phones, voice recorders, iPads, flip recorders, communication aids, etc.

Aims

We aim to:

- provide children with opportunities to develop their ICT capabilities in all areas;
- allow children to gain confidence and enjoyment from their ICT activities and to develop skills which extend and enhance their learning throughout the curriculum;
- develop logical thinking and problem solving;
- encourage children to become autonomous, independent users and learn it as a discipline in its own right;
- become discerning users of ICT;
- help both children and staff to develop confidence and competence to use information technology in a range of situations and contexts appropriate to tasks in hand.

One of the most important aspects of ICT teaching is provision. Each child must be provided with opportunities to develop and practise their ICT skills in a variety of situations.

Equal Opportunities

All children regardless of race, gender or ability etc. should have the opportunity to develop ICT capability. We ensure that all our learners:

- have equal access to ICT resources;
- have equal opportunities to develop ICT capability;
- use software, which is appropriate to their ability and is age appropriate.



Children with Special Educational Needs and Disabilities

Children with Special Educational Needs and Disabilities benefit from using ICT as it enhances access to the curriculum and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise ICT should be planned and optimised.

Health and Safety

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of children and staff, the following guidelines must be adhered to:

- children should not be allowed to switch on the power at the mains;
- equipment should be situated away from water;
- it is the Policy of our Federation that a member of staff should always be in sight of children who are using electrical equipment;
- all plugs, leads and equipment should be checked annually and tested for electrical safety in accordance with RBWM guidelines.

Child Protection

Computer networks, including those which may be accessed via the internet are an important aspect of information technology education. However, they present possible risks to the personal, social and emotional development of children, particularly in terms of the nature of some of the material, which may be obtained via the internet. It is the policy of our Federation to use the internet only for age appropriate educational programs. Children's use of the internet will always be with an adult and children cannot access the internet alone. Staff will be vigilant in checking this and all computers have restricted internet access through the Federation firewall and appropriate child filters are in place.

Only the school's digital cameras should be used to take photographs of the children. The photographs are only stored on password protected Federation computers. (See Images Policy for further information).

Planning, Assessment, Recording and Reporting

Curriculum planning takes into account the computers, interactive whiteboard and other resources such as digital cameras, programmable toys etc. Children with SEND are given the opportunity to participate in challenging or attainable tasks according to their age and ability. Children are encouraged to select and load software from a range available. Children use the equipment independently, with one other child or an adult, or with a small or large group as appropriate. Participation and collaboration are encouraged.



Staff hold regular discussions on how children are using ICT to support their learning and the ICT skills that they are developing. Formative assessment is used to guide the progress of individual children in their use of ICT and their skill development. It involves identifying each child’s current level of skill and identifying their next steps of learning. Some examples of children’s work e.g. photographs, computer generated drawings or writing are kept, dated and annotated and filed in the children’s learning journeys.

Many children have access to a larger range of ICT in the home environment. In order to provide an holistic assessment in this area we ask parents to complete an ICT questionnaire to obtain information on the range of equipment they access in the home and the level of their skills. We use this information to supplement our assessments.

Software

Software is purchased and used according to age, interests and skill development.

In-Service Training

Information and Communication Technology is constantly evolving and we will endeavour to familiarise ourselves with new hardware and software as it becomes available in the school and to provide In-service training to meet individual needs. Staff have attended E-Safety training.

Related Policies

This policy should be read in conjunction with the following Federation policies:

- Child Protection Policy and Statement
- Whistleblowing Policy
- Camera and Image Policy
- Mobile Phone Policy
- Safe use of Internet and Email Policy

Approved by: Teaching and Learning Committee

Signed by Chair of Governors:

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