

Langley School procedures for ICT

Organisation and resources

ICT is an integral part of the whole curriculum, supporting delivery in each subject area as well as ICT capability for the children. Material may be selected from an earlier key stage to enable children to progress and demonstrate achievement. Packs of work are written for the areas of paint, control, word processing, data handling, information processing and modelling which cover the 'P' levels and early NC levels. This material can then be targeted at the individual child's ability; context is age appropriate. To enable the children to access ICT, whole class, small group and individual teaching is used. Differentiation is planned according to activity and included the level of activity, support and use of appropriate language.

Each classroom has a laptop and electronic whiteboard, DVD/video player, Coomber and a digital camera. Each pair of main school classrooms have access to a laptop trolley containing 12 laptops, Foundation borrow these as appropriate. All classes can also access video cameras, computer microscope, switch devices, programmable devices, electronic keyboard, soundbeam and electronic kitchen equipment.

Assessment, tracking and recording

Ongoing assessment by the class teacher informs future planning and includes observation and questioning. A record of a child's experiences and achievements is updated termly. At the end of the academic year a final level will be assessed and recorded in Onwards and Upwards and on the child's 'P' level profile sheet in their blue folder.

Cross curricular Links

Where the opportunity occurs ICT can support or be taught through both the core and foundation areas of the curriculum.

Monitoring

Responsibility for teaching and learning lies with all classroom staff. The classroom staff deliver ICT; the subject co-ordinator oversees breadth, coverage and attainment. This is reported back to staff annually for discussion and evaluation.

Reviewed February 2016