Mission Statement

Ambrosoli is a community minded school that nurtures curiosity, creativity and global awareness through an inspiring, broad and engaging curriculum. Children learn to become resilient and respectful in an environment where each child is challenged and encouraged to thrive and achieve as an individual.

Our Vision

Empowering pupils to become confident compassionate and internationally minded learners.

Policy

Through the teaching of Information and Communication Technology (ICT)/Computing, Ambrosoli International School prepares pupils to participate in a rapidly changing world through the delivery of a broad and integrated ICT/Computing curriculum. Information and Communication Technology and computing plays an increasingly significant role in society and it is important that our learners are able to utilise technology to help promote their development and independent learning skills as well being given the opportunity to access a wide range of ideas and experiences to become 21st century learners. Information Technology and computing can support and enhance children's work across the curriculum and should enhance and enrich the learning process. The school currently uses the Rising Stars, Switched on Computing Programme of Study.

Aims and Objectives

Children will have the opportunity through the ICT/Computing Curriculum, as well as other curriculum areas, to develop ICT skills. Children will be taught to choose and use appropriate applications with confidence and a sense of achievement, develop practical skills in the use of ICT/Computing and be able to apply these skills to the solving of relevant and worthwhile problems. Children will be taught to understand the capabilities and limitations of ICT and the implications and consequences of its use.

Ambrosoli International School and the Internet

The school has a policy for the safe use of the Internet (see e-safety policy).

Responsibilities of the ICT/Computing teacher/Co-ordinator

- Monitor the implementation of this policy.
- Monitor the delivery of the National Curriculum within each year group.
- Offer guidance to teachers to ensure that pupils progress and develop skills in their ICT/computing capability.
- Collect samples of work once a term from each class and across abilities with reference to the curriculum. This review will inform any subsequent changes to the schools ICT/Computing Curriculum plan.
- Ensure a continuous and evolving training programme and co-ordinate individual staff training requirements.
- ICT/computing skills to classes where the teacher may be lacking confidence.
- Prepare, monitor and review the ICT/computing Action Plan in consultation with the SMT.
- Coordinate the development and maintenance of a school web site, in consultation with other interested parties (staff, pupils, SMT and governors).

Responsibilities of Staff

- Deliver the National Curriculum for ICT while integrating with other curriculum areas as much as possible.
- Follow the Rising Stars, Switched on Computing programme of study and guidelines outlined in this document.
- Ensure regular ICT access for all pupils.
- Be aware of their training needs in delivering the ICT/Computing curriculum and using available technology, and to discuss these with the ICT Co-ordinator.
- Formatively assess children's progress in ICT/Computing referring to the level descriptors available in the Switched on Computing documents that are available to all teachers.
- Discuss the Responsible Internet Use policy with their class at the beginning of each academic year and to ensure its implementation.
- To ensure that children are aware and have an understanding of E-Safety issues appropriate for their age through explicit E-Safety lessons as well as throughout other areas of the curriculum (Please refer to the E-Safety Policy for more information).
- Look after their identified individual resources as well as shared resources and return them safely.

Planning

Planning for each year group should be used to identify the broad skills areas to be taught. Medium Term planning should identify the progression of skills and highlight each area that the teacher needs to focus on each half term to achieve this.

Teaching and Learning

Each class will have timetabled access to the computers in the computing suite at least once a week to deliver the Computing programme of study. Skills developed should be reinforced in the classroom wherever possible using a range of resources (e.g. using scratch, roamers, beebots/programmable toys). KS 2 classes will have an additional 45 minutes for research in a session call practicum.

Children in Early Years and Key Stage 1 have access to a set of ipads as well as children in Key Stage 2 have access to iPads and laptops. Teachers will be expected to use these across the curriculum to help support, consolidate and extend children's learning.

Assessment

The class teacher should be aware of the skills and targets set in their Medium Term Plans and should provide ample reinforcement for this learning to take place.
The class teacher is expected to identify children who are underachieving in a particular area and direct extra support.
The ICT/computing Co-ordinator will collect annotated samples of children's work/photographs each term to collate in a Portfolio of Evidence (classroom monitor) for ICT across the school.

Monitoring

The effectiveness of planning will be monitored half-termly by the ICT/computing Coordinator.
The ICT/computing Co-ordinator will monitor the quality of teaching and learning in ICT/computing across the Key Stages through observations and planning moderation.
The ICT/computing Coordinator will keep a portfolio of children's work with the support of other staff as appropriate. This portfolio will be available to moderate children's work and will provide evidence of achievement and progress across the age range.

Resources

Each classroom has at least two networked desktop PCs and access to laptops that they book weekly.

The ICT/computing suite has 20 networked computers and a projector. Each Year Group has access to a wide range of software as well as the Internet. Each class has an projector, which should be used daily to enhance teaching and learning. In addition to computers, there is a range of other ICT resources in school including a digital camera for each class, sound recorders (easi-speaks), mini video recorders (tuff cams), control devices (Bee-bots) and two visualisers. iPad tablets in Early years and laptops in Key stage one and in Key Stage Two.

The hall has a laptop which is always connected to a projector and sound system when needed. There are also microphones in the hall for use in class assemblies and Key Stage assemblies, community events etc.

Inclusion

We recognise and understand that all pupils are entitled to equal opportunities to access technology. This includes both specific skill acquisition and opportunities to apply ICT/computing capabilities.

In order for all pupils to achieve their full potential we recognise that each child is unique and as such their interest is always catered for. This will involve greater access for some pupils to learn and consolidate basic skills thereby allowing them equal access to use computing applications as a resource to support their learning in other curriculum areas.

We recognise that ICT can provide an important motivational tool for SEN pupils. ICT/computing will be used to support specific learning objectives e.g. numeracy and literacy skills, through the use of Educational Software in particular.

Maintenance

Any maintenance or network issues need to be reported to the ICT/computing Co-ordinator or IT Technician using the Google document shared with all staff members.

Professional Development

The ICT/computing Co-ordinator will recognise the need for and will endeavour to provide ongoing professional development in ICT/computing and ensure a well-balanced delivery in the classroom.

Staff development will be incorporated into the ICT/computing Co-ordinator's Action Plan, taking into account the needs of the school and staff. Regular staff training sessions will be led by the ICT/computing Co-ordinator and in some cases any enthusiastic staff member or outside agencies.

Robert Kabushenga
Chair of the BoG on behalf of the BoG