



**Sheiling School  
Thornbury**

# ICT POLICY

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Our school-wide approach to ICT.

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## The use of Information Communication Technology at Sheiling School

### ICT Policy

#### **Primary:**

The use of ICT within primary school primary school is not precluded but it's used in an extremely limited exposure. The reasons for this are:

1) Our emphasis is on hands-on learning, tactile experiences and sensory integration – none of which are enabled by ICT.

2) Many of our pupils arrive at Sheiling School having encountered a great deal of screen time, which has historically led to difficulties. In fact, many of the behavioural issues we encounter at Sheiling School can be partially attributed to misuse or overuse of ICT. This doesn't mean that pupils should not be taught to use ICT appropriately, but in the younger classes emphasis is on replacing tertiary experience of ICT with primary experience of hands-on learning. This also accounts for the use of chalkboards instead of interactive whiteboards in classrooms. There is an aesthetic and tactile element as well as, crucially, the opportunity to make errors, which we regard as fundamental to the learning process.

#### **Literacy in relation to ICT:**

Many schools use ICT from the outset, but at Sheiling School this is not our approach. The emphasis for both literacy and numeracy is on tactile engagement and imaginative involvement with the shapes and sounds of letters and numbers. The introduction and use of ICT should only be evident once there are basic functional skills in place; in other words when it augments existent functional literacy / numeracy skills. ICT is a consolidation approach rather an initial teaching strategy. Skills that are specific to ICT rather than 'just' literacy include: targeted research, independent study and internet life skills (such as filling out a basic form).

#### **Secondary & 6<sup>th</sup> Form:**

The use of ICT is valuable and essential within secondary and sixth form. We believe that the overuse of ICT can lead to a range of potential behavioural educational issues and as such the question is how to use ICT meaningfully within an educational setting. The meaning of ICT within the secondary faculty can involve ensuring that by the time pupils reach the end of their educational placement here they possess the following essential skills: research skills, safe internet use, word processing skills and basic computer literacy.

#### **Internet Access:**



IT will not necessarily be taught as a discreet lesson but rather will be embedded within a range of other lessons and learning activities. There may be exception to this depending upon individual abilities and aptitudes. Use of the internet will be monitored closely by staff members to ensure safeguarding standards are maintained.

### **Supported Communication:**

All pupils will have an individual assessment of communication needs as prioritised by our Speech & Language Team upon joining the school. This may then include the use of supported communication methods including ICT (eg: use of iPad, apps such as Gotalk).

### **Resources:**

1 x trolley, 5 tablets and 5 laptops.

### **Responsibility:**

Dean Frances-Hawksley is Head of ICT. Teachers are also carry responsibility, as do pupils when engaged in using it.

Created: May 2019

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