

*'Live Fully, Laugh Often, Learn Deeply,
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COMPUTING AND ICT POLICY

This policy is written in line with our school Mission Statement and the 2014 Computing National Curriculum.



VISION

Every pupil and member of staff is entitled to become a confident and competent user of information and communication technology. Every learner has the opportunity to develop and practise their Computing skills in a variety of curriculum and cross-curricular contexts. We will provide a high-quality computing education to equip pupils to meet the ICT challenges in their continuing education, at home, leisure and work. We want computing to be fun, exciting, and accessible to all.

Aims

- To provide a relevant, challenging and enjoyable computing curriculum for all children.
- To use the ICT resources as an information source, a processor to develop their ideas, a presentation tool and as a method of communication with others.
- To use ICT as a tool to enhance learning through cross-curricular links with other subjects.
- To allow children to become digitally literate – able to express themselves and develop their ideas through ICT.

Objectives

- Computing will be a core skill taught throughout the school meeting the requirements of the 2014 National Curriculum in England: computing programmes of study
- Sufficient ICT resources will be available for pupil and staff use.
- Pupils will be encouraged to access the ICT resources whenever appropriate in order to develop their learning across all subjects.
- Pupils of all abilities, irrespective of gender, race or creed will be provided with the opportunity to use and develop their ICT skills in contexts appropriate to their current needs and experience.
- Staff will have access to ICT resources to support planning, class teaching and administration.
- Staff will have access to appropriate INSET to enable them to keep up to date with developments in the educational uses of computing.
- E-safety will be a priority for all users. Children will be taught how to be safe, use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behavior and knowing how to report concerns about content and contact.

Outcomes for the pupil

The following outcomes are what one might expect from a pupil after studying Computing

Foundation Stage

- Recognise that a range of technology is used in places such as homes and schools
- Select and use technology for particular purposes

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Key stage 1

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- E-Safety: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- E-Safety: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Outcomes for the Teachers and Learning Assistants

Knowledge and Understanding

- Understand that ICT can be used to support quality teaching and learning in a range of contexts.
- Know when to use a particular ICT tool in the solution of a problem.
- Know the limitations of ICT and when it is better not to use it.
- Understand the concepts associated with ICT including the vocabulary.
- Raised awareness of the impact of new technologies on society.
- Understand the importance of e-safety for themselves and their pupils

Skills

- Handle the hardware, including new devices such as tablets, with increasing confidence.

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- Continue to develop skills in the use of software in a greater range of curriculum areas.
- Consider when to use ICT resources to support planning for teaching and learning activities in a range of curriculum contexts.

Personal Development

- Develop confidence in using an increasing range of programs and technology.

Implementation

Responsibility for Computing and ICT is devolved to an ICT co-ordinator (currently M Barlow)

In conjunction with the SLT, the co-ordinator is responsible for:

- Providing leadership and vision
- Carrying out the requirements of the current policy
- Carrying out the requirements of the current development plan
- Updating the Computing and ICT Policy
- Updating the Computing Programme of study
- Updating the development planning for Computing and ICT
- Monitoring the delivery of Computing
- Organising appropriate INSET
- Providing an overview of the hardware and software provision, enhancement and replacement.

Planning and teaching

- Planning is cross-curricular and Computing is integrated into every subject.
- There is a list of attainment targets for each Key Stage
- ICT skills are introduced in ICT time and then their use is encouraged to support other curriculum areas.
- Each subject area includes the appropriate use of ICT in their planning.
- The ICT subject leader has an overview of how ICT is used.

Assessment and Recording

Class teachers assess, record and report progress on individual children in line with school policy.

Resources

The co-ordinator keeps a list of all current hardware and software available.

The co-ordinator will prepare a purchase plan in line with the ICT activities in the current school development plan. All purchases of software should be referred to the ICT co-ordinator to ensure:

- Compatibility with the computers
- Quality and suitability for purpose if required for another subject area

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The school is connected to the internet via broadband which will enable digital resources (software) to be downloaded and accessed quickly.

Full wireless access to the school server and internet is available throughout the school

Sources of support

- Faults or comments should be written in the blue folder in the library/ICT suite.
- The school buys in to a technical support for one half day week. The co-ordinator is responsible for prioritising the support provided by this service.

Access

The school has a suite of 16 computers situated in the library with a number of extra computers in each classroom. Each computer is linked by the network to enable pupils to gain access to their work folders and access the internet from any work station.

Each class is timetabled to use the library/suite and there are a number of extra times to allow developing skills and use for other areas of the curriculum.

A number of portable devices are available for use within the classroom to further develop learning and research.

Whole class teaching

- All classrooms are equipped with interactive whiteboards.
- A free standing projector is available for computer presentations if required.
- The hall is fully equipped with laptop, projector and sound system.
- AB Tutor software is available in the computer suite to share work and aid whole class demonstrations.

Teachers' Laptops

- Every teacher has access to a personal laptop.
- Teachers are encouraged to use a laptop computer for research, preparation and delivery of lessons.
- Teachers can use the laptop at home or at school.
- The laptops are connected to the network, wired and wirelessly, for access to shared folders and the internet.

Library

There is a stand-alone computer in the library which holds a database of school library books.

Security and Safety

All computers have password protection from the access screen. Pupils do not require a password for computer access but individual passwords are provided to access the internet-based learning platform.

The current passwords for staff are available from the ICT subject leader.

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Pupils entering school are given a folder on the shared computer in which they can store all their work whilst at the school.

The school administration will remain separate from the curriculum system with access only by the senior leadership team and office staff.

Internet safety

- Children are aware that they are not allowed to bring in disks, mobile media devices or other storage devices from home in order to protect the school network from possible viruses, unless specifically authorised
- Following County advice the school uses an Internet Service Provider (ISP) that filters Internet access
- Pupils are not permitted to use the Internet unless supervised (directly or indirectly) by an adult. KS1 and KS2 posters in each classroom and the library/suite remind pupils of this rule
- Anyone becoming aware that a pupil has become exposed to unsuitable material should contact the ICT subject leader who will speak to the pupil, inform the ISP to block the site (if necessary) and (if necessary) inform the parents of the action taken
The email accounts used in school are filtered by the ISP and the learning platform provider
- The school website may contain pictures of pupils but it will never make them identifiable by showing their face and name together
- All adults are made aware of Internet Safety Guidance when children use the Internet at home. Parents are referred to the website www.thinkuknow.co.uk
- Parents will be informed that pupils will be provided with supervised internet access and will be asked to sign a consent form (copy attached)
- Parents are asked to give permission for their child's work to be published and that photos may be published provided they do not clearly identify pupils and full names are not used
- The Headteacher, in conjunction with all contributing staff, will take editorial responsibility for the school website and ensure content is accurate and appropriate
- Copyright of all material is held by the school or attributed to the owner where permission to reproduce has been obtained

The school will dispose of redundant ICT equipment responsibly, safely and appropriately.

Other documents relating to ICT

- The school plans for changes in ICT through the School Development Plan which is reviewed annually.
- Each teacher has a copy of the Progression for Computing (ICT Inspires).
- Hardware and Software is outlined in the Resources list.

Review

Policy reviewed January 2015