CROSBY-ON-EDEN SCHOOL

"Enjoying achieving; achieving enjoyment"

ICT & COMPUTING POLICY

Date Policy adopted by Governors	November 2018
Review date	November 2020
Review schedule	Biennial
Review responsibility	Learning & Teaching Sub-Committee
Signed (Head)	Signed (Chair of Governors)
Ayesha Wash	*Mr. J. Ditchburn*

Review Schedule

Revisions made	By Whom	Date
Additional Resources Change or Lead Coordinator role description Planning to include Wessex documents Assessment strategies updated	NK	27/11/18

Crosby-On-Eden CE Primary School
ICT AND Computing Policy

Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Crosby-on-Eden Primary we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

1.   Aims

The school's aims are to:
- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

The National Curriculum for computing aims to ensure that all pupils:
- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

2.   Objectives

By the end of key stage 1 pupils should be taught to:
- 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

- 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.

By the end of key stage 2 pupils should be taught to:
- Design and write 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; generate appropriate inputs and predicted outputs to test programs

- Use logical reasoning to explain how a simple algorithm works 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

- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely

- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

3. **Resources**

We have a bank of laptops available in every classroom and a set of iPads/tablets to be shared across the school. All computers around the school are networked and have Internet access. We keep resources for ICT and computing, including software, in secure storage units. Interactive Whiteboards are available for all children to access daily.

We have additional Computing resources stored in a secure cupboard. These include programmable robots (Beebots, Cubetto, Spheros, drones x 2) Coding hardware (Microbits) and physical 'unplugged' resources (Bebras Computational Thinking Cards, Turtle Coding Game.)

4. **ICT/Computing Coordinator**

The coordinator for ICT and Computing at Crosby-on-Eden Primary is Miss N.Kerr. The coordinator supports the teaching and organisation of computing throughout the school. Their role includes:

- Providing up-to-date information and resources to class teachers
- Training staff using new resources and ICT techniques
- Delivering computing specific lessons to Key Stage 2 classes
- Monitoring and Reviewing children's progress and attainment throughout the school
- Monitoring and supporting the hardware
- Liaising with L.Wood to enable communication with the ICT technicians, report and issues and update the website.

5. **ICT Technicians**

The school employs ICT Technicians whose specific roles relate to the provision of support in ICT.

This support takes a variety of forms, including:
- supporting lessons using ICT equipment around the school;

- dealing with technical queries relating to software and hardware;
- carrying out rudimentary and routine maintenance and repairs of hardware ;
- purchasing and updating equipment
- supporting teachers in the use of ICT in other curriculum areas;
- supporting admin staff with the use of ICT within their roles

6. Planning

As the school develops its resources and expertise to deliver the ICT and computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression.

Currently the school has its own Computing skills progression document to follow. We also utilise a scheme of planning developed by Wessex ELiM. Teachers adapt the single aged planning to suit our mixed-aged classes; and to suit individual children's abilities. They fit the units into topic planning over a long term planning basis; covering Computer Programming, Multimedia, Handling Data and Technology in Our lives. We also follow the Online Safety Planning Progression from Wessex ELiM through circle times, lessons and Assemblies.

The Computing Coordinator delivers discrete Computing sessions to Key Stage 2 Classes on a termly basis; providing specific Computing and Online-Safety skills.

7. Assessment and record keeping (also see assessment policy)

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key ICT and computing skills. Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing.

- Teachers will assess formatively during Computing sessions by monitoring children's achievements and their ability to apply their Computing skills throughout the curriculum. Future planning will then be adapted to progress and support their Computing development.
- Products of work will be saved into children's individual folders for review and evaluation. Reflections of children's achievements are evidenced in whole class 'Big Books'.
- Teachers will utilize end of year assessments and self-reviews from the Wessex ELiM planning to aid transition between classes and teachers.

8. Inclusive teaching of ICT

At Crosby-on-Eden Primary we teach ICT and computing to all children, whatever their ability, age, gender or race. ICT and computing forms part of our school curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had.

Teachers identify children who are gifted and talented in the area of ICT and computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of ICT and

computing both in specific ICT and computing lessons and in using ICT in other curriculum areas. Opportunities are identified for these children to actively participate in more challenging aspects of ICT and computing for example; the Online Safety Committee.

9. Roles and Responsibilities

Leader for ICT and Computing
The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

Class Teachers
It is the responsibility of each class teacher to ensure that their class is taught all elements of the ICT curriculum as set out in the national curriculum programme of study.

All Staff
It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues.

Governors
All governors are interested in the development of computing to promote high quality teaching and learning in the school.

Training
All staff, including managerial and administrative staff, receives support from the subject leader or technicians and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

10. Security
- The ICT and computing technician will be responsible for regularly updating anti-virus software.
- Use of ICT and computing will be in line with the school's 'acceptable use policy'. All staff must sign a copy of the schools policy annually.
- Children sign a 'Responsible internet access and ICT use for pupils' form; often created by the children themselves.
- Parents will be made aware of the 'acceptable use policy'.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.
- The rules of e-safety are displayed where any child can access the internet. If a child breaks these rules, they will be denied internet access for a period of time after which the situation will be reviewed.

11. Health and safety (see also health and safety policy)
The school is aware of the health and safety issues involved in children's use of ICT and computing. An electrical inspection is carried out in school every five years. Portable electrical equipment in

school is tested by the site manager every twelve months. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the ICT technicians.

- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- e-safety guidelines will be set out in the e-safety policy & AUP

12.   Parental Involvement

Parents are encouraged to support the implementation of ICT and computing where possible by encouraging use of ICT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.