At Team Larkfields, we aim to foster in each child a lifelong love of learning. We believe it is our responsibility to provide an environment of mutual respect and tolerance in which children not only feel secure, but enjoy themselves. Our goal is to enable them to achieve their very best in everything they do. We strive for our children to be confident global citizens who are prepared for the 21st century.

Our children Take Care of:	Our children will flex the muscles of:
Ourselves	Resilience
Each Other	Resourcefulness
Learning	Reflectiveness
The Environment	Reciprocity

Larkfields Junior School

ICT Policy

June 2017

Contents

Introduction

Computing over recent years has revolutionised our way of life. We have become a society where we are almost dependant on computers every day. Being computer literate is an essential skill that it is our duty to equip our children with. It is therefore vital that all our pupils gain confidence and capability in using Computing to allow them to understand and participate in the ever changing technological environment around us. At Larkfields Junior School, we believe that the development of computing skills is a major factor in enabling children to be confident, creative and independent learners. It encourages and provides opportunities for children to work collaboratively and to increase levels of motivation and self-esteem. The use of Computers can also enhance and extend a child's learning across the whole curriculum. Therefore, we make computing an integral part to all areas of the school and curriculum. Our hope is that all pupils will have a highly developed set of skills, in many aspects of computing, that is now required for the routines of modern life, for pleasure and for creativity in the future.

Due to the increasingly fast pace of developments in this area, we feel it is essential to increase and maintain staff confidence in the use of computing, and are committed to a programme of staff development to facilitate this.

Aims

At Larkfields Junior School, we strive to ensure that each child achieves his/her potential in computing and lays the foundations for future learning across the curriculum as a whole.

Our aims in teaching Computing are to enable children to:

- Become resilient, resourceful and independent users of technology, gaining confidence and enjoyment from using a wide range of different technologies

- Develop their computing capabilities in finding, selecting and using information

- Choose software or technology suitable for a particular task

- Be aware of the uses and limitations of technology

- Apply their computing skills, and their knowledge, to their learning in other areas

- Explore individually or collaboratively in an exciting, stimulating and safe environment

- Appreciate and evaluate the benefits of technology and its impact on society

- Achieve the highest possible standards of achievement (as outlined in the National Curriculum – **see Appendix 1**)

- Know how to be safe on line and create a positive digital footprint.

Curriculum Organisation

At Larkfields Junior School, we believe that computing should enhance the whole curriculum and provide children with the skills they will require in the future. We, therefore, use a wide range of curriculum plans to enhance and support the computing curriculum. The lessons are based around the Naace framework.
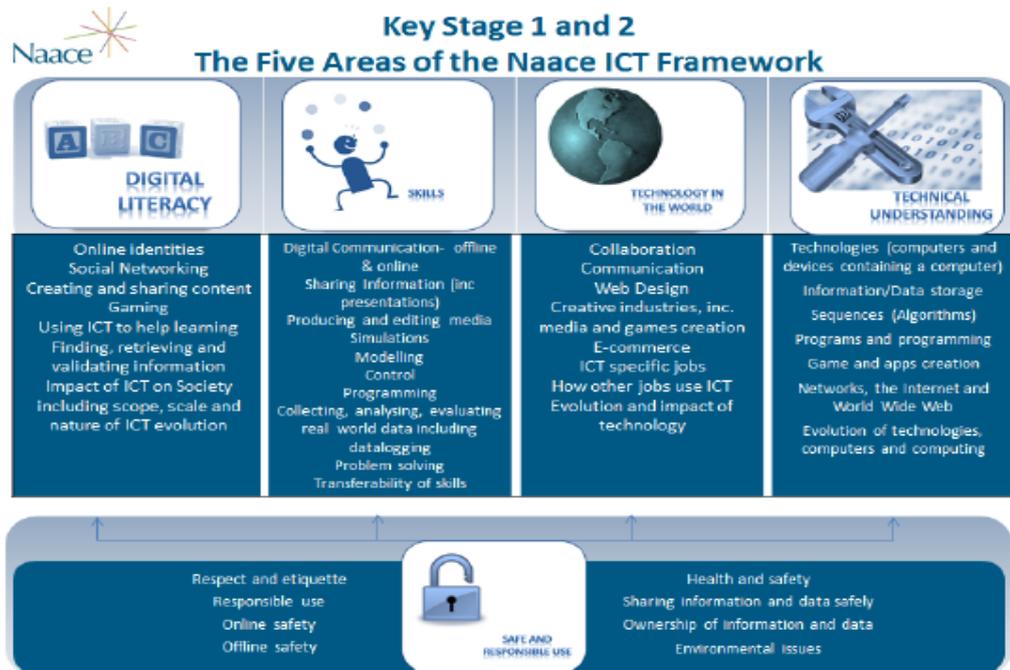
Home school links

Children are given the option to complete some homework tasks, when appropriate, using technologies out of school. Teachers are sensitive to the fact that children may not have access to some technologies or may not wish to use it to complete tasks out of school. Any work brought into school must be scanned for viruses.

Computer Suite

There are 30 networked PCs where the majority of whole class teaching of computing takes place. One of these is linked to the projector to allow teacher demonstration. Larkfields Junior School subscribes to George Spencer School IT support and the firewall is run through Smoothwall who protect the network from threats and filter inappropriate material. George Spencer also maintain and run the server.

All teaching staff all have a laptop and an Ipad which is linked to the network.

The school also has 30 Ipads which are used to support the curriculum.

Internet Safety

Internet access is planned to enrich and extend learning activities. Larkfields Junior School has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An E-Safety Strategy and Acceptable Use Policy have been drawn up to protect all parties, and rules for responsible internet use will be displayed next to each computer with Internet access. The school will appoint an E-Safety officer; this will be the designated Child Protection Officer, as the roles overlap. The E-Safety Strategy and Acceptable Use Policy and their implementation must be reviewed annually.

Although the school offers a safe online environment through filtered internet access, we recognise the importance of teaching our children and parents about online safety and their responsibilities when using communication technology and we are beginning to implement strategies that will promote understanding.

Roles and Responsibilities

The Head Teacher and Computing Co-ordinator are responsible for ensuring that:

- The computing policy is implemented, evaluated and regularly reviewed

- Sufficient funds are allocated to support computing development

- They maintain an overview of computing development

- Computing is used to achieve the aims and objectives of the school

- Appropriate computing elements are planned within different curriculum areas

- Computing is used to enhance learning and is planned effectively to raise the children's capabilities

- The computing policy is implemented

- Teachers own training needs are communicated to the Professional Development Co-ordinator

The subject leader for computing is responsible for the day-to-day implementation of the computing policy through:

- Modelling good practice

- Observation of lessons, when released, and to identify development areas as well as recognising strengths

- Monitoring the delivery of the computing curriculum and reporting to the Head Teacher the current status of the subject

- Provision of regular in-service education and support to staff

- Supporting the professional development of individual members of staff

- Identification of training courses available to develop subject knowledge

- Supporting colleagues with the implementation of the computing framework, assessment and record keeping activities

- Taking the lead in policy development and the integration of computing and its effect on teaching and learning

Links to other policies

- E-Safety Strategy

- Acceptable Use policy

- Child Protection and Safe Guarding

- SMSC

- Anti-bullying

- Teaching and Learning

- Health and Safety

- SEND

- Equality

Appendix 1

National Curriculum Level Descriptors

National Curriculum Attainment Targets
Attainment target for COMPUTING

Level 1

Pupils explore information from various sources, showing they know that information exists in different forms. They use COMPUTING to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes. They talk about their use of COMPUTING.

Level 2

Pupils use COMPUTING to organise and classify information and to present their findings. They enter, save and retrieve work. They use COMPUTING to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. They plan and give instructions to make things happen and describe the effects. They use COMPUTING to explore what happens in real and imaginary situations. They talk about their experiences of COMPUTING both inside and outside school.

Level 3

Pupils use COMPUTING to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use COMPUTING to generate, develop, organise and present their work. They share and exchange their ideas with others. They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using COMPUTING based models or simulations to help them find things out and solve problems. They describe their use of COMPUTING and its use outside school.

Level 4

Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor quality information leads to unreliable results. They add to, amend and combine different forms of information from a variety of sources. They use COMPUTING to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using email. They use COMPUTING systems to control events in a predetermined manner and to sense physical data. They use COMPUTING based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions. They compare their use of COMPUTING with other methods and with its use outside school.

Level 5

Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use COMPUTING to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using email. They create sequences of instructions to control events, and understand the need to be precise when framing and sequencing instructions. They understand how COMPUTING devices with sensors can be used to monitor and measure external events. They explore the effects of changing the variables in a COMPUTING based model. They discuss their knowledge and experience of using COMPUTING and their observations of its use outside school. They assess the use of COMPUTING in their work and are able to reflect critically in order to make improvements in subsequent work.

Appendix 2

Nottinghamshire COMPUTING Framework

Appendix 3

COMPUTING framework Characteristics of Levels