Swinton Queen Primary School Policy Statement for Computing and ICT

Co-ordinator: S Panther

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 Swinton Queen Primary School 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.

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.

Rationale

The school believes that ICT and computing:
- ❖ Gives pupils immediate access to a rich source of materials.
- ❖ Can present information in new ways which help pupils understand access and use it more readily.
- ❖ Can motivate and enthuse pupils.
- ❖ Can help pupils focus and concentrate.
- ❖ Offers potential for effective group working.
- ❖ Has the flexibility to meet the individual needs and abilities of each pupil.

Objectives

Early years
It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

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, 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

- ❖ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed. Resources if not classroom based are located in class 6. A service level agreement with ACS is currently in place to help support the coordinator to fulfill this role both in hardware & audio visual. ICT and computing network infrastructure and equipment has been sited so that:

- ❖ Every classroom from foundation stage to y6 has a laptop connected to the school network and an interactive whiteboard with sound, DVD and video facilities. Also there are laptops/desktops in each classroom. Year 1-6 also have 3 Samsung Android tablets per class.

- ❖ There is an ICT and computing suite of 16 desktops.

- ❖ There is an Ipad trolley containing 16 Ipads with internet access available to use in classrooms on a rota basis

- ❖ Each class from y1 – y6 has an allocated 2 slots per week for teaching of specific ICT and computing skills and cross curricular work

- ❖ The ICT and computing suite are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.

- ❖ Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- ❖ The school has an ICT and computing technician who is in school one morning every week.
- ❖ A governor will be invited to take a particular interest in ICT and computing in the school.

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. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the national curriculum. A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in line with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure appropriate provisions or interventions are put into place.The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, book trawls or looking at other data for the subject. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The co-ordinator is responsible for reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Pupils with special educational needs

We believe that all children have the right to access ICT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and computing curriculum for some pupils. We believe that all children have the right to access ICT and computing. In order to ensure that children with special

educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and computing curriculum for some pupils. We teach ICT and computing to all children, whatever their ability. ICT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEN children on a one to one basis where children receive additional support. Additionally as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Equal opportunities

Swinton Queen Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

The role of the co-ordinator

- ❖ There is an ICT and computing coordinator who is responsible for producing an ICT and computing development plan and for the implementation of the ICT and computing policy across the school.
- ❖ To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Computing/ICT.
- ❖ To maintain resources and advise staff on the use of materials, equipment and books.
- ❖ To monitor classroom teaching or planning following the schools rolling programme.
- ❖ To monitor the children's ICT/Computing work, looking at samples of different abilities.
- ❖ To lead staff training on new initiatives.
- ❖ To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- ❖ To have enthusiasm for Computing/ICT and encourage staff to share this enthusiasm.

❖ To keep parents and governors informed on the implementation of Computing/ICT in the school.
❖ To liaise with all members of staff on how to reach and improve on agreed targets
❖ To help staff to use assessment to inform future planning.

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning ICT and computing skills and using ICT and computing across the curriculum.

Staff training

❖ The ICT and computing coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.
❖ Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.
❖ Teachers will be encouraged to use ICT and computing to produce plans, reports, communications and teaching resources.

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.

All fixed electrical appliances in school are tested by a la contractor every five years and all portable electrical equipment in school is tested 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 senior site technician, bursar or head teacher who will arrange for repair or disposal.

❖ 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
❖ Magnets must be kept away from all equipment
❖ Safety guidelines in relation to IWBs will be displayed in the classrooms

Security

- ❖ The ICT and computing technician /coordinator 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, volunteers and children must sign a copy of the schools AUP.
- ❖ Parents will be made aware of the 'acceptable use policy' at school entry and ks2.
- ❖ 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.

Cross curricular links

As a staff we are all aware that ICT and computing capability should be achieved through core and foundation subjects. Where appropriate, ICT and computing should be incorporated into schemes of work for all subjects. ICT and computing should be used to support learning in other subjects as well as develop ICT and computing skills.