Heyhouses C.E. Primary School
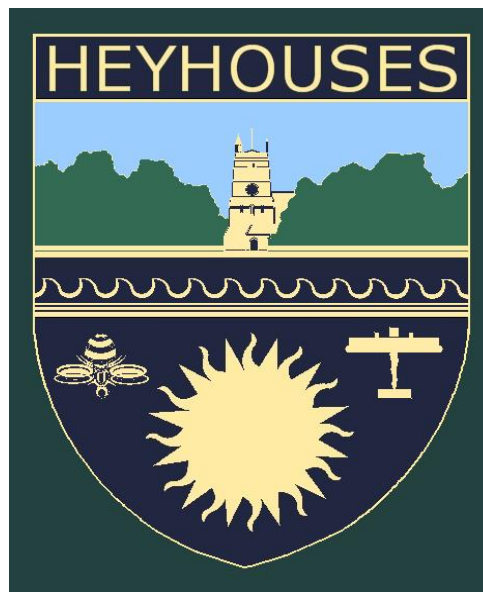
COMPUTING & ICT POLICY 2018

Review Date: September 2017
Next Review: September 2018

Heyhouses Church of England Primary School

Computing & ICT Policy

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Computing & ICT. It sets out a framework within which all staff can operate and gives guidance on planning and teaching Computing & ICT which sets out in detail what pupils in each year group will be taught and links to other curriculum areas. This document is intended for:

- All teaching staff
- All non-teaching staff
- School Governors
- Parents

This policy will be distributed to staff and Governors. It will also be available to parents on request and on the school website www.heyhouses.lancs.sch.uk

Introduction

At Heyhouses we believe that Computing & ICT prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We also believe that Computing & ICT is an important tool in both the society we live in and the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Our intention is that all teachers and pupils in our school will become confident users of ICT and that they will develop their skills, knowledge and understanding to enable them to use appropriate Computing & ICT resources effectively as powerful tools for teaching and learning.

Aims

Through the implementation of this policy and scheme we aim to:

- ❖ Teach the children how to become autonomous, independent users of ICT, gaining confidence and enjoyment through their computing activities.
- ❖ Develop a whole school approach to Computing & ICT ensuring continuity and progression in all strands of the Computing curriculum.
- ❖ Use Computing & ICT as a tool to support teaching, learning and management across the curriculum.
- ❖ Provide the children with opportunities to develop their Computing & ICT capabilities in all areas.

- ❖ Ensure ICT is used, when appropriate to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.
- ❖ Maximise the use of ICT in developing and maintaining links between other schools, the local community including parents and other agencies through email and the school website.

Objectives

In order to achieve these aims we will ensure that:

- ❖ There is continuity of experience throughout the school both within and among year groups.
- ❖ There is a systematic progression of knowledge, skills and understanding through Key stages 1 and 2.
- ❖ The Computing & ICT curriculum is delivered across both Key Stages through the ICT Inspires Curriculum scheme
- ❖ We teach a broad and balanced Computing & ICT curriculum that meets the needs of our pupils.
- ❖ All children have access to a range of Computing & ICT resources.
- ❖ Computing & ICT are focussed to enhance learning.
- ❖ Cross-curricular links are exploited where appropriate.
- ❖ Children's experiences are monitored and evaluated.
- ❖ Resources are used to their full extent.
- ❖ Resources and equipment are kept up-to-date as much as possible
- ❖ Staff skills and knowledge are kept up-to-date through training.

Curriculum Development and Organisation

Throughout the school each class will cover one or two areas of work per term. These areas will be based on the ICT Inspires Scheme and will be linked to a topic that the class and year group are covering. The teachers will plan within their year group and identify skills, understanding and knowledge to cover within the area. Each year group will cover an eSafety topic and the children will take part in an eSafety Day.

The ICT Inspires scheme is used to form the basis of the Medium Term Plans for Computing & ICT. Adaptations are made to ensure the plan is progressive in developing pupil capability and to show links to other areas of the curriculum.

In the Junior Department each Year Group has an afternoon of Computing/ICT with a specialist ICT/Computing teacher, this equates to 40 minutes per class. This scheme is integrated to ensure that delivery of the Computing & ICT Scheme is linked to subjects and takes on board the statutory requirements of other national curriculum subjects. Each class is also encouraged to use ICT for other subjects so ensuring that ICT is integrated within the curriculum.

There are 30 laptops, 30 tablets and 30 iPads available for use during the teaching of Computing & ICT or for use in other lessons during the week. This allows Computing &ICT to be embedded within the curriculum.

In the Infant Department all the classes have access to 30 laptops along with 29 iPads. These can be used by all children with an adult. Each classroom also has an Interactive Clevertouch board. In both school halls there is a projector connected to a computer and sound system.

Teaching and learning

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different groupings of children - groupings may be based on ability.
- Different levels of input and support given.
- Different outcomes expected.
- Use of interactive boards in classes to demonstrate to larger class groups.

The Computing & ICT subject leader will review teacher's Computing & ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of Computing & ICT capability.

Equal Opportunities and SEN

The National Curriculum states that 'All pupils regardless of race, class or gender should have the opportunity to develop their ICT capability.'

At Heyhouses we ensure this by:

- Ensuring all children follow the Computing Progression Document and Units of Work for Computing & ICT. Keeping a record of children's Computing & ICT use to ensure access and fairness of distribution of ICT resources.
- Providing curriculum materials and software which are in no way class, gender or racially prejudiced or biased.
- Monitoring the level of access to laptops, tablets & iPads to ensure no pupils are unduly disadvantaged.

We recognise Computing & ICT offers particular opportunities for pupils with Special Educational Needs. Computing & ICT can cater for a variety of learning styles which a class of children may possess.

Using ICT can:

- Increase access to the curriculum
- Raise levels of motivation and self esteem
- Improve the accuracy and presentation of work
- Address individual needs

We aim to maximise the use and benefits of Computing & ICT as one of the many resources to enable all pupils to achieve their full potential.

If the situation arises, the school will endeavour to provide the appropriate resources to suit the specific needs of individual or groups of children.

Internet Safety

See separate Internet Policy.

Management Information Systems

ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school complies with the LEA requirements for the management of information in schools. We currently use SIMS.net which operates on the school's administrative network and is supported by the LEA Schools' ICT Services Westfield Centre.

Only trained and designated members of staff have authority and access rights to input or amend the data.

The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment and Monitoring

Computing & ICT is assessed using the Progression in Computing Document on a self-assessment basis where possible. Formative assessment occurs on a lesson by lesson basis following the LPDS National Curriculum Assessment Materials. These are conducted informally by the class teacher and are used to inform future planning.

Children's knowledge, skills and understanding are assessed throughout the units and at the end of each unit the teacher completes an assessment form based on the unit objectives. In KS2 this is completed with the help of the Computing & ICT teacher. Evidence of children's work will be kept for assessment and monitoring purposes. This evidence will also be used to assign levels to children's work as they move through the school and in particular at the end of each key stage.

On a termly basis the Computing & ICT co-ordinator will monitor the teaching and learning of Computing & ICT

Through this monitoring the co-ordinator will:

- Monitor Plans
- Analyse Children's work
- Discuss units with class teachers and Computing & ICT teacher
- Observe the Computing & ICT being used in the classroom
- Analyse assessments and evaluations.

Roles and responsibilities

Computing & ICT **Co-ordinator**

The Computing & ICT Co-ordinator will be responsible for:
- Raising standards in COMPUTING as a National Curriculum subject
- Facilitating the use of Computing & ICT across the curriculum in collaboration with all subject co-ordinators.
- Providing and organising training to keep staff skills and knowledge up to date.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the Computing & ICT curriculum and reporting to the Headteacher on the current status of the subject.

The Subject Co-ordinator

Subject co-ordinators should identify where Computing & ICT should be used in their subject schemes of work. Subject co-ordinators will work with the Computing & ICT co-ordinator to ensure that all National curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The Classroom teacher

Each class teacher has a responsibility to plan and teach appropriate Computing & ICT activities and monitor and record their pupils' progress.

Health and Safety

We will operate all Computing & ICT equipment in compliance with Health and Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the needs to take regular breaks if they are to spend any length of time on the computers

Appropriate Legislation, including copyright and data protection.

All software loaded on school computer systems must have been agreed with the Computing & ICT co-ordinator before being loaded.

All our software is used in accordance with the licence agreement.

COMPUTING Resources

See Computing & ICT Resource and Software Sheet.

This Computing & ICT Policy was created by Alison Townsend and developed by Tim Fish.

It was created in 2003 and reviewed annually. This edition was revised in March 2018.