ICT\Computing Policy Document
Merchant Taylors' Primary School, Stanfield

INTRODUCTION

This document is a statement of the aims, objectives and strategies for the use of Information and Communications Technology (ICT) and Computing at Merchant Taylors' Primary School.

RATIONALE

ICT, computer science and digital literacy are essential life skills necessary to fully participate in the digital world. The use of technology should motivate and enthuse pupils and offer opportunities for communication and collaboration both inside and outside school. The use of technology throughout the curriculum encourages critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork and reflection.

AIMS
- To provide a broad, relevant, balanced, challenging and enjoyable curriculum for all pupils
- To meet the requirements set out by the National Curriculum
- To encourage pupils to develop positive attitudes and to understand the importance and relevance technology has in today's world
- To enable pupils to acquire a broad range of ICT and computing capabilities and to be confident using a range of hardware and software
- To respond to new developments in technology
- To equip pupils with the skills to use technology throughout their lives
- To ensure pupils understand how to use technological equipment safely and responsibly
- To help both pupils and teachers to develop confidence and competence to use Information Technology in a range of situations and contexts appropriate to tasks in hand
- Enrich learning and promote both autonomous study and group work

Early Years Foundation Stage

We teach Computing in reception as an integral part of the topic work covered during the year. We relate the computing aspects of the children's work to the objectives set out in the Early Learning Goals which underpins the curriculum planning for children aged three to five. The Early Learning Goals specific to Knowledge of the World are:
- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

The children achieve these goals through direct teaching in their computer lesson and through a variety of activities in the classroom and outdoor area.

Attainment 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

Attainment 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

TEACHING AND LEARNING

All pupils have a weekly lesson in the Computer Suite, in reception and Key Stage 1, the lessons are thirty minutes and in Key Stage two, they are forty five. The ICT\Computing Curriculum is organised into three distinct areas:

- Digital Literacy
- Information Technology
- Computer Science

The long term plans clearly show progression through each area from year one through to year six. In teaching ICT\Computing we aim to:

- Equip pupils with the technological skill to become independent learners
- Provide a relevant, challenging and enjoyable curriculum for all pupils
- Enable them to work collaboratively on a project or other activity
- Experience IT and computing in a stimulating and creative way
- Teach pupils how to use technology safely, respectfully and responsibly and how to report concerns in a range of ways
- Equip pupils with the understanding that information placed online leaves a trail or digital footprint
- To enhance learning in other areas of the curriculum using ICT and Computing
- To respond to new developments in technology
- When communicating online and in line with Fundamental British Values, pupils are encouraged to
  - o respect others and to show appreciation and respect of other peoples religion and culture
  - o develop their self-knowledge, self-esteem and self-confidence
  - o to accept responsibility for their behaviour and know how to contribute positively to other people's lives
  - o to know distinguish right from wrong

INCLUSION & EQUAL OPPORTUNITIES

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 curriculum for some pupils. We teach ICT and computing to all children, whatever their ability. 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.

Using ICT can:

- Address children's individual needs
- Increase access to the curriculum
- Enhance language skills

Our school promotes equal opportunities for computer usage. All pupils regardless of social class, gender, culture, race, ability or learning needs are to be provided with equal access to ICT facilities and teaching. All individuals will be given the opportunity to experience success in learning and to achieve their fullest potential through appropriately challenging tasks and computer resources.

We celebrate the diversity in our school and in the world around us, as well as reinforcing fundamental British values through ICT and Computing. We are committed to ensuring our children respect themselves and others and can distinguish right from wrong whilst communicating online and face to face.

ASSESSMENT AND RECORDING OF PUPILS' PROGRESS

Progress in ICT\Computing is regularly assessed through observations and evidence. Assessment will be based on short focused tasks and activities to identify the learning objectives are met.

Assessment is process orientated, staff evaluation determines whether techniques and skills have been applied purposefully by pupils to demonstrate their understanding of the computing concepts taught.

- Formative assessment is an on-going process and provides pupils and staff with an opportunity to reflect on the learning in the context of the success criteria, which then informs future planning.

- Summative assessment reviews pupils capability and provides a best fit level. Pupils work is assessed in lessons through observation and questioning. Once a unit of work is completed, a judgement will be made as to whether a learning objective has been almost achieved, met or exceeded. Results are recorded in a spreadsheet and pupil work is saved in their own area on the computer network.

REPORTING TO PARENTS

Progression in ICT\Computing will be reported to parents through an annual written report to parents at the end of the academic year

MONITORING

The subject teacher is responsible for monitoring the standard of pupil's work and supporting other members of staff and keeping them up to date with developments in the subject.

CROSS CURRICULAR LINKS

ICT should be used to support learning in other subjects in a meaningful way as well as to develop ICT and Computing skills. When it is appropriate, ICT and Computing should be taught with a cross curricular approach.

HEALTH & SAFETY

The school is aware of the health and safety issues involved in pupils use of ICT and Computing and pupils are reminded of safety procedures at regular intervals. Pupils receive instruction on the correct seating position. The need for moving around the ICT Suite in a calm and controlled manner and remaining seated when they require help.

The ICT co-ordinator will check:

- All workstations offer a safe environment for pupils and staff to work
- All electrical equipment is regularly checked
- Trailing leads are made safe behind equipment
- Pupils take breaks away from technological equipment as deemed appropriate
- That there are no trailing cables or leads which could constitute a health hazard
- There are no damaged chairs or other faulty and/or potentially hazardous equipment

The school invests in a range of software and maintains this software to prevent unauthorised access to the internet and to email. Software is also used to detect viruses and to monitor and control the use of all computer facilities. It remains the responsibility of the user however, to treat all resources, facilities and services with respect and to adhere to this policy.

RESOURCES

The school recognises the need to continually maintain, update and develop its resources to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives.

We have a computer suite consisting of 26 PC's and 10 iPads. Every class teacher has a laptop. All the computers in the school are networked and have internet access, all classrooms have interactive whiteboards and the infant classrooms have apple tv.

THE ROLE OF THE ICT CO-ORDINATOR

The ICT Co-ordinator will:
- Produce an ICT and Computing Development plan and the implementation of the ICT and computing policy across the school
- Maintain resources, install software and subscribe to relevant websites
- Provide professional management of computing across the school
- Lead staff training on new initiatives
- Attend appropriate in-service training
- Provide equality of opportunity using a range of teaching approaches and techniques
- Use appropriate assessment techniques and maintain these records
- To keep up to date with relevant legislation relating to the use of ICT and Computing, including copyright and data protection issues
- Offer help and support to all members of staff in their use of ICT
- Administer, develop and maintain the schools network facilities and any other I.C.T hardware/software
- Keep up to date with the latest developments in technology
- Ensure that pupils use of ICT will be in line with the school's acceptable use policy
- Provide up to date e-safety teaching and advice to pupils and staff

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