

# Stroud Green Primary School



*Believe and achieve*

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

## Computing and ICT Policy

Policy Originator	Will Chatham & Marvin Green
Governor Responsible	Curriculum Committee
Status	Non-Statutory
Last reviewed	4 <sup>th</sup> July 2016
Ratified on	18 <sup>th</sup> July 2016
Review period	Summer 2018
Signed	

## **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 Stroud Green 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.

## **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 more.
- Offers potential for effective group working.

- Has the flexibility to meet the individual needs and abilities of each pupil.

## **Objectives**

### Early Years Foundation Stage

It is important in the Early Years 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 particularly 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 a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

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.

## **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 report faults as soon as they are noticed to the IT technician. Resources, if not classroom based, are located in the IT office. A service level agreement with Badger is currently in place to help support the subject leader to fulfill this role both in hardware & audio visual. ICT and computing network infrastructure and equipment has been sited so that:

- Every classroom from Nursery to Y6 has a laptop/PC connected to the school network and an interactive whiteboard with sound and video facilities.
- We are currently investing in trolleys in school containing class sets of laptops/tablets with internet access available to use in classrooms.
- There are 18 iPads available to be used in classrooms.
- The laptops and iPads are available for use throughout the school day as part of 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 every two weeks
- Class Registers are completed electronically using INTEGRIS

## Planning

Rising Stars Modules are 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 and use the same format for their weekly planning sheet. 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.

## Assessment and Record Keeping

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 each term. 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. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into:

- Formative assessments which are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment which review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in computing by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We record the results on Target Tracker and we use these to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year. ICT and computing work is saved on the school network. Other work may be printed and filed within the subject from which the task was set.

### **Monitoring and evaluation**

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 trawl or by 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. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

### **Pupils with SEND**

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.

### **Equal Opportunities**

Stroud Green 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 Subject Leader**

- There is a computing subject leader who is responsible for producing a computing development plan and for the implementation of the computing policy across the school.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.

## **The Role of the Class Teacher**

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

They will:

- Plan and deliver the requirements of the EYFS outcomes and early learning goals or primary framework to the best of their ability.
- Set high expectations and provide opportunities for all pupils to achieve, (girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds).
- Create effective learning environments.
- Provide equality of opportunity through teaching approaches.
- Use appropriate assessment approaches and keep up to date records.

## **Staff Training**

The 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 subject leader/s. Teachers will be encouraged to use ICT and computing to register the pupils, to produce plans, reports, communications and teaching resources.

## **Health and Safety**

The school is aware of the health and safety issues involved in children's use of computing equipment. All fixed electrical appliances in school are tested by a Local Authority contractor every five years and all portable electrical equipment in school is tested by an external contractor 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. 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 site technician 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.
- E-safety guidelines are set out in the E-Safety Policy.

### **Security**

- The ICT and computing technician /subject leader/s 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 internet use 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 the computing objectives should be achieved through core and foundation subjects. Where appropriate, computing should be incorporated into schemes of work for all/most subjects. Computing should be used to support learning in other subjects as well as to develop further skills.

### **Parental involvement**

Parents are encouraged to support the implementation of the computing curriculum 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.