St. Stephen's C.E. Primary School

Primary Computing Policy

2018

Primary Computing/ICT Policy Document

INTRODUCTION

What do we mean by Computing?

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming… Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.' *Excerpt from the 2014 National Curriculum Computing Programme of Study.*

At St. Stephen's C.E. Primary School we use a range of technology. This includes:

- communication tools
- interactive screens
- sound recorders
- ipads
- digital cameras
- remote control toys
- sensing and control equipment
- specific subject related software and online content.

These resources may be used to teach Computing skills and capabilities or to provide access to or enhance the wider curriculum.

Why Computing?

Computing is now an integral part of life for our children and young people. There is conclusive evidence that effective use of ICT raises attainment and enhances learning and teaching. We aim to ensure that the pupils at St. Stephen's C.E. Primary School receive an education which takes account of the relevance of computing in our society. Through following the progression of skills and capabilities, our children will be able to use a variety of technology confidently and effectively. They will also learn to apply the knowledge and skills they have acquired across other curricular areas.

Statement of Aims

We aim to ensure all pupils have access to a robust and challenging computing curriculum that takes account of the wide range of skills, experience and prior learning our children bring with them by:

- Developing skills, knowledge and capability through systematic, appropriately challenging activities.
- Developing the skills and knowledge, necessary to achieve the Foundation Stage early learning goals in the Area of Learning and Development, Understanding of the World - Technology.
- Providing opportunities to use technology in a variety of curricular areas.
- Fostering positive attitudes towards technology and modelling effective use of digital resources and equipment.
- Promoting excellence and enjoyment through the innovative and effective use of technology to support teaching and learning.
- Ensuring all pupils and staff have an understanding of online safety at a level appropriate to their age or role, including the risk of online bullying, radicalisation and extremist behaviour.

THE COMPUTING CURRICULUM

Technology is used as a tool to enhance learning and creativity throughout the whole curriculum and to support wider school priorities.

Recording and assessment of Computing

A matrix indicating specific skills and capabilities ensures that computing objectives are taught explicitly and allows the subject co-ordinator to monitor computing coverage. A topic overview document indicates where elements of the computing curriculum are being taught. Where ICT resources are used to support other subject areas, this can be included in planning.

Foundation Stage

Opportunities for the use of ICT including role play are identified in continuous provision activities.

Key Stages 1 and 2

A scheme of work containing skills and capabilities, suggested experiences and assessment resources has been developed to take account of the new 2014 National curriculum, to ensure an appropriate level of challenge and breadth of access to equipment and resources. This has been adapted to fit in with the topics from the dimensions curriculum.

The scheme is based around the following areas of capability:

- Computer Science
- Communicating and sharing ideas using digital technology*
- Finding, collecting storing and organising and interpreting information*
- Communicating and sharing ideas using digital technology*

* Areas relating to digital literacy

Progressive esafety statements are included in all four areas, although elements of esafety may be taught in other subjects or as part of a whole school programme. Further details are included in the esafety policy.

ACCESS TO THE CURRICULUM

A computer and interactive display screen is available in each classroom to ensure easy access and integration into general work. ICT provision at present includes; classroom computers, computers in the IT suite, Laptops, IPads and mini IPads, voting pods and a variety of other technology which is updated as funding allows.

All children are given access to a range of other technology, e.g. digital cameras, sound recorders and Beebots. The use of technology in the world around us is reflected where appropriate in the Foundation Stage and key stage 1 role play areas.

The computing subject leader is responsible for ensuring appropriate equipment and resources are available to fulfil the requirements of the national curriculum.

Where support and/or specialist equipment is required to access the computing curriculum, it is provided where possible after consultation with the SEN Co-ordinator.

EQUAL OPPORTUNITIES AND MULTICULTURALISM.

At St. Stephen's C.E. Primary School we believe all our children are entitled to benefit from equal access to ICT regardless of race, gender, intellectual and physical ability. Classroom management will take into account such issues and ICT materials free from bias will be positively sought. ICT has the potential to provide access to other curriculum areas for children with SEN and resources will be provided where appropriate.

HEALTH AND SAFETY

All electrical equipment is checked annually by qualified PAT Testers. Computers are placed carefully to ensure that Health and Safety regulations are complied with.

The co-ordinator will ensure that members of staff are informed of the aspects of the health and safety policy that relate specifically to ICT. The ICT Co-ordinator and the Headteacher responsible for health and safety policy will ensure they are aware of new issues and developments relating to health and safety and ICT and update staff members as appropriate.

Teachers model appropriate uses of all equipment before children have access to it e.g. the correct way of using a mouse and keyboard.

The school's technician will ensure that all equipment is checked regularly to ensure it is safe.

Access to the Internet and email carries with it potential risk, because of the gravity of this risk we have separate esafety and ICT Security /Acceptable Use policies. Please refer to this document for further guidance.

For further information on Internet safety visit these sites.

www.elearningsupportservice.org.uk
http://www.childnet.com/
http://www.thinkuknow.co.uk/
http://www.swgfl.org.uk/

ROLES AND RESPONSIBILITIES

The role of the ICT Co-ordinator include;

- Giving advice on purchasing, setting up and positioning of curriculum equipment, in consultation with the Headteacher and technician.
- In consultation with the Health and Safety Officer, ensure appropriate health and safety legislation and protocol are fulfilled regarding the siting and use of technology.
- Ensuring a rolling programme of replacement
- Reviewing, evaluating and purchasing of new resources and equipment for the ICT curriculum.
- Supporting other subject co-ordinators in terms of the level of ICT capability necessary to use resources.
- Maintaining their own skills and knowledge and those of other staff members through Identifying training needs and providing appropriate access to training.
- Updating, reviewing and disseminating the scheme of work.
- Updating, reviewing and disseminating the ICT policy document.
- Supporting in co-ordinating the repair, maintenance and introduction of new and existing hardware.
- Organising access to ICT curriculum resources.
- Seeking advice and support, where necessary, from appropriate sources, locally these currently include the E learning Consultant and E Solutions Officer.
- Being a member of the school's esafety leadership team.
- Being a learning platform and MDM administrator.

The role of other curriculum subject leaders;

- Keeping up to date with issues relating to the effective use of ICT to support teaching and learning in their subject.
- Providing or identifying appropriate software, online resources and equipment to support teaching and learning in their subject.
- Ensuring that where the use of ICT resources and equipment will support teaching and learning, it is identified in planning.
- Monitoring effective use of Computing to support teaching and learning in their subject.

ASSESSMENT AND RECORDING OF PUPILS' PROGRESS

Formative assessment is used by teachers to identify each child's progress, determine what each child has learned and what should be the next stage in his/her learning. In addition to this, assessment of computing capability will take place at the end of each section of work and will be based on children's work, children's/teacher's notes, evaluations and explanations where appropriate. Individual pupil evaluated skill sheets are completed

throughout the learning process. Pupil achievement will be recorded in the class computing assessment sheet. This will form the basis of the report to parents.

In the foundation stage, children's use of technology feeds into the foundation stage profile under Understanding of the World.

Teachers provide examples of work to the Computing coordinator at the end of each section of work. Examples of pupil work are stored on the server. Examples of Computing work from each year group are used for moderation by the Computing co-ordinator.

A selection of Computing work is kept as evidence in the school Computing portfolio (much of this is may be electronic, but may also contain evaluations, note and plans from the children where appropriate.)

STAFF DEVELOPMENT

The ICT co-ordinator and headteacher are responsible for ensuring that staff are provided with training and support to ensure their skills in the use of ICT equipment and knowledge of curriculum developments are kept up to date. Training needs are identified through a range of methods, including, performance management, discussions with staff and the monitoring of the teaching and learning of Computing.

RESOURCES

An audit of both software and hardware is maintained by the Finance Administrator. The hardware audit is maintained on the SIMS system. Staff are informed when new resources are purchased and the necessary staff development is put into place to ensure they are used effectively.

The headteacher is ultimately responsible for ensuring all software and subscriptions are properly licensed. See ICT Security Policy.

The school management team are responsible for ensuring that a workable hardware replacement plan is in place and that equipment in need of repair is identified and the appropriate repairs or replacements carried out.

ICT equipment is disposed of by our technical support and a certificate of disposal received where appropriate. Data security for equipment under repair or due for disposal is ensured as detailed in our ICT security policy.

REVIEW / EVALUATION OF POLICY

The policy will be reviewed by the ICT coordinator on an annual basis in consultation with the Headteacher*, staff and the Link Governor*. Acceptable Use Policy, ICT scheme and assessment procedures will be reviewed and adapted to keep pace with curriculum developments and developments within ICT technology.