**LEICESTERSHIRE COUNTY COUNCIL**

**STATHERN PRIMARY SCHOOL**

 COMPUTING

and

ICT

 POLICY

2017

**Computing and ICT Policy November 2017**

**Introduction**

The use of information and communication technology (ICT) is an integral part of the national curriculum and is a key skill for everyday life. It prepares 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 recognise that ICT is an important tool in both the society we live in and in the process of teaching and learning. Computers, tablets, programmable robots, cameras, use of everyday ICT equipment such as photocopier, CD player, microphones are a few of the tools pupils can use to find, analyse, exchange and present information responsibly and creatively. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. At Stathern 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 national curriculum for computing has four main aims to ensure that all pupils:

• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

• 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.

It is the aim of Stathern Primary School to:

• provide a relevant, challenging and enjoyable computing curriculum for all pupils

• meet the requirements of the national curriculum programmes of study for 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

• recognise the potential, and deepen the awareness of the application and necessity of ICT in everyday life

• to develop the understanding of how to use ICT and computing safely and responsibly.

**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 Foundation Stage (see also the EYFS Policy)

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. EYFS 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 programme a toy. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

**Key Stage 1**

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

**Key Stage 2**

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 algorithm words 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 worldwide 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 computing system by investing in resources that will effectively deliver the strands of the new curriculum and support the use of ICT and computing across the school. Staff are required to inform the coordinator and/or headteacher of any faults as soon as they are noticed. A service level agreement with StroudyIT is currently in place to help support the technical part of ICT and computing.

• there are 2 laptop trolleys containing 22 laptops in total

• there are 22 iPads which are stored in a trolley

• we currently subscribe to Espresso which provides a huge library of cross curricular, digital resources for use in the classroom at all levels across the school

• we currently subscribe to Curriculum Visions which provides cross-curricular ebooks and

activities for all key stages

• we currently subscribe to Mathletics, Spellodrome and Reading Eggs to support pupils in their learning

• each classroom has an interactive whiteboard, projector and visualiser

• all classes have access to a mixer and speakers

**Planning**

As the school develops its resources and expertise to deliver the computing curriculum, lessons will be planned in line with the national curriculum and will allow for clear progression. These will be designed to enable pupils to achieve stated objectives.

**Differentiation and SEN**

Children with special educational needs or a disability will be entitled to the same access to ICT as their peers. In planning lessons teachers will identify the learning outcomes for the majority of children as well as extension activities for the more able. Consideration will be given to modifying the task, or providing peer or adult support, for children with difficulties. It is important to note that children with learning difficulties may achieve well in ICT and should be given the opportunity to provide support for others.

**Health and Safety**

The school is aware of the health and safety issues involved in children’s use of ICT. All electrical appliances in school are tested accordingly. It is advised that staff should not bring their own electrical equipment into 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 into school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the activity 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 coordinator and/or head teacher who will arrange for repair or disposal.

**Security**

• StroudyIT will be responsible for regularly updating anti-virus software

• use of ICT and computing will be in line with the school’s ‘E-Safety Policy’. All staff, volunteers and children must sign a copy of the Acceptable Use Policy (AUP)

• parents will be made aware of the AUP

• 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 consequences of any misuse

• the agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all classrooms.

**Monitoring and review**

The monitoring of the standards of the children’s work and of the quality of teaching in computing is the responsibility of the subject coordinator and the Senior Leadership Team. The coordinator is also responsible for supporting colleagues in the teaching of computing, for keeping informed and current developments in the subject and for providing a strategic lead and direction for the subject in the school.

This policy will be reviewed biennially to evaluate the school’s progress towards its computing targets. Progress will be discussed with the school leadership team and reported to governors.

Policy date: November 2017

Review date: November 2019

A Jackson