St. John Bosco RC Primary School

Computing Policy

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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 the 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, digital cameras, use of everyday ICT equipment such as the 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 St John Bosco RC Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning and 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 St John Bosco 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 developments in technology
- To equip pupils with the confidence and capability to use ICT and computing throughout their 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 flexibility to meet the individual needs and abilities of each pupil

1. RESOURCES AND ACCESS

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. 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.

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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 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

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 that strands of the new curriculum and support the use of ICT and computing across the school. Staff are required to inform the coordinator of any faults as soon as they are noticed and record this in a book situated in the school office. A service level agreement with ConnectedIT is currently in place to help and support the technical part of ICT and computing.

ICT and computing network infrastructure and equipment has been sited so that:
Every classroom has a Laptop connected to the school network and C-Touch

- There are 2 laptop trolleys containing 40 laptops.
- There are 17 I-Pads, which are used to support learning.
- Foundation Stage have two I-Pads which are used to record observations.
- We have one I-Pad dedicated to RE
- Pupils have access to Roamer and Beebot equipment and software.

2. INCLUSION

ICT can cater for a variety of learning styles which a class of children may possess. We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example:

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 ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children

3. PLANNING

Teachers' 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 pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected

The Subject Leader will review teachers' plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

4. ASSESSMENT

Computing is assessed both formatively and summatively using the National Curriculum, JEM scheme of work and accompanying assessment materials. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the JEM scheme of work. These are conducted informally by the class teacher and are used to inform future planning.

5. ROLES & RESPONSIBILITIES

Senior Leadership Team

The overall responsibility for the use of ICT rests with the senior Leadership Team. The Headteacher, in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum
- decides the provision and allocation of resources
- decides ways in which developments can be assessed, and records maintained
- ensures that ICT is used in a way to achieve the aims and objectives of the school
- ensures that there is an ICT policy, and identifies an ICT Subject Leader.

ICT Subject Leader

The Subject Leader oversees the planning and delivery of ICT within school.

The ICT Leader is responsible for

- raising standards in ICT as a national curriculum subject
- facilitating the use of ICT across the curriculum in collaboration with all Subject Leaders
- providing or 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 curriculum and reporting to the Headteacher on the current status of the subject

The Subject Leader should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their Computing curriculum and are applying those skills within the context of another curriculum subject. Subject Leaders work in partnership with the ICT / Computing Leader to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The Classroom Teacher
Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT / Computing activities and assist the Subject Leader in the monitoring and recording of pupil progress in ICT.

6. HEALTH AND SAFETY

Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Computer Room Rules are also on display within the ICT room for reference. The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. 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 to 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 to school by, for example, people running workshops, activities etc and it is the responsibility of the 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 or head teacher.

7. SECURITY

ConnectedIT manage the school network, checking for security and safety. The files and network system are backed up regularly. The updating of the antivirus software is carried out regularly.

- All pupils and parents will be aware of the school rules for the responsible use of ICT and commuting and the internet and will understand the consequences of any misuse.
- The SMART rules for safe and responsible use of ICT and computing and the interned will be displayed in all classrooms.

8. APPROPRIATE LEGISLATION, INCLUDING COPYRIGHT AND DATA PROTECTION

All software loaded on school computer systems must have been agreed with the designated person in the school. All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers.

9. MONITORING AND REVIEW

The monitoring of the standards of the children's work and of the quality of the teaching in computing is the responsibility of the senior leadership team. Monitoring will enable the ICT Subject Leader to gain an overview of teaching and learning in Computing throughout the school which will assist in the self evaluation process identifying areas of strength as well as those for development. The Subject Leader is also responsible for supporting colleagues in the teaching of computing, keeping colleagues informed of current developments in the subject and providing a strategic lead and direction for the subject in school.

This policy will be reviewed each year to evaluate the school's progress towards its computing targets. Progress will be discussed with the Senior Leadership Team and reported to governors

Signed: _____

Designation: _____

Date: _____

Review Date: _____