St Mary's Priory Catholic Infant and Junior Schools

ICT and Computing Policy

September 2016

Policy Originator	**ICT Lead**
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Headteacher	**Mrs F Collins**
Governor	**Mrs M Hibbett**

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 St Mary's Priory, 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.

Objectives

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 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

We have at least one computer available in every classroom and a computer suite of 15 computers and an iPad trolley containing 15 iPads. All computers around the school are networked and have Internet access. Every classroom has an Interactive Whiteboards available for all children to access daily. The ICT suite is time tabled for each class to access one lesson a week from years 2 to 6 as part of ICT and computing lessons and for cross curricular use.

ICT Technician

The school employs an ICT Technician for half a day a week. Whose specific roles relate to the provision of support in ICT. This support takes a variety of forms, including:

- dealing with technical queries relating to software and hardware;
- carrying out rudimentary and routine maintenance and repairs of hardware;

Assessment and record keeping (also see assessment policy)
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 towards - reviewing the way that techniques and skills are applied 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;

We assess the children's work in ICT and 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. On completion of each unit of work an example of the integrated task for each ability group is printed and placed in the Portfolio of Children's Work which is kept in the ICT Suite. This demonstrates the expected level of achievement in ICT for each age group in the school.

Monitoring and Reviewing

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

Inclusive teaching of ICT

At St Mary's Priory, we teach ICT and computing to all children, whatever their ability, age, gender or race. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances, the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in ICT and computing, we take into account any targets, which are evident on a class' provision map.

Teachers identify children who are gifted and talented in the area of ICT and computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of ICT and computing both in specific ICT and computing lessons and in using ICT in other curriculum areas. Opportunities are identified for these children to actively participate in more challenging aspects of ICT and computing.

Roles and Responsibilities

Leader for ICT and Computing
The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work.

Class Teachers

It is the responsibility of each class teacher to ensure that their class is taught all elements of the ICT curriculum as set out in the national curriculum programme of study.

• Children and parents sign a 'Responsible internet access and ICT use for pupils' form when they enter the school in Nursery and Year 3.
• Parents will be made aware of the 'acceptable use policy' at school entry.
• 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 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.
• The rules of e-safety are displayed where any child can access the Internet.

Health and safety (see also health and safety policy)
The school is aware of the health and safety issues involved in children's use of ICT and computing. An electrical inspection is carried out in school every five years. 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. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc., and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. Damaged equipment should then be reported to the ICT lead and the Office Manager.

- 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
- e-safety guidelines will be set out in the e-safety policy

Parental involvement

Parents are encouraged to support the implementation of ICT and computing 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.