Computing Policy

Our aim is as simple as **ABC**

Achieving, Belonging, Caring

'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9

Computing Policy

2020

We are proud to be a truly inclusive Church school and we aim to help our children develop as individuals, combining academic achievement with good pastoral care.

Our Christian Values are an integral part of the character of our school and are reflected in the daily life and work throughout the day.

We guide the children's moral and spiritual development in a way that reflects the school's Christian foundation.

Through excellent teaching we give each child access to an appropriate, broad, balanced and relevant curriculum

We provide a secure, caring and stimulating environment in which children are happy, enabled as learners and fulfil their potential.

Inclusion

Our Christian Foundation and Values form the basis of our everyday lives. We believe that all children and adults have the right to be treated equally, with respect and with dignity. We aim to prepare children to live harmoniously in a multicultural society, to value their culture and to have respect for other cultures.

We are committed to giving children equal opportunities to succeed in all subjects by identifying and addressing potential barriers to learning. Within ICT staff will plan the content, pace and style of teaching to match the profile of the class and include all learners.

We aim to ensure the core standards in our Equality Statement are an integral part of our inclusive curriculum.

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We take account of our duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation. Racism in any form is unacceptable in our school.

Our Creative Curriculum

Alongside the specific teaching of the core subjects within the National Curriculum (English, Maths and Science) we aim to ensure that our children develop their personal abilities and attributes alongside subject specific knowledge and skills.

As a result we have based our Creative Curriculum on 3 major Drivers:

DEVELOPING SELF AWARENESS AND MOTIVATION
GROWTH AND INDEPENDENCE
DIVERSITY IN THE WIDER WORLD

With these building blocks we try to ensure that our curriculum is stimulating, challenging, enjoyed by our children while meeting their particular needs, and is creative in its delivery.

1. The Aims and Objectives of ICT

ICT has become part of the way we all work and entertain ourselves. Almost everything we do at school now involves the use of ICT:

- online lesson research, teaching plans and resource materials;
- lesson delivery via either overhead projector or interactive whiteboard;
- communication by e-mail and fax;
- document distribution and storage;
- assessment information analysis;
- production and editing of reports.

Through teaching ICT we equip children to participate in a world of rapidly-changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

The objectives of teaching ICT are to enable children:

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- to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data collection and data representation
- to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- to become responsible, competent, confident and creative users of information and communication technology
- to learn about issues of security and personal safety, confidentiality and accuracy.

2. Teaching and learning style

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2.1 As an objective of teaching of ICT is to equip children with the technological skill to become independent learners, the teaching style that we adopt is as active and practical as possible. Children have direct instruction on how to use hardware or software, and discrete lessons to address the requirements of the National Curriculum. In addition, individuals or groups of children will use computers to help them progress in whatever they are studying, addressing elements of ICT through thematic work.

2.2 We recognise that all classes have children with a wide range of ICT abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

3. Curriculum planning

3.1 We use the Warwickshire Primary ICT guidance as a basis for its curriculum planning, modifying suggested units and activities to tie in with planned topics for each year group.

3.2 We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. ICT may be taught discretely or as an activity within other subjects eg safe searching for information in History, use of data handling programs within Science. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

3.3 The topics studied in ICT are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

3.4 Parents are informed of how we use the Internet and have the opportunity to withhold permission for their child to have Internet access. They are asked to inform the school in writing if they do not wish their child to use the Internet in school. The parents are however assured that their child's use of the Internet at school is always supervised. A record of those children who do not have permission to use the Internet at school is held by each class teacher and by the school office.

4. The Foundation Stage

4.1 We teach ICT in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use a range of technology including computers, tablets, and digital cameras. During the year, they begin to gain confidence in using technology to find out information and to communicate in a variety of ways.

5. The contribution of ICT to teaching in other curriculum areas

5.1 The teaching of ICT contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while role-play simulations and the Internet prove very useful for research in humanities subjects. ICT enables children to present their information and conclusions in the most appropriate way. Quite a lot of software is generic, and can therefore be used in several curriculum areas.

5.2 English
ICT is a major contributor to the teaching of English. Children's reading development is supported through talking stories. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They also learn how to improve the presentation of their work by using desktop publishing software. Writing frames are available to support the organisation of texts.

5.3 Mathematics
Children use a variety of software and web-sites to support their learning in different aspects of Maths. Screen robots allow pupils to give exact instructions for a particular route, or to use their knowledge of angles to draw a range of polygons. Software is used to display and analyse data, create graphs and practise number bonds.

5.4 Science
Children use ICT in Science to collect data, make predictions, analyse results, and present information graphically. Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Data loggers are used to assist in the collection of data and in producing tables and graphs.

5.5 Personal, social and health education (PSHE) and citizenship
ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. There is consequently an e-safety policy in place. This aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

6. Assessment for learning

6.1 Teachers will assess children's work in ICT by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

6.2 The subject leader keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in ICT for each age group in the school.

7. Resources

7.1 We subscribe to WES to provide software, training, strategic support and to keep our equipment in good working order. They also provide Broadband, Welearn365 and Policy Central, which provide secure internet access, e-mail and online resources including Purple Mash.

7.2 Teaching staff have been provided with encrypted memory sticks for safe storage and transfer of data. They should also use the welearn365 email and portal for secure transfer and storage of information.

Hardware

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To enhance teaching and learning, each classroom and the hall are provided with;

- a laptop or pc
- an interactive white board screen
- an Ipad
- access to a bank of tablets
- access to shared printers
- access to network and internet

There is also a dedicated ICT suite with 15 pcs. This is timetabled for class use, with unused times available for booking.

Additional hardware includes;

- network, including switch, router and server PC
- network shared resources, including printers
- interactive whiteboard and screen projection equipment
- document cameras
- scanner
- digital cameras
- digital microscope
- calculators
- floor robots
- headphones and microphones
- keyboards (musical).
- Lego WeDo control class set.

Software

We subscribe to Warwickshire ICTDS and are provided with a range of software to cover the requirements of the National Curriculum. Staff training is also provided through the service. These applications include;

- word-processing and desktop-publishing programs;
- painting and drawing software;
- multimedia presentation programs;
- spreadsheet and database programs;
- control program and models;
- simulations;
- virus protection;
- Online services including Discovery Education and Purple Mash.

8. Monitoring and review

8.1 The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the subject leader. The ICT subject leader is also responsible for supporting colleagues in their teaching of ICT, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for ICT in the school. This is achieved by attendance of and feedback from Cluster meetings and Leading Teacher meetings provided by Warwickshire ICTDS. The subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The subject leader has specially-allocated time for carrying out maintenance tasks and liaising with support services.

8.2 This policy will be reviewed at least every three years.