

## Ravensmead Primary School Computing and Information, Communication, Technology (ICT) Policy

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 Ravensmead Primary School 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:

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

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.

The national curriculum for computing aims to ensure that:

Users can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.

Users 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.

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 (see also early years policy)

It is important in the 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. Early years 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 drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

### 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 a sequence of instructions.

Write and test simple programs use logical reasoning to predict and computing the behaviour of simple programs organise, store, manipulate and retrieve data in a range of digital formats.

Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

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 sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.

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 and Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible networked system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school.

Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed via the fault reporting blog on Launchpad 365.

Resources if not classroom based are located in the resource in the photocopying room. A service level agreement with Entrust is currently in place to help support the coordinator to fulfill this role. In addition TTS support is available on a fortnightly basis.

ICT and computing network infrastructure and equipment has been sited so that:

#### Resources:

Every classroom from nursery to y6 has a laptop

connected to the school network and an interactive whiteboard with sound and DVD facilities.

Additional laptops for planning x2 in the Community Room, 1 in the Hall and 1 in the Music Room. 2 laptops to support Nurture provision and Ever6 in the Nurture Room.

There are 52 laptops for children, for booked use using the booking calendar in Launchpad 365. These are distributed between three trolleys for ease of access on each of the three levels of the school.

2 adults should be used to maneuver trolleys.

There is 1 iPad trolley in school containing 19 iPads, for booked use using the booking calendar in Launchpad 365 stored in DB's Room.

Internet access available to use across the school on three points.

The laptops and iPads are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use, book out using the booking calendars on Launchpad 365.

Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.

### Supporting ICT and Computing

The school has an ICT and computing technician who is in school one day every other week.

Governors, S Jones and M Ferns will be invited to take a particular interest in ICT and computing in the school.

### Planning

Planning is clearly structured through the long term plan and schemes of work published on Launchpad365, however they remain fluid as the school develops its resources and expertise to deliver the ICT and computing curriculum.

Modules are planned in line with the National Curriculum and will allow for clear progression. Modules are designed to enable pupils to achieve stated objectives.

Staff will follow medium term plans with objectives set out in the national curriculum and use the same format for their weekly planning as they do in other subjects.

Planning for each lesson must include the learning objective.

Planning for each lesson must include the success criteria.

Planning for each lesson must be evaluated.

A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEND or those who have EAL. Teachers must take account of these requirements and plan, where necessary,

to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

### Assessment

Pupil progress towards these objectives will be recorded by teachers as part of their class foundation tracking system.

During any teaching activities teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in line with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure appropriate provisions or interventions are put into place.

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 orientated - reviewing the way that techniques and skills are applied purposefully 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;

Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.

Summative assessment should review pupils' capability and provide a best fit level.

Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps.

Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in ICT and computing by making informal judgments as we observe the children during lessons.

We mark each piece of work against the lesson objective.

Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

We record the results on our foundation tracking grids to

provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year.

ICT and computing work is saved on the school network or the Learning Platform, Launchpad 365.

Other work may be printed and filed within the subject from which the task was set.

There is also an evidence folder on the learning platform to keep samples of the children's work in a portfolio.

### Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, book trawl or looking at other data for the subject. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

### Pupils with special educational needs (see also SEND policy)

We believe that all children have the right to access ICT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and computing curriculum for some pupils. We teach ICT and computing to all children, whatever their

ability. ICT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEN children on a one to one basis where children receive additional support. Additionally as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Equal opportunities (see also equal opportunities policy)

Ravensmead Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing and all staff members follow the equal opportunities policy.

Resources for SEND children and gifted & talented will be made available to support and challenge appropriately. Some software is purchased to meet the needs of these children as are lowercase colour coded keyboards and large keys for children with a visual impairment.

Additional Laptops in the Community Room may be

used for KS2 and E6 interventions.

Additional Laptops in the Nurture Room may be used for KS1 and E6 interventions.

Homework club will give priority to children without computer access at home.

### The role of the co-ordinator

There is an ICT and computing coordinator who is responsible for producing an ICT and computing development plan and for the implementation of the ICT and computing policy across the school.

Develop long term plans.

To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Computing and ICT.

To maintain resources and advise staff on the use of materials, equipment and books.

To monitor classroom teaching or planning following the schools rolling program of monitoring.

To monitor the children's work, looking at samples of different abilities.

To manage the computing budget.

To lead staff training on new initiatives.

To attend appropriate in-service training and keep staff up to date with relevant information and developments.

To have enthusiasm for computing and encourage staff to share this enthusiasm.

To keep parents and governors informed on the implementation of computing in the school.

To liaise with all members of staff on how to reach and improve on agreed targets.

To help staff to use assessment to inform future planning.

### The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning ICT and computing skills and using ICT and computing across the curriculum.

Planning lessons for Computing and E-safety as a discrete subject and as a cross-curricular tool.

Securing their motivation and concentration.

Providing equality of opportunity through teaching approaches.

Using appropriate assessment approaches.

Setting suitable targets for learning as outlined in the inclusion policy.

The class teacher's role is a vital role in the development

of Computing throughout the school and will ensure continued progression in learning and understanding.

To keep up to date assessment records (see policy document).

Staff training.

Inform the computing coordinator of training issues, who will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.

Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.

Teachers will be encouraged to use ICT and computing to produce plans, reports, communications and teaching resources.

Health and safety (see also health and safety policy and the E-Safety Policy)

The school is aware of the health and safety issues involved in children's use of ICT and computing. All fixed electrical appliances in school are PAT tested. 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. 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 senior TTS technician, office support manager or Head teacher who will arrange for repair or disposal.

2 adults should be used to maneuver laptop trolleys at all times.

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.

Magnets must be kept away from all equipment.

Children should avoid looking directly at projector lights.

E-Safety guidelines will be set out in the E-Safety policy & AUP.

### Security

The ICT and computing TTS technician will be responsible for regularly updating anti-virus software.

Use of ICT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must digitally sign a copy of the schools AUP.

Parents will be made aware of the 'acceptable use policy' at school entry and at KS2.

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.

### Cross Curricular Links

As a staff we are all aware that ICT and computing capability should be achieved through core and foundation subjects. Where appropriate, ICT and computing should be incorporated into schemes of work for all subjects. ICT and computing should be used to support learning in other subjects as well as develop ICT and computing skills.

### 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 and the learning platform.

They will be made aware of e-safety and encouraged to promote this at home.

They may wish to use the website.

They will use the text messaging service, Teachers to Parents to stay informed.

They may wish to assist children in using Launchpad 365.

They will be given opportunities to attend Computing and E-Safety sessions.

They will allow children to complete Education City Homework or to attend Homework Club.

### Governor Links

Governor involvement is seen as very important at Ravensmead Primary School. To reflect on practice, to inform expenditure and to ensure high standards and rigor in the subject.

Link Governors will take an interest in ICT and Computing policy and practice.

Link Governors will approve the review and action plan for this subject.

Link Governors will, where possible, attend ICT, Computing and E-Safety Events.

Curriculum Governors will approve successful Policy Updates.

Implementation Date \_\_\_\_\_

Review Date: \_\_\_\_\_

Written by \_\_\_\_\_

Chair of Governors Signatures \_\_\_\_\_

Link Governor Signature \_\_\_\_\_

Head teacher Signature \_\_\_\_\_