



# Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



## Policy Statement: Computing/ICT

### Rationale:

Our school commits itself to excellence in curriculum provision, and computing contributes to this excellence in every curriculum area. Computing is an integral tool to everyday life and therefore a core skill for all pupils and staff. 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 Computing 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 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 Stottesdon 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 our School to:

- to raise educational standards in discreet Computing skills and in their application in other subjects.
- provide a relevant, challenging and enjoyable computing curriculum for all pupils.
- use ICT and computing as a tool to enhance learning throughout the curriculum.



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Head Teacher: Mrs. K. Jones Chair Of Governors: Dr. Matthew Home

- 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 (see ESafety Policies).
- to provide equal access to learning opportunities through Computing to children of all learning abilities, gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of these technologies. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.
- to support the professional work of staff and to enhance the school's management information and business administration systems through:
  - discussion with experts in many fields
  - staff professional development - access to educational materials, good curriculum practice, training in new developments
  - communication with the advisory and support services, professional associations and colleagues
  - successful and well-managed technical support for all networked computers including the remote management of networks
  - exchange of curriculum and administration data with the LEA and DFES

### **Guidelines:**

- To use the curriculum 2014 framework (see objectives at the end of this policy), school curriculum maps and the Switched On scheme of work to provide progression and continuity.
- Each class will have one weekly timetabled session for the discrete teaching of Computing.
- As computers and laptops are available in class, we embed the use of Computing across every curriculum area as appropriate.
- During each unit of work, key stage 1 and 2 children will be tracked by teachers against set objectives within the unit of work. Children may use self assessment checks at the end of each unit.
- At the end of the year staff will record achievement on the ICT assessment grids (Staff Public: ICT) for SLT analysis, evaluation and school development planning.
- Monitoring and Evaluation of computing will be the responsibility of all staff, the subject leader/Headteacher. Monitoring activities (see Monitoring and Evaluation Policy) will feed into School Development Planning and Performance Management.

### **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



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and support the use of ICT and computing across the school. Staff are required to inform the Headteacher/technician of any faults as soon as they are noticed and record these in the technician folder situated in the office. A service level agreement with NOVUS and SGET is currently in place to help support the technical part of ICT and computing, as well as having a named technician who is available in school every other Tuesday morning to deal with technical issues.

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

- every classroom has a laptop connected to the school network and an interactive whiteboard with sound, DVD and visualiser facilities.
- there are 4 laptop trolleys containing laptops/tablets/ipads. These are accessible to all classes and a timetable or informal liaison supports sharing of resources for whole class use. Our Parago inventory keeps track of stock.
- there are spare teacher laptops available in the photocopy room for PPA.
- there is a variety of other ICT equipment in school including; Roamers, Beebots, CD players, digital cameras, microphones and headphones.

## 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 PAT 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, technician or head teacher who will arrange for repair or disposal.
- Food and drink should not be consumed near computing equipment.
- It is the responsibility of staff to ensure that classroom computing equipment is stored securely and that their class or themselves leave the equipment clean and tidy after use.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).



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### **Security/Safety**

- The IT technicians 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). This is revisited annually.
- 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 the internet and will understand the consequences of any misuse.
- An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are advised to take great care on the content accessed by children and ultimately responsible for information accessed by pupils. Computers/ipads/tablets are not for free use during wet play.

### **Management**

Computing is led by Senior Leaders/Headteacher

Technician support is provided by the SGET and Novus

Reviewed: June 2016



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## **Objectives:**

### **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 but cameras, phones, microscopes, beebots, tills, music players, microphones, recording devices etc. EYFS learning environments should feature ICT scenarios based on experience in the real world. Children should gain confidence, control and language skills through opportunities to use and programme a range of equipment regularly.

### **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 a sequence of instructions
- write and test simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

### **Key Stage 2:**

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



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presenting data and information.