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| **HIGH STREET COMMUNITY PRIMARY SCHOOL** |
| COMPUTING POLICY |

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COMPUTING AND ICT POLICY

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**1: Our Mission Statement**

**‘Working Together to Achieve’**

**W – Welcoming H – Healthy S - Successful**

**Our Aims (Outcomes)**

**At High Street we aim for all children to:**

* **Feel happy and develop confidence**
* **Aspire to reach their full potential**
* **To become independent thinkers and lifelong learners**
* **Respect differences in others**
* **Value themselves and celebrate the achievements of all**
* **Take responsibility for themselves, the community and the wider world**

**Objectives**

1. **The objectives of our school are:**
2. **To educate each child through a broad, balanced and creative curriculum.**
3. **To ensure the wellbeing, safety and inclusion of all individuals**
4. **To promote a positive physical environment to enhance the curriculum**
5. **To maintain professional communication between all stakeholders**
6. **To encourage high expectations which value enterprise and effort**
7. **To prepare children for an interdependent and globalised world**

**Inclusion Statement**

**Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:**

* **Girls and boys;**
* **Ethnic and faith groups;**
* **Children who need support to learn English as an additional language;**
* **Children with special educational needs;**
* **Gifted and talented children;**
* **Any children who are at risk of disaffection or exclusion.**

**Chris Anderson Chair of Governors**

COMPUTING AND ICT POLICY

1. Purpose

‘A high-quality computing education equips pupils to use computational thinking and creativity to

understand and change the world.’

Computing programme of Study, DfE, 2013

Computing has deep links with mathematics, science, and design and technology as well as providing a platform for independent and guided learning both within and outside the classroom and school.

Becoming digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – allows our pupils to become active participants in the digital world. At High Street, we believe that computing is an integral part of preparing children to live in a world where technology is continuously and rapidly developing. We feel that it is important that children are enabled to participate in the creation of these new tools and to fully grasp the relevance of and the possibilities of emerging technologies.

The Computing in the National Curriculum (2013) expectations split the teaching and learning

of Computing into three strands:

* Computer Science
* Digital Literacy
* Information Technology).

Children should be taught to recognise the difference between each strand and what makes each one relevant to their future, as well as their everyday lives. High quality teaching of

Computing, from Reception through to Year 6, utilises a combination of practical and

theory lessons designed to promote discussion and nurture understanding. These are also

relevant to other areas of the curriculum such as PSHE and Citizenship.

This policy reflects the values and philosophy in relation to the teaching and learning of and

with ICT. It sets out a framework within which teaching and non-teaching staff can operate and

give guidance on planning, teaching and assessment. This policy should be read in conjunction

with the scheme of learning for Computing that sets out in detail what children in different year

groups will be taught and how ICT can facilitate or enhance learning in other curriculum areas.

This document is intended for:

* All teaching staff
* All staff with classroom responsibilities
* School governors
* Parents
* Inspection Teams

Copies of this policy are kept centrally and are available from the school office.

2. Aims

Computer Science

* To enable children to become confident coders on a range of devices.
* To create opportunities for collaborative and independent learning.
* To develop children’s understanding of technology and how it is constantly evolving.

Digital Literacy

* To enable a safe computing environment through appropriate computing behaviours.
* To allow children to explore a range of digital devices.
* To promote pupils’ spiritual, moral, social and cultural development.

Information Technology

* To develop ICT as a cross-curricular tool for learning and progression.
* To promote learning through the development of thinking skills.
* To enable children to understand and appreciate their place in the modern world.

3. British Values within Computing

Children at High Street demonstrate the following values whilst learning about computing:

**Democracy**

* Listening to everyone’s ideas in order to form a majority
* Working as part of a team and collaborating to use computing devices effectively

**Rule of Law**

* Developing knowledge of lawful computing behaviours
* Demonstrating respect for computing laws

**Individual Liberty**

* Taking responsibility for our own computing behaviours
* Challenging stereotypes and bias
* Exercising rights and personal freedoms safely through knowledge of E-safety

**Respect and Tolerance**

* Showing respect for other cultures when undertaking research using computing devices
* Providing opportunities for pupils of all backgrounds to achieve in computing

4. Objectives

In order to develop the Computing and ICT capability and understanding of each child we will

provide through our planning:

* Computing through all three strands taught within the classroom
* Continuity throughout the school to ensure that experience and skills are developed in a

cohesive and consistent way

* Access to laptops and ipads within class
* Experience of a variety of well-planned, structured and progressive activities
* Experience cross-curricular links to widen children’s knowledge of the capability of

computing including safe use of the Internet and other digital equipment.

* Opportunities for children to recognize the value of computing and ICT in their everyday lives and their future working life as active participants in a digital world.

By doing this we will fulfil the requirements of the National Curriculum.

5. Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, regardless of race, class or gender, should have the

opportunity to develop computing and ICT capability. We aim to respond to children needs and

overcome potential barriers for individuals and groups of children by:

* Ensuring that all children follow the scheme of learning for Computing.
* Providing curriculum materials and programmes, which are in no way class, gender or

racially prejudice or biased.

* Providing opportunities for our children who do not have access at home to use the school

computers/Internet to develop independent learning.

* Providing suitable challenges for more able children, as well as support for those who have

emerging needs.

* Responding to the diversity of children’s social, cultural and ethnographical backgrounds.
* Overcoming barriers to learning through the use of assessment and additional support.
* Communication or language difficulties by developing computing skills through the use of all

their individual senses and strengths.

* Movement or physical difficulties by developing computing skills through utilising their

individual strengths.

* Behavioural or emotional difficulties (including stress and trauma) by developing the

understanding and management of their own learning behaviours.

6. Assessment

We assess the children’s work in Computing whilst observing them working during lessons.

An individual judgement is made by the teacher at the end of each academic year.

Mark, what do you think about this section? I know that we used to use target tracker for this but currently I don’t feel that we have anything in place. I’m also mindful that if we implement something it should be in a way that doesn’t become too onerous for members of staff and add to the workload too much.

7. Health and Safety

The school takes very seriously and is aware of the health and safety issues surrounding

children’s use of ICT. We ensure that pupils have a safe environment in which to learn. We

ensure effective filters are in place to safeguard pupils. As such, we will ensure that:

* All fixed and portable appliance in school are tested by a LA approved contractor every

twelve months. I assume that this is the case but I’m not sure

* Damaged equipment is reported to the school business manager who will arrange for repair

or disposal.

* E-safety is discretely taught by class teachers and through assemblies. There is also information available on our school website to direct parents to further information on how to keep children safe online.
* Children learn about rights and responsibilities when using the Internet.

8. Security, Legislation, Copyright and Data Protection

We ensure that the school community is kept safe by ensuring that:

* The school ICT technician is responsible for regularly updating anti-virus software.
* The use of ICT and computing will be in line with the school’s Acceptable Use Policy (AUP).
* All staff, volunteers and children must sign a copy of the schools AUP.
* Parents are made aware of the AUP at school entry.
* All children are aware of the school rules for responsible use on login to the school network and will understand the consequence of any misuse.
* Reminders for safe and responsible use of ICT and computing and the Internet will be displayed in all areas.

Software/apps installed onto the school network server must have been vetted by the teacher

for suitable educational content before being purchased and installed. No personal software is

to be loaded onto school computers. Further information can be found in the school’s Data

Protection policy.

9. Curriculum Development and Organisation

Our Scheme of Learning is based on the National Curriculum guidelines and has been adapted

from the Rising Stars Switched On Computing Scheme. All units of teaching and

learning are differentiated with additional assessment activities built in.

Individual laptops and iPads in classrooms support the development of Computing and ICT

capability by enabling independent learning; encouraging research, and allowing for the

creative use of ICT in all subjects. Digital projectors and interactive whiteboards are

positioned in all classrooms and are used as a teaching and learning resource across the

curriculum.

10. Teaching and Learning

Across Key Stage 1 and Key Stage 2, our children will use technology to:

* Learn Programming by using programmable toys, program on screen, through animation,

develop games (simple and interactive) and to develop simple mobile apps.

* Develop their computational thinking through filming, exploring how computer games work,

finding and correcting bugs in programs, creating interactive toys, cracking codes and

developing project management skills.

* Develop computing creativity by illustrating an eBook, taking and editing digital images,

shooting and editing videos, producing digital music, creating geometrical art and creating

video and web copy for mobile phone apps.

* Investigate computer networks through finding images using the Web, researching a topic,

finding out how the school network operates, editing and writing code, creating an e-safety

micro-site, and planning the creation of mobile apps.

* Communicate and collaborate by producing a talking book, communicating clues, use email,

produce wikis, create and write blog pages and design interfaces for apps.

* Understand the need for productivity as a life skill through creating a card electronically, record bug hunt data, create surveys and analyse results, record and analyse weather data, create virtual spaces and research the app market.

Teacher’s planning is differentiated to meet the range of needs in each class. A wide range of

teaching and learning 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 of the task. Different outcomes may be expected depending on the ability and needs of

the individual child.

11. Roles and Responsibilities

The head teacher, in consultation with the ICT leader and staff will:

* Determine the ways in which Computing and ICT supports, enriches and extends the
* curriculum.
* Decide on the provision and allocation of resources.
* Ensure that Computing and ICT is used in a way that achieves the aims and objectives of the school.

There is a designated ICT leader to oversee the planning and delivery of Computing and ICT

within the school through:

* Facilitating the use of ICT across the curriculum in collaboration with all subject leaders.
* Providing or organizing 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 and ICT curriculum and reporting to the head teacher and governors.

The Technology Team work in partnership with the subject leader to ensure all National

Curriculum statutory requirements are being met with regard to the use of ICT within

curriculum subjects.

Whole school co-ordination and support is essential to the development of Computing and ICT

capability however, it is the responsibility of each individual teacher to plan and teach

appropriate Computing and ICT activities and assist the leader in the monitoring and recording

of pupil progress in the subjects.

12. Monitoring

Lesson planning scrutinies enable the subject leader to gain an overview of Computing and ICT

teaching and learning throughout the school. These will be used to identify areas of strength as well as those for development.

13. School Clubs and Learning Beyond School Hours

After school club routinely have access to laptops for those children who do not have access at home.

Children are identified and those who do not have access to ICT at home and who wish to are able to use school computers for extended learning.

Teachers voluntarily offer Computing clubs throughout the year.

This is something that I think would be good to work towards.

14. Home School Links

Our school website promotes the school and children’s achievements as well as providing information and communication between the school, parents and the local community. Twitter and facebook is used to keep parents up to date and to share children’s achievements in a more accessible way. Texts are sent to parents as reminders or to inform as an addition to sending letters home with children.

16. Deployment of Computing/ICT Resources

To enable regular and whole class teaching of Computing and ICT, each teacher has access to a bank of laptop computers as well as a shared bank of iPads.

Every class has an interactive board linked to a main computer on the school network.

The large hall, small hall have access to a computer and an interactive screen.

The theatre has access to a laptop and a large, retractable projection screen.