



Computing Policy

Reviewed: September 2017

Next Review: September 2019

Signed by Headteacher:

Date:

Signed by Chair of Governors:

Date:

Rivers Primary Academy

ICT* and Computing Policy (Information Communication Technology)

Reviewed and updated by Mrs Evans (ICT/Computing Leader)
September 2017



1 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 Rivers Primary Academy 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 programs of study for ICT and Computing.
- Use IT and Computing as a tool to enhance learning throughout the curriculum.
- 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.

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 year's policy)

It is important in the foundation stage to give children a broad, play-based experience of technology in a range of contexts, including outdoor play. Technology is not just about computers, early years learning environments should feature IT 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 technological 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.

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 precise and unambiguous instructions
- ♣ create and debug simple programs
- ♣ use logical reasoning to predict the behaviour of simple programs
- ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ♣ recognise common uses of information technology beyond school
- ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- ♣ design, write and debug 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
- ♣ use logical reasoning to explain how some simple algorithms work 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 Computing Policy September 2017

world

wide web; and the opportunities they offer for communication and collaboration

♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating

digital content

♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design

and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,

evaluating and presenting data and information

♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of

ways to report concerns about content and contact.

Planning

As the school develops its resources and expertise to deliver the ICT and Computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression via 'Switched on Computing' and the IPC (International Primary Curriculum). Modules are designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the national curriculum and use the same format for their medium term planning sheet.

Assessment and record keeping (also see assessment policy)

Teachers regularly assess capability through observations, looking at completed work and to review their ability to use their skills within other subject areas/tasks. Key objectives to be assessed are taken from the Switched on Computing/IPC targets 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.

The role of the coordinator

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

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

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

Security

- The ICT and Computing Technician /Coordinator 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 sign a copy of the schools AUP.
- Parents will be made aware of the 'acceptable use policy' at school entry and 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 and should be used to support learning in other subjects as well as developing their skills.

Parental involvement

Parents are encouraged to support the implementation of ICT and Computing where possible by encouraging use of this at home (where/when possible) home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

Signed _____ Mrs J Evans (ICT & Computing Leader)

Signed _____ Mrs E Hill (Chair of Governors)

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