Simmondley Primary School
Computing Policy

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 Simmondley Primary School we recognise that pupils are entitled to 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

- 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.
- 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

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 programme a toy. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

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 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.

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 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 pc 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 record any faults via the log in the ICT suite (On Thursday afternoon we have our technician in to fix these issues). Resources if not classroom based are located in the ICT and computing suite.

- There are 2 laptop trolleys in school housing 32 netbooks. The netbooks are available for use throughout the day. A timetable is in place to support this.
- There is a third trolley containing 18 IPADS which have been recently purchased by the PA. Work is underway to maximize their potential and ensure that children are able to access them throughout the school.
- There is an ICT suite containing 16 tower computers and monitors.
- There is a newly installed wireless network which offers robust coverage throughout the school.
- The school has an annual subscription to Espresso and Espresso coding.
- Each class from y1 – y6 has an allocated slot across the week for the teaching of specific ICT and computing skills.
- Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- The school has an ICT and computing technician who fixes faults on a weekly basis.
- A governor is linked to ICT and computing in the school.

Planning

The school is currently developing its resources and expertise to deliver the ICT and computing curriculum. Modules are planned in line with the National Curriculum and offer clear progression throughout the school. These are designed to enable pupils to achieve stated objectives.

Inclusion

At Simmondley we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding.

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Health and safety

The school is aware of the health and safety issues involved in children's use of ICT and computing. All electrical appliances in school are tested accordingly. 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 ICT coordinator, bursar or head teacher who will arrange for repair or disposal.

Security

- The ICT coordinator will be responsible for updating anti-virus software.
- Use of ICT and computing will be in line with the school's 'E Safety Policy' and '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'.
- 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.

Policy Date: October 2015
Review date: October 2016

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