



Willow Wood Primary School Computing and ICT 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 Willow Wood 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

- 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 particularly 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
- Program and control devices
- 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
- Utilise web design, radio and film making software.

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 inform the ICT and computing leader of any faults as soon as they are noticed. Resources, if not classroom based, are located in the trolleys in the corridor. ICT and computing network infrastructure and equipment has been sited so that:

- Each phase has access to an iPad trolley and a laptop trolley with 30 devices in each.

- Each class from Year 1 – Year 6 has a weekly lesson for 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 is in school regularly to ensure that the equipment is working correctly.

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. Modules will be 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. During any teaching activities staff should bear in mind that special arrangements could be made available to support individual pupils.

Assessment and record keeping

Teachers regularly assess capability through observations and looking at completed work. 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.

The role of the coordinator:

- To ensure the website is compliant with Ofsted and updated regularly.
- To ensure our Facebook account is updated with news regularly.
- The Computing coordinator is responsible for the implementation of the ICT 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.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the school's rolling programme of monitoring.
- To monitor the children's ICT work, looking at samples of different abilities.
- To manage the ICT 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 keep parents and governors informed on the implementation of ICT in the school.

Security

- The ICT and computing technician will be responsible for working with our technicians to ensure that anti-virus software is updated regularly.
- 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 Acceptable Use Policy.
- 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.

Monitoring

Monitoring is carried out by the Head Teacher, a member of senior management or the Computing leader, in the following ways:

- Informal discussion with staff and pupils
- Work sampling
- Classroom observation

- Learning walks

The monitoring of the standards of children's work and of the quality of teaching in computing is the responsibility of the Computing subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Computing subject leader gives the headteacher a termly report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The Computing subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Computing teaching across the school.

Review

This policy will be reviewed in September 2025.

Policy Date: September 2024

Policy For The Use Of The Internet

The internet is an extremely rich resource both for learning and for recreation. It is stated Government policy that all children should have access both to the internet and to email facilities. We will encourage children to make effective use of the rich information resources available on the internet both for study and for recreation.

We will encourage children to develop the appropriate skills and understandings that will enable them to use these resources well and safely, as well as the ability to analyse and evaluate the resources they find. These skills will be fundamental in the society our pupils will be entering. Children will be encouraged to make use of both the world wide web and email.

To prevent children having access to any materials on the Internet which may be illegal, defamatory, inaccurate, obscene or offensive, the school's Internet access will be through a recognised educational service provider, offering a filtered service. In addition, use of the Internet in school by pupils will only be permitted whilst they are supervised by an adult.

The school will build and maintain a site on the World Wide Web. Except in exceptional circumstances, when parental permission will be sought, pupils whose work or images appear on the school's website will be identified only by their first names. Should any parent or carer particularly wish their child's name or photograph not to appear on the school's website, and make this known to us in writing, their wishes will be respected.

Children using the school's computing facilities will be expected to comply with the following rules. Failure to keep to the rules may result in a temporary or permanent ban on a pupil's use of the facilities.

- I will only use the internet or email in school when I am being supervised by an adult
- I will not email or display offensive messages or picture
- I will not send emails using obscene language
- I will not send emails which annoy, insult or attack other people

- I will not do anything that might cause damage to computers or data stored on computers
- I will respect the copyright of other people's work and will not copy or download anything that belongs to someone else, without their permission
- I will respect other people's work and not use other people's passwords or interfere with their work or files
- I will not deliberately waste limited resources.