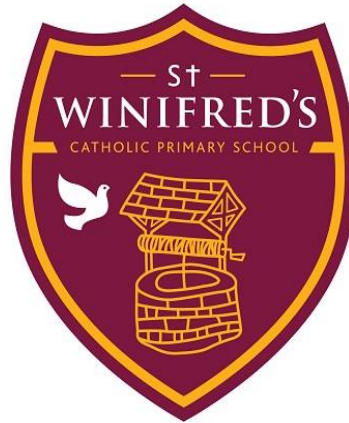# St. Winifred's Catholic Primary School

Computing and ICT Policy

Agreed by the Teaching and Learning Committee: March 2022

Review Date: March 2023

MISSION STATEMENT

At St Winifred's Catholic Primary School:

- We nourish a happy, safe and supportive school community in which every individual is welcomed, valued and respected for being unique

- We inspire a search for excellence by offering the best possible learning environment

- We provide a Christ-centred education, helping our children to develop and grow in faith and teaching them to promote the Gospel values of love of neighbour, fairness and forgiveness, both in school and in the wider community.

St. Winifred's Catholic Primary School

Computing and ICT Policy

Introduction

The use of information and communication technology (ICT) is an integral part of the National Curriculum for Computing and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras, visualisers and audio equipment are a few of the tools that we use to acquire, organise, store, manipulate, interpret, communicate and present information. 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 St. Winifred's intends to make this provision.

Aims
- To provide a relevant, challenging and enjoyable curriculum for computing for all pupils.
- To meet the requirements of the national curriculum programmes of study for computing.
- To 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 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
St. Winifred's 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.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.
- Is an aid to direct learning, research and revision.

Objectives:

Early Years Foundation Stage
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 'unplugged' 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 or other needs.

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 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

By the end of 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 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.

Online resources for home use

In recent years, there has been a boom in the education opportunities that are available online, which became essential tools during Lockdown in 2020 and 2021. We have introduced the following to give pupils safe access to online education opportunities outside of school. The main three platforms are:

- Google Classroom
- Times Tables Rockstars
- My Maths

Every pupil has passwords that can be used to access each of these sites. Pupils have been shown how to use them and how to keep their passwords safe from others.

In-school resources and access

St. Winifred's acknowledges the need to continually maintain, update and develop its resources and to continue to make progress towards a consistent, compatible computer 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 subject leader of any faults as soon as they are noticed. A service level agreement with Deku Solutions is currently in place to maintain, repair or replace hardware & audio visual equipment. A service level agreement is in place with Sharp to maintain (and supply consumables for) classroom printers.

ICT and computing network infrastructure and equipment has been sited so that:
Every classroom, both halls and the music room have a computer connected to the school network and internet access; an interactive whiteboard with sound, DVD and video facilities, equipped with a visualiser and networked to a printer.

A variety of software is available for all machines. In particular this includes Microsoft Office installed on the PCs, Apple applications including for example 'Garage band' and 'iMovie' are installed on the MacBook's. There are many up-to-date and varied useful apps, for example 'Co-writer' installed on the iPads.

Each class has an allocated time across the week for teaching of specific ICT and computing skills. ICT and computing tools are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.

Planning

The school has developed its resources and expertise, to deliver the ICT and computing curriculum, using a published scheme of work, planned in line with the national curriculum and allowing for clear progression. Yearly 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.

Assessment and record keeping (*also see assessment policy*)

Key objectives to be assessed are taken from the National Curriculum. Teachers regularly assess capability through observations, discussions with pupils and looking at completed work. Regular assessment of 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.

Assessment can be broken down into;
- Formative assessments that are carried out during and following short focussed tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils by the class teacher – showing whether the pupils have met, exceeded or not achieved the learning objectives for each computing/ICT task/ online safety lesson.

Roles and Responsibilities

Subject Leader for Computing
The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

Class Teachers
It is the responsibility of each class teacher to ensure that their class is taught all elements of the computing curriculum as set out in the National Curriculum programme of study & St. Winifred's Computing/ICT scheme of work.

<u>All staff</u>
It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues (see acceptable use policy and on-line safety policy).

<u>Training</u>
All staff, including managerial and administrative staff, receives support from the subject leader or Deku technicians and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

Inclusion

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, pupils from different ethnic groups and those from diverse linguistic backgrounds. ICT is used as a positive means of enabling this inclusion.

Home learning has been supported for children from low-income families. We have provided laptops and tablets for over 30 families during 2021/22 so far, through charitable applications and fund raising. We have also supported other families by the lending of 40 further laptops during lockdown periods.

Health and safety (see also health and safety policy)

The school is aware of the health and safety issues involved in children's use of ICT and computing.

An electrical inspection (PAT test) of all portable electrical equipment is carried out in school every twelve months. It is advised that staff should not bring their own electrical equipment in to 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 in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. 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 Computing lead or Deku. Futhermore:
- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- safety guidelines in relation to IWBs will be displayed in the classrooms
- e-safety guidelines will be set out in the e-safety policy & AUP

Internet safety
The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas, and form the basis of explicit lessons to reinforce

Internet safety – focusing on all the pitfalls of internet use by children will be covered in age related internet safety days. We celebrate internet safety day every year, where the whole school carries out activities, lessons and drama sessions based solely on Internet safety. Deku technicians will be responsible for regularly updating anti-virus software.

Use of ICT and computing will be in line with the school's 'responsible use policy'. All pupils and parents are made aware of the school rules for responsible use of ICT, computing and the internet - and will understand the consequence of any misuse.

The terms of use for our online platform **Google Classroom** have been made clear to both children and parents and published on our website. Updated examples of internet safe-use documents and agreements will be regularly published on St. Winifred's website.

Reviewed March 2022