

Galley Common Infant School

ICT and Computing Policy

March 2022

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 Galley Common Infant 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 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 and concepts of computer science, including abstraction, logic, algorithms and data representation
- 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

By the end of the Foundation Stage children should recognise that a range of technology is used in places such as homes and schools and they can select and use technology for particular purposes. Children will be fluent in computer literacy and E-safety.

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. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children develop listening skills, problem solving abilities and gain confidence through opportunities to use every day technology. Using an iPad, whiteboard or programmable toy develops curiosity, questioning and creativity. Everyday use of technology allows children to be familiar with equipment and vocabulary. ICT is not just about computers. Children can explore technology that is 'unplugged' such as an old typewriter or mechanical toy.

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.

Resources

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. In school we ensure that:

- Every classroom has a desktop or laptop connected to the school network and an interactive Smart board .
- Each class has an allocated slot for the teaching of specific ICT and computing skills.
- I pads and laptops are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.
- Each class has shared access to Beebots and Romas.
- Pupils may use ICT/Computing independently, in pairs, alongside a TA or in a group with a teacher.
- We have a link governor who takes a particular interest in ICT and computing in the school.

Planning

ICT and Computing modules will be planned in line with the National Curriculum and Education for a Connected World framework(2020) .They will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Progress towards these objectives will be recorded by the class teacher during teaching of skills.

Assessment and Record Keeping (also see Assessment Policy)

The ICT Coordinator regularly assesses capability through observations and looking at completed work, which is either saved into our shared area or in the pupils topic books. Key objectives to be assessed are taken from the National Curriculum 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. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focused 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 – showing whether the pupils are emerging learners, have met the expected standard or have exceeded the expected standard.

We assess the children's work in ICT and computing by making informal judgements as we observe the children during lessons. We mark each piece of work against the lesson objective. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We record the results onto a class assessment sheet and we use this to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year.

Monitoring and evaluation

The ICT Coordinator is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, book trawl or looking at the data for the subject. The ICT Coordinator is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Pupils with special educational needs (see also SEN policy)

We believe that all children have the right to access ICT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and computing curriculum for some pupils. We teach ICT and computing to all children, whatever their ability. ICT and computing forms part of the National Curriculum to provide a broad and balanced education for all children. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEN children on a one to one basis where children receive additional support. Additionally as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Equal opportunities (see also equal opportunities policy)

Galley Common School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted and talented will be made available to support and challenge appropriately.

Inclusion

At Galley Common 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.

The role of the ICT Coordinator

- Responsible for producing an ICT and computing development plan and 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, Computing and Online Safety.
- To maintain resources and advise staff on the use of hardware and software.
- To monitor the children's ICT and computing work, looking at samples of different abilities.
- To lead staff training on new initiatives.
- To attend appropriate training and keep staff up to date with relevant information and developments.
- To keep parents and governors informed on the implementation of ICT and computing in the school.

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. 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 ICT Coordinator, who will arrange for repair or disposal.

Online Safety

- 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'.
- 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 classrooms.

This policy should be read in conjunction with our [Online Safety Policy](#).

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