Putnoe Primary School

Computing & ICT Policy

Introduction

This policy sets out the aims and strategies for implementing and developing the Computing curriculum at Putnoe Primary School, provides a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. It should be used in conjunction with the schemes of work for each year group, which sets out in detail what different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

It is reviewed by the co-ordinator annually.

Vision & Aims

Our vision and aims are two fold; firstly for children to be taught skills that will enable them to become confident and competent in accessing the Computing curriculum, and secondly, for the wider use of ICT and its technologies to be at the heart of the curriculum, where it is integrated effectively in the planning, teaching, learning and assessment.

At Putnoe Primary School, we recognise that Computer Studies is an important tool in both the society we live in and in the process of teaching and learning. Through a carefully planned curriculum, pupils will use computing tools to find, explore, analyse, exchange and present information responsibly, in a creative and diverse manner.

Through the wider use of ICT, we aim for pupils to develop skills where they are independent, confident and responsible users of a variety of technologies, preparing them for life in an increasingly ICT rich world. We aim to further develop the potential ICT has upon teaching and learning, thus making a significant impact on both our pupils and staff.

By implementing both strands of these visions and aims, we will:
- Develop a whole school approach to computing ensuring continuity and progression in all strands of the Computing National Curriculum
- Provide children with opportunities to develop their computing capabilities in all areas specified by the Curriculum Programmes of Study
- Ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- Maximise the use of computing technologies in developing and maintaining links between other schools, the local community including parents and other agencies

Roles & Responsibilities

The roles and responsibilities with regard to Computing & ICT are as follows:

Headteacher & Senior Leadership Team
- ensuring there is a shared vision for Computing & ICT within the school
- ensuring consistent implementation of Computing & ICT Policy and Internet Policy
- ensuring staff access to a variety of Computing and ICT technologies, identifying support needed by individual staff

Computing & ICT Co-ordinator
- the day-to-day implementation of the Computing & ICT Policy, Internet Policy and E-Safety Policy
- reviewing the Computing & ICT Policy, Internet Policy and E-Safety Policy
- aspects of the Computing & ICT development plan as well as the implementation of Computing medium term planning
- review the medium term planning

- monitoring of learning and teaching, which includes classroom observations, scrutiny of work and planning and discussions with pupils
- co-ordinating the integration of ICT into the curriculum, ensuring continuity and progression throughout all year groups
- co-ordinating Computing & ICT training for staff to raise awareness, build on experience and develop confidence
- working with subject co-ordinators and staff to encourage the use of ICT as a teaching & learning tool across the curriculum
- overseeing equipment maintenance and liasing with our technical support team
- co-ordinating the purchase and allocation of Computing & ICT resources depending on budget priorities
- managing and updating the school website

Teachers
- short term planning that meets the statutory requirements
- the assessment of pupils progress
- reporting of ICT faults
- planning opportunities for ICT to be used across the curriculum, both in their year group and the subjects they co-ordinate
- implementing the Health & Safety Policy and E-Safety Policy in relation to the safe using of computers and the internet

Delivery of Computing & ICT

At Putnoe Primary School we are committed to providing a structured curriculum that gives the pupils relevant experience and understanding of the Computing curriculum. The new National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

The introduction makes clear the three aspects of the computing curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL).

The core of Computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. This knowledge and understanding will be developed further, with pupils becoming equipped to use Information Technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate, where they are able to express themselves and develop their ideas through information and communication technology. Objectives and Learning Outcomes for the new Computing curriculum can be found within the revised 2014 Primary Curriculum.

Children will receive a one hour Computing lesson each week, covering objectives from the revised 2014 Primary Curriculum, as well as E-Safety. To support their learning across the wider curriculum, children will have opportunities to develop and improve wider ICT skills. Curriculum co-ordinators for each subject will be responsible for identifying areas within their schemes of work where these skills can be implemented and developed.

The Computing curriculum provides many 'pupil voice' opportunities. This includes allowing children an opportunity to talk about their use of technologies of ICT at home and how these can be used to support learning in school. Children's wellbeing is also supported with the children learning the benefits of computing technologies as well as how they can also have negative impacts, too. In E-Safety lessons, children will learn about online risks and different strategies they need to use in order to keep themselves safe.

Teaching & Learning Styles

We believe that Computing can help to improve the differentiation of lessons, helping to deliver a more engaging, exciting and enjoyable learning process that encourages better learning outcomes for children of all abilities. We therefore promote e-learning, which is the blending of traditional & ICT-based forms of teaching and learning.

Teachers will use a variety of strategies depending on the need of the children or child. Across the curriculum ICT will be used, as appropriate, to facilitate whole class teaching, group work, individual or paired work. We believe that ICT has the potential to enhance different kinds of learning and support pupils with Special Educational Needs, as well as pupils who are 'More Able' within a subject area.

Where possible links will be made with the school's 'Values Education' to support children's use and learning through Computing & ICT. Please see the school's 'Values Education' policy for more information.

Special Educational Needs & Disability Pupils (SEND)
Pupils with learning difficulties may be given greater access to computers if it benefits their progress in other areas. When judged to be appropriate, specialised hardware and software will be made available for children with special educational needs. During lessons, objectives and outcomes will be set to meet their needs, with relevant support by the class teacher and teaching assistant provided.

For more information regarding provision for SEN children please see the SEN Policy.

More Able, Gifted & Talented Pupils (MAG&T)
All staff has the responsibility for identifying and meeting the needs of children deemed 'more able'. Class teacher's on-going assessments will identify children who are attaining well above that expected for their age; e.g. a child in year 2 meeting the demands of the curriculum in years 3 or 4.   The Computing & ICT co-ordinator and MAG&T co-ordinator will work alongside the class teacher to plan and map out provisions to cater for their needs, for example by identifying more challenging outcomes from learning objectives. More Able, Gifted & Talented children will be given responsibilities during the school day, for example taking and downloading pictures for the school website.

For more information regarding provision for AG&T children please see the AG&T Policy.

Learning with ICT at the Foundation Stage
Computing lessons within the Foundation Stage take place each week. Planning will mirror those taught in Year 1-6, with lessons following the 'Switched On Computing' Schemes of Work.

The wider use of ICT features within the Early Year curriculum, with children having access to resources, such as laptops, during 'Child Initiated Learning' parts of the day. Foundation Stage practitioners therefore:

- give opportunities for the use of ICT to develop skills across the areas of learning
- allow children to observe and talk about the use of ICT in the environment
- allow children to show each other how to use ICT equipment

Computing, ICT & Values
Our curriculum provision has values are at its heart because we believe that Values aren't just important because they help to improve learning experiences for our children, they are important because they provide opportunities for our children to reflect and make choices – ones that will support them through life. We believe our children prosper and are more likely to know what they want to learn and how to learn it, if they experience a curriculum that is supported by an ethos that is steeped in core values.

Planning & Assessment
Teaching staff will follow the 'Switched On Computing' schemes of work, to ensure the three key aspects of the revised Primary Curriculum are covered; Computer Science, Information Technology and Digital Literacy. The planning provided will be used as a starting point; lessons will be personalised to meet the needs of the children that will be taught, and recorded in the schools planning format. Within the planning, the 4R's of resilience, resourcefulness, reflectiveness and reciprocity are incorporated.

Recording, Assessment and Reporting

Children's attainment is assessed frequently throughout the school year; they are reported every term, and put onto Target Tracker. Schemes of Work provide the assessment foci for the Computing lessons, which help support the levelling of pupil's attainment.

Access to ICT & Equal Opportunities
We value equal opportunities for all of our children and believe that all Computing & ICT resources should be fully accessible to all learners, including those with special educational needs and disabilities.

We aim to provide a growing range of Computing & ICT equipment to all pupils, meeting a diverse range of individual needs. This is regularly monitored regardless of age & ability.

Health and Safety
During Computing lessons children are aware of:

- hazards and risks to themselves and others when using Computing & ICT technologies, such as the interactive whiteboard and the internet
- the steps they take to control risks
- the action to be taken if risks occur
- how to manage their environment to ensure health and safety of themselves and others

Staff Development
We recognise the need for, and will endeavour to provide ongoing staff training to encourage professional development and ensure a well-balanced delivery in the classroom. Annual Staff development is incorporated into the Computing & ICT Co-ordinator's Action Plan, taking into account the needs of the school and staff. Regular staff-training sessions are led by the Computing & ICT co-ordinator.

Managing Resources
The Computing & ICT co-ordinator works with the head teacher and finance manager to ensure that there is financial planning for Computing & ICT technologies over three years. Hardware is deployed through the school following discussions with staff on a needs basis and new software is acquired as the need arises for it. The purchase of hardware and software may depend on the availability of finances.

Repair, Replacement and Insurance
The school will undertake to replace computer equipment in order to maintain the current ratio of computers:pupils. Due to the cost of replacing equipment, it is vital that technologies already owned by the school are adequately insured. Equipment will continue to be repaired as long as it is economically viable to do so.

Parents & Carers
Putnoe Primary School has links with the community through our regularly updated school website. Our website has information, resources and links for parents and carers. School news and diary dates are regularly updated onto the site. We encourage our parents and carers to be kept well informed of Computing & ICT developments in our school. All new developments are discussed in newsletters and on the school website. Parents and carers are invited to speak to the curriculum co-ordinator or view our Computing & ICT Policy, Internet Policy and E-Safety Policy.