



The Coppice Primary School Computing & ICT Policy

Written by	
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Computing & ICT Policy

1 School Vision:

'Happy, confident and successful learners that are well prepared for life'

2 Purpose:

2.1 This policy reflects the school values and philosophy in relation to the teaching and learning of computing and the use of ICT equipment. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching and assessment. The policy should be read in conjunction with each year group's curriculum planning and the Rising Stars Computing Scheme of Work, which the school follows. When thinking broadly about ICT, reference should be made to all planning, as ICT is integrated, taught and used throughout each year group's topics.

2.2 This document is intended for:

- All teaching and school management staff
- All teaching assistants and pupil support staff
- School governors
- Parents
- Inspection teams

3 Introduction:

3.1 We believe that computing and ICT skills will help prepare our pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that ICT is an important tool in both the society we live in and in the process of teaching and learning.

3.2 Computing and ICT skills are a major factor in enabling children to be confident, creative and independent learners. At The Coppice, pupils use technology to find, explore, analyse, exchange and present information responsibly, creatively and

critically. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

- 3.3** Our vision is for all members of our school community to become confident users of ICT, with the skills and knowledge to use appropriate ICT resources effectively as powerful tools for teaching and learning, and to be able to apply these skills to new tools and software that they may encounter in the future.

4 Aims and objectives

- 4.1** In line with National Curriculum 2014 Computing and through the delivery of our Computing Scheme of Work, we aim 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.

- 4.2** Through cross-curricular teaching, we also aim to develop general ICT skills. Our aim is to enable pupils of The Coppice:

- To develop their capability in finding, selecting and using information from ICT resources.
- To use ICT for effective and appropriate communication.
- To consider how their ICT skills and knowledge can be applied to support their learning in other areas of the curriculum.
- To explore their attitudes towards ICT and its value to them and society in general.
- To develop their knowledge and understanding of e-safety and how rapidly changing technology has implications for data protection and personal security.

- 4.3** The aims of ICT are to enable teaching staff:

- To use ICT as a tool to enhance, extend and enrich learning, teaching and management across the whole curriculum thereby raising standards and expectations across the school.
- To enable children to become autonomous, independent, discriminating users of ICT, gaining confidence and enjoyment from their computing lessons and ICT activities.
- To develop a whole school approach to computing and cross-curricular ICT, ensuring continuity and progression in all strands of the curriculum.
- To ensure that ICT is used to improve access to learning for pupils with a diverse range of individual needs, including support of SEND teaching and EAL teaching.
- To maximise the use of ICT, developing links with the local community, including parents, local schools and other agencies.

4.4 Objectives

4.4.1 Early years

In the foundation stage, children require a broad, play-based experience of computing and ICT skills in a range of contexts, including outdoor play. These skills are 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 participate in activities such as: 'painting' on an interactive whiteboard; programming a control toy or role-playing conversations using toy mobile phones or walkie-talkies. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language. The school has a range of recording equipment, including USB 'microphone' voice recorders, voice record buttons for displays and netbooks with integrated microphones and recording software.

4.4.2 Key Stage 1 – Computing Curriculum 2014

By the end of Key Stage One, 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.

4.4.3 Key Stage Two – Computing Curriculum 2014

By the end of Key Stage Two, 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.

4.5 In order to fulfil the above aims it is necessary for teachers to ensure:

- That ICT is used to enhance planning, teaching, learning and assessment across the whole curriculum.
- That there is a continuity and progression of Computing skills and knowledge from Foundation Stage through to Key Stage One and Key Stage Two, using the Rising

Stars Scheme of Work (covers EYFS to Year Six) to ensure that the National Curriculum objectives (as outlined in 4.4) are met.

- That all children have access to a range of ICT resources.
- That cross –curricular links and opportunities to integrate the development of ICT skills into other areas of learning are exploited as much as possible.
- That ICT resources are used to their full extent and that teachers take responsibility for seeking guidance on how to use new hardware/software and request additional resources as needed.
- That children's ICT experiences are monitored, evaluated and assessed using the Rising Stars assessment system.
- That ICT equipment and resources are kept up to date as much as possible and in good working order. Staff must ensure that children are appropriately trained when helping with the collection/return of ICT equipment.
- That staff skills and knowledge are kept up to date through participation on staff training and use of online / book-based support materials as advised by the ICT & Computing subject leader.

5 Resources and access

5.1 The school acknowledges the need to continually maintain and update its ICT resources and to make progress towards a consistent, compatible 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.

5.2 A service level agreement with IBS Schools is currently in place to help support with technical issues on site. Using the online log-book, teachers are required to inform the ICT technician of any faults as soon as they are noticed. Shared computing and ICT resources are located in the ICT suite and should be returned there when not in use. Individual teachers are responsible for checking equipment before each use and ensuring that it is suitable and ready for use.

5.3 Available resources

- Every classroom from Nursery to y6 has a PC connected to the school network and an interactive whiteboard with sound, DVD and video facilities.
- An ICT suite comprising of 16 desktops (upgraded in January 2015) and an additional trolley of 15 laptops to support tasks that require individual working.
- A 'Key Stage 1' trolley of 15 netbooks for use in classrooms.
- A 'Key Stage 2' trolley of 30 netbooks for use in classrooms.
- KS1 and KS2 classes have one lesson per week allocated to using the ICT suite for the explicit teaching of the computing curriculum. As the school expands, some classes will use laptops in the classroom for this purpose.
- The netbooks are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.
- The ICT and computing technician is in school on a weekly basis and is contactable through the online log-book. All staff have this linked to their desktop for easy access.

5.4 Organisation of ICT resources

Within each classroom, ICT equipment is available for permanent use by the teaching staff and pupils as needed. This includes: a desktop or laptop computer linked to an interactive whiteboard; a visualiser; permanent, broadband internet access; a range of

teaching software (free and licensed) installed on the school server and access to black and white or colour printing facilities. Each classroom unit has access to the school's public drive (P) and the pupils' work area (U), thus enabling access to share files across the school. Desktop machines also have writeable CD drives and DVD drives.

5.4.1 Pupil access

Access to software and shared areas for pupils is restricted and managed by the technician. For example, pupils may access their shared work for their class but to no other class and nor to the staff public drive.

6 Planning

From September 2014, teaching staff will use the Rising Stars Scheme of Work to support the discrete teaching of the Computing curriculum. This Scheme of Work is comprised of detailed planning notes, teaching resources and differentiation for ability ranges within the class. Teachers may work directly from this planning but are encouraged to adapt it in order to create links with existing topics. If the planning sequence of Rising Stars is disrupted to fit in with a topic, teachers should use the teaching booklet to check what existing knowledge is required of the unit and modify as needed. In the first three years of the new curriculum, Key Stage Two teachers may wish to look at early year group's in order to teach and embed skills that were not taught under the old curriculum.

7 Assessment

- 7.1** Computing and ICT is assessed on a formative and summative basis. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes. These are conducted informally by the class teacher and are used to inform future planning. Peer assessment is also used frequently to give children an opportunity to learn from one another and develop their own critical feedback skills.
- 7.2** Summative assessments are made at the end of each topic/project and the children's computing skills are assessed. The work can be assessed using the materials in the Rising Stars Scheme of Work for each year group.
- 7.3** Pupils' work is saved on the U-drive so that it can be accessed for assessment and moderation by staff and subject coordinator. Teachers' should try to store assessment and feedback on/with the work, as appropriate. (For example, in Year Six, multimedia presentations have feedback from peers and from teaching staff recorded with the document using the note making function.)

8 Equal Opportunities & Inclusion

- 8.1** We believe that all pupils, regardless of race, class or gender, should have the opportunity to develop knowledge of computing and ICT skills.

It is our goal to ensure this by:

- Ensuring all children follow the Computing Scheme of Work.
- Monitoring the children's ICT use to ensure equal access and fairness of distribution of ICT resources.

- Providing materials and software which are in no way class, gender or racially prejudiced or biased.
- Making children and parents aware of relevant websites that can be accessed outside of school to support learning across the curriculum.
- Monitoring the level of access to computers in the home environment to ensure that no pupils are unduly disadvantaged.

8.2 We will investigate ways in which parents can be supported in their use of ICT and how they can support their children. This could include:

- Sending useful information about ICT to parents either through letters home or by publishing links/information on the school website.
- Providing information sessions, when appropriate, for parents to attend.

9 Safe use of ICT equipment

We will operate all ICT equipment in compliance with Health and Safety requirements.

- Equipment will be checked by an electrician on an annual basis.
- Children will be made aware of hazards. (E.g. No drinks at computer work stations, having breaks from computers, sitting properly.)
- Rules are on display within the ICT suite for reference along with specific rules for internet use.
- An Authority managed filter system operates on the school internet connection, filtering out inappropriate and offensive sites.
- The school has an alarm system installed throughout and the ICT suite has metal barred windows.
- Computer systems have password security against access to the p-drive and SIMS systems.
- Files and networks are backed up regularly.
- The virus checker is updated regularly.

10 Internet Safety (see also e-safety policy)

10.1 The school acknowledges the need to ensure that all pupils are safe and responsible users of the internet and other communication devices, including mobile phones. An internet access policy for pupils has thus been drawn up to protect all parties and rules for the responsible internet use will be displayed in the ICT suite and each classroom. The policy is available on the p-drive. Class teachers should ensure that it is displayed.

10.2 Although the school offers a safe online environment through filtered internet access and monitoring software (Policy Central), we recognise the importance of actually teaching our children about online safety and their responsibilities when using communication technology and this is integrated into our curriculum and also recognised on Internet Safety Day.

11 Management Information Systems

11.1 ICT enables efficient and effective access to and storage of data for the school's management team, teaching staff and administrative staff.

All staff have access to the public drive. This is where planning, records, reports, policies and information that needs to be accessible to all staff is stored. All staff have authority to update, amend and add to this drive. The data on the p-drive is backed up regularly.

- 11.2** The school complies with the LEA requirements for the management of information in schools. We currently use SIMS which operates on the school's administrative network and is supported by the LEA schools ICT services in Worcester. Only trained and designated members of staff have authority to access, input and amend data. The school has defined roles and responsibilities to ensure that data is well maintained and that appropriate access is properly managed with appropriate training provided.

12 Roles and responsibilities

12.1 Headteacher

The overall responsibility for the use of ICT rests with the senior management of the school. The Head, in consultation with staff:

- Determines the way ICT should support, enrich and extend pupils across the entire curriculum.
- Makes final decisions on the purchase and allocation of resources.
- Ensures that ICT is used in a way to achieve the aims and objectives of the school.
- Ensures that there is a Computing & ICT policy, and identifies a subject coordinator.
- Provides support with identifying CPD needs and providing advice and training.

12.2 Subject Coordinator

There is a designated coordinator to oversee the planning and delivery of Computing within the school.

The coordinator is responsible for raising standards in computing through:

- Facilitating the use of ICT across the whole curriculum.
- Liaising with Headteacher and technicians and then updating development plans and policies on a regular basis.
- Identifying training needs amongst staff and providing training where appropriate.
- Advising colleagues about effective teaching strategies.
- Managing equipment and purchasing equipment (in liaison with Headteacher).
- Monitoring delivery of ICT and reporting to the Headteacher, SMT and governing body on the current status of the subject.

12.3 Other subject coordinators

There is a clear distinction between teaching and learning in the subject of computing and teaching and learning with ICT. Subject coordinators should identify where ICT could (and should) be used in their subject. Subject coordinators should work in partnership with the Computing and ICT coordinator to ensure that all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

12.4 The Classroom Teacher

Even though whole school coordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to:

- Prepare and deliver appropriate computing lessons.
- Plan opportunities for ICT use and skill development across the wider curriculum.
- To assist the coordinator in the monitoring and recording of computing and ICT.

12.5 The Technician

The technician will liaise with the ICT coordinator and Headteacher and be responsible for updating, installing, maintaining and repairing equipment. Staff should report problems to the technician. The technician is responsible for backing up the p-drive on a regular basis.

13 Monitoring

Monitoring computing will enable the coordinator to gain an overview of teaching and learning throughout the school.

In monitoring the coordinator will:

- Analyse children's work to check that the agreed scheme of work is being taught.
- Hold discussions with teachers.
- Assist with work moderation and assessment.
- Update the development plan regularly.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Computing & ICT Policy	Guidelines for Computing & ICT	To provide information	Pupils	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
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