

# HAZELDENE LOWER SCHOOL



## COMPUTING AND ICT POLICY REVIEWED SEPTEMBER 2015

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....

CHAIR OF GOVERNORS

**TO BE REVIEWED SEPT 2017**

# Hazeldene Lower School

## Computing and Information and Communication Technology (ICT) Policy

### Philosophy

We believe that the pupils of Hazeldene Lower School must be able to recognise and adapt to a society, which is served by an ever-increasing use of ICT-related processes. 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. 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.

We believe that all pupils must have equal and appropriate access to computing and ICT resources.

There is a need for pupils:

- To develop a personal responsibility to keep safe while online and know what to do or how to access support if they ever feel uncomfortable;
- To develop a set of coherent computing and ICT skills such that they may, in time, be able to use computing and ICT effectively, creatively and autonomously across the whole range of the curriculum;
- To be able to take advantage of computing and ICT opportunities to promote learning outside the classroom;
- To develop an awareness of their personal responsibilities when using ICT and computing to access wider resources and when communicating with others.

### Aims

The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- To promote the development of ICT and computing skills in all pupils in accordance with their individual capabilities.
- 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 produce programmes of work, which enable continuity, and progression of ICT and computing capability throughout the broad range of curriculum

- experiences offered to pupils in the core and foundation subjects.
- 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

Units of work will be developed to cover a range of skills, where appropriate linked to topics or as standalone units. Other opportunities to develop computing and ICT skills will be made available throughout the curriculum.

## **Guidelines**

- E-Safety must be taught from year one onwards. The use of thinkuknow.org.uk is recommended.
- Computing and ICT supports all curriculum areas, specifically Literacy and Maths programmes within the school as well as the creative curriculum. This may be through the use of specialist targeted resources or a structured focus on these areas of learning and key skills.
- Pupils learn about the communication of ideas and information in a variety of ways using computing and ICT capabilities where appropriate, such as word processing, the use of electronic mail (e-mail), desktop publishing and design, using text, graphics and symbols.
- Pupils learn to collect, classify, store and retrieve, modify and interpret information using computing and ICT capabilities where appropriate, such as data handling and presentation.
- Pupils learn to use appropriate modern communications technology to access primary and other sources of information and promote communications between pupils, their peers and others, both locally and in remote locations.
- Pupils learn to use ICT and computing models computing or simulations to explore real and imaginary situations, for example adventure games or simulated experiments.
- Pupils learn to use computing and ICT to measure and control external events, such as measuring environmental variables.
- Pupils gain an awareness and understanding of the use of ICT and computing systems in working life and society. This will include its effect on the individual and the development of a critical awareness in pupils of the positive and negative aspects resulting from its use and misuse respectively.
- Pupils will use their ICT and computing capabilities in a range of situations which help to promote group activities as well as independent learning skills.

## **Pupils' progress and continuity**

The ICT and Computing Leader together with the class teachers will monitor and evaluate current ICT practice within the school. Subject leaders will review the provision of ICT and computing within their own subject areas and will liaise with class teachers as required to incorporate ICT and computing as a cross-curricular process as well as a distinct subject.

- The units of work are designed with the ICT and computing skills clearly identified.
- Where possible, pupils will be encouraged to train and assist their peers.
- Each pupil will be introduced to the basic ICT and computing skills required to operate effectively with the computers/mobile devices in this school.
- Pupils will use ICT and computing to support all curriculum areas, where it will enhance the teaching and learning, in the teacher's judgement.
- Staff will use a range of teaching styles with ICT and computing, i.e. whole class, small group and individual use of equipment.
- Provision will be made for differentiation in order to develop the potential of the capable child as well as that for the less able pupil.

## **Assessment, recording and reporting**

All teachers are familiar with the basic skills required to operate the computers and hardware available to them in their classroom. All teachers should make ongoing informal assessments of the skills achieved by the children in their class. ICT and computing is reported as a distinct subject in the annual report to parents.

The following strategies are in place:

- The units of work identify clear opportunities for the monitoring and recording of the pupils' skill progression in ICT and computing.
- Units of work include purposeful tasks which allow the children to use the skills they have acquired.
- Differentiated assessment for pupils with high levels of ICT and computing capability or special needs.

## **The implementation of this policy will lead to the following year's implementation strategy in order to:**

- Build on the previous year's achievements.
- Monitor the implementation of the new curriculum for computing.
- Strengthen those aspects of ICT and computing capability which were found to be weak.
- Include targets and outcomes that are consistent with national initiatives.

## Training

There are three distinct areas for consideration:

- Curriculum training.
- Technical support and training for teachers. All new and existing members of staff will be encouraged to develop their own confidence and competence in ICT and computing.
- Management of ICT and computing within the classroom environment.

INSET activities will be planned according to the staff's changing needs as detailed below:

- Support for new staff, including Newly Qualified Teachers, or for existing teachers who feel they need to update or improve their knowledge and understanding of the use of specific software or hardware.
- Review new hardware and software.
- Ongoing support in the classroom or ICT/computing suite as appropriate.
- Help with planning ICT/computing and organisation.
- Planning ICT and computing into topics and curriculum areas.

## Resources

The effective use of ICT within the curriculum requires that pupils have **appropriate** access to a range of ICT equipment.

- It is proposed that equipment will be available to the pupils in a way that meets their curriculum needs.
- A variety of strategies are used, including single computers in classrooms and a dedicated computer suite. Each class in Reception, Year One, Year Two, Year Three and Year Four is allocated a session of approximately one hour per week in the computer suite for the dedicated teaching and application of ICT and computing skills. Further sessions are bookable up to two days in advance on a timetable located in the Staff Room for whole classes or smaller groups of children to use the suite for a particular subject or for individual or group research.
- It is proposed to maintain and update the equipment as required and as specified in the school's financial development plan. Funding from national and local initiatives, as well as the school's budget, is used to increase or upgrade the ICT and computing provision within the school.
- Obsolete computer equipment that does not wholly meet the requirements of the National Curriculum is replaced as funding allows.

## Management

The school will ensure that:

- A strategy will be in place for the use of computing and ICT in administration

and the curriculum. This does not mean that systems will necessarily be identical or share software platforms. However, care will be taken to ensure best value for money in the purchase of ICT and computing resources.

- Areas of administration and management information processes that may be enhanced further by the appropriate use of computing and ICT will be identified. This will include areas such as use of secure electronic mail and secure file transfer facilities (via use of It's Learning).
- The computing and ICT Leader will oversee the development of all curriculum aspects for ICT.
- Staff will be supported in response to the dynamic nature of computing and ICT and the increasing range of opportunities and applications for its use across the curriculum.
- There is clear guidance for supervising and monitoring Internet users. Suitable systems will be employed compliant with authority guidelines when accessing the Internet or using Electronic Mail. The authority will ensure that the Internet service provider offers protection to pupils and staff from the unsuitable material present on the Internet.
- The school subscribes to virus protection software for all systems, both for curriculum and administration. A proforma for logging faulty equipment has been supplied to all teachers so that any remedial action can be undertaken or organised as quickly as possible by the Leader or ICT Technician in order to supply as continuous a service as possible.

## **Conclusion**

In conclusion, we at Hazeldene Lower School aim to ensure that our pupils develop all the necessary computing and ICT skills to prepare them for a society, which is served by the ever-increasing use of computing and ICT.

We intend to ensure this provision is made for all pupils through safe, well-planned, well-resourced lessons and cross-curricular links. The regular assessments of the learning objectives will provide continuity and progression across all year groups.

**Updated September 2015**