John Hampden Primary School

Together we can succeed

ICT Policy

We, at John Hampden Primary School, strive for excellence and enjoyment in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals. We will endeavour to enable them to reach their full potential, whilst growing in to responsible caring citizens.

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 John Hampden Primary 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 of Computing Policy

Our Computing Policy follows The National Curriculum 2014 for Computing Guidelines and aims to ensure the curriculum:

- provides a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils;
- meets the requirements of the National Curriculum Programmes of Study for ICT and Computing;
- uses ICT and Computing as a tool to enhance learning throughout the curriculum;
- responds to new developments in technology;
- equips pupils with the confidence and capability to use ICT and Computing throughout their later life;
- enhances learning in other areas of the curriculum using ICT and Computing;
- develops the understanding of how to use ICT and Computing safely and responsibly.

Introduction

School Curriculum

The minimum teaching time for Computing in each year group is one hour per week. The school follows the 'Purple Mash' scheme of work to ensure appropriate coverage of skills.

Early years

In the Foundation Stage, the Information Communication Technology requirements stated in the Knowledge and Understanding of the World element of the Early Learning Goals Foundation Curriculum, are covered in continuous units. A summary of the objectives are:
- Recognise that a range of technology is used in homes and schools
- Use a simple application on a computer or mobile device
- Use computing devices to interact with age-appropriate applications
- Create simple representations of events, people and objects.

At John Hampden School we will endeavour to cover these goals by giving the 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 which feature ICT scenarios based on experience in the real world, such as in role play.
- confidence, control and language skills by providing them opportunities to 'paint' on the whiteboard or drive a remote-controlled toy.
- outdoor exploration opportunities by using ICT toys
- recording devices which can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Planning/Teaching & Implementation

At John Hampden School, computing will be taught both as a discrete subject, and in a cross-curricular way when the opportunity presents itself.
- The Laptop Trolley and PCs distributed around the school will be used to help pupils access the Computing curriculum, along with a range of other resources such as programmable toys.
- The Computing subject leader will continually monitor the resources required to deliver the Computing element of the new National Curriculum.
- Modules will be planned in line with the National Curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives.
- Staff will follow use Purple Mash scheme of work to ensure the correct progression is being made. In upper KS2, staff will then be using the school's Curriculum map designed by Mrs Schleising to move computing skills further, teaching key everyday applications such as Word, PowerPoint, Excel etc.
- Teachers must take account of the above requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum.

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 a sequence of instructions;
- write and test simple programs;
- use logical reasoning to predict the behaviour of simple programs in computing;
- 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.

By the end of Key Stage 2 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.

Assessment & Record Keeping
Assessment of children's work in Computing is ongoing through observations and by looking at completed work

Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.

Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool.

Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.

Resources and access
ICT and computing network infrastructure and equipment has been sited so that:
- Every classroom from Nursery to Y6 has at least one computer connected to the school network and an interactive whiteboard with sound, DVD and video facilities.
- There are two laptop trolleys consisting of 30 laptops each.
- Each class from Y1 – Y6 has 1 allocated slots a week with the laptop trolley for teaching of specific ICT and computing skills. Often more slots are available and will be timetabled in when necessary.
- The school has 16 iPads which are timetabled across the school. There are slots available to use iPads more often for cross curricular activities.
- In addition to devices we also have WeDo and Mindstorm Lego sets that are used across all year groups to teach coding.
- The school has access to the Purple Mash which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- The school has an ICT and computing technician who is in school one morning a week as well as Justin Eyre who is our school technician.
- A governor will be invited to take a particular interest in ICT and computing in the school.

Inclusion
At John Hampden school, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities.

Monitoring, Evaluation and Feedback
Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

The role of the Computing Co-ordinator
Mrs Schleising is the Computing coordinator who is responsible for producing a the Computing development plan and for the implementation of the Computing policy across the school.
- To offer help and support to all members of staff in their teaching, planning and assessment of Computing.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To monitor the children's 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 have enthusiasm for computing and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of computing in the school.

- To help staff to use assessment to inform future planning.

Safety
- 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. Children and parents sign the 'School ICT Code of Conduct' on school entry.
- Safeguarding training is delivered to staff. Staff signs a Staff 'Code of Conduct.'
- Delivery of a school-wide 'Internet Safety Week' occurs on an annual basis during the school year.

Staff Training
- The Computing coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.
- Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.

Review
This policy will be reviewed annually.

Policy written: September 2020
Review: September 2021

Signed by Computing Co-Coordinator: Mel Schleising

Signed by Headteacher: Paul Hankey