

# LAVANT C.E. PRIMARY SCHOOL



## ICT / Computing POLICY

Written      November 2016  
Review      November 2019

## **Introduction**

The use of information and communication technology (ICT) is an integral part of the national curriculum and is a key skill for everyday life. It prepares 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. Computers, tablets, programmable robots, digital and video cameras, use of everyday ICT equipment such as photocopier, CD player, microphones are a few of the tools pupils can use to find, analyse, exchange and present information responsibly and creatively. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. At Lavant C.E. 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**

The national curriculum for computing has four main 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.

It is the aim of Lavant CE Primary School to:

- provide a relevant, challenging and enjoyable computing curriculum 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
- recognise the potential, and deepen the awareness of the application and necessity of ICT in everyday life
- to develop the understanding of how to use ICT and computing safely and responsibly.

## **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 Foundation Stage**

It is important in the Early Years Foundation Stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. EYFS 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 'paint' on the whiteboard or programme a toy. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

## **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 a sequence of instructions
- write and test simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

## **Key Stage 2**

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.

## **Resources and access**

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible computing system by investing in resources that will effectively deliver the strands of the new curriculum and support the use of ICT and computing across the school.

Staff are required to inform the technician / subject leader of any faults as soon as they are noticed and record these in the folder situated in the staffroom. JSPC provides a named technician who is available in school every Thursday morning to deal with technical issues.

ICT and computing network infrastructure and equipment has been sited so that:

- every classroom has a laptop connected to the school network, an interactive whiteboard with sound and DVD facilities, and a visualizer
- EYFS and KS1 have a bank of desktop PCs in their classrooms
- there is a laptop trolley containing a class set of laptops
- there is a second trolley containing a class set of LearnPads to support learning across the curriculum as well as part of computing lessons
- Pupils have access to Mathletics and Phonics Play which provides a huge library of maths and phonics activities
- we currently subscribe to Join it – an online handwriting tool for all key stages
- Pupils have access to a digital camera, flip-cam, datalogger, stereo/listening centres

## **Planning**

The school follows Rising Stars scheme of work to ensure clear progression of skills taught across the school. Lessons are designed to enable pupils to achieve stated objectives within each year group of the National Curriculum 2014.

## **Differentiation and SEN**

We believe that all children have the right to access ICT in support of their learning. In order to ensure that children with special educational needs achieve to the best of their

ability, outcomes are adapted and the delivery of the computing curriculum is differentiated for these pupils.

Where appropriate, ICT is used to support SEN children on a one to one basis.

Where children receive additional support, in particular some software systems are used to support language, spelling or reading development.

### **Wider Community Links**

Lavant C.E. School supports the use of technology throughout the wider community and with the use of the school website, we share children's work, latest information, developments and newsletters, Governor and Parent Association information with parents and carers. We also use email and the internet to communicate with schools elsewhere, including our 'twin' school in Nagoya, Japan.

### **Safeguarding / Health & Safety**

The safety of all children is paramount at Lavant C.E. Primary School. The use of the internet is a fundamental element of the curriculum and the teaching of e-safety is therefore an important aspect of ICT teaching and learning in all year groups (see Safe use of Internet policy). Where the school website is used to display children's work, every effort is made to safeguard their privacy. The school office holds a record of children who may have a photograph of themselves displayed on the website and class teachers are routinely updated on this.

Children are routinely made aware of the following guidelines:

- Children should not unplug or plug in electrical equipment.
- Computer workstations and working areas should be kept free of obstruction and be arranged so as to avoid unnecessary stretching.
- All equipment is regularly checked by our ICT technician and / or County.
- Children should be made aware of the rules for using the Internet and E-mails (see Acceptable Use Policy) and of safe usage of the Internet.
- Children are only allowed filtered access to the Internet – West Sussex Primary filter under close adult supervision.
- Children may not use the computers unless supervised.
- Children should be made aware of the need for correct posture and the dangers inherent in spending too long looking at a computer screen.
- Water bottles should not be placed near computers.
- Projectors for interactive whiteboards should be set to blank when not in use – both to safeguard eyesight by avoiding staring into the bulb and to preserve bulb life.
- the IT technicians will be responsible for regularly updating anti-virus software

### **Evaluation and Review**

This ICT policy has been reviewed, agreed and implemented by the staff and Governors of Lavant C.E. Primary School.