

# ICT Policy

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SLATED ROW SCHOOL

Headteacher: Mr J Budd

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<b>Amendments agreed</b>		-
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**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.

**Aims:**

- Provide a relevant, challenging and enjoyable Computing curriculum for all pupils.
- Meet the requirements of the national curriculum programmes of study for computing.
- Use 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 computing throughout their later life.
- To develop the understanding of how to use 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
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems both plugged and unplugged
- Can evaluate and apply information technology, including new or unfamiliar technologies
- Are responsible and confident users of digital devices and the Internet.

**Rationale:**

The school believes that 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 Foundation Curriculum:**

It is important in the Foundation Curriculum to give pupils a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. The Foundation Curriculum learning environments should feature Computing scenarios based on experience in the real world, such as in role play. Pupils gain confidence, control and language skills through opportunities to explore using non-computer based resources such as Beebots, walkie-talkie sets, remote control cars. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.



### Objectives Higher Curriculum:

It is important in the Higher Curriculum to continue to give pupils a broad, play-based experience of Computing in a range of contexts and working towards developing including basic ICT skills for word, excel and powerpoint. Including algorithms, coding and the ability to organise, store, manipulate and retrieve data in a range of digital formats. The Higher Curriculum learning features pupils being able to understand, discuss and explain:

- Write and test simple programs
- Use logical reasoning to predict and computing the behaviour of simple programs
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.
- 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.

### Computing at New City Primary School

New City Primary School believes that Computing is an integral part of the learning and teaching across the entire curriculum. We are a well-resourced school with laptops, ipads, recording devices, programmable toys and interactive whiteboards available to support the delivery of high quality Computing lessons. The laptops have the software required to deliver the computing curriculum through the planned Programmes of Study. All computers are networked and linked to the Internet. The school has an 'Acceptable use of the Internet' policy, which parents are asked to agree to, before their child uses the Internet.

### Entitlement

The children's entitlement to Computing is based upon the Programmes of Study for Computing as defined in the 2016 National Curriculum. The schemes of work used to deliver these programmes of study are:

- Online Safety
- Computer Programming
- Presentational skills



## **Implementation**

Computing is used as a tool for delivering lessons and promoting learning through the use of the many digital artefacts available to staff and pupils. As part of the pupils' experiences they will use software that provides the opportunity to use their computing capability, enabling progression in skills, concepts and applications.

Pupils have the opportunity to work both individually and in small groups, (where necessary with adult assistance) using ICT on a regular basis. It is expected that as pupils progress through the school, they will become more independent in their use of ICT and their choice of software required for any given curriculum activity.

The following aspects of ICT are taught to pupils according to their needs: the use of touch screen, touchpad and mouse, file management, and the efficient use of keyboard and other peripheral devices.

At Key Stage 4 and Post 16 it is expected that most pupils will be using ICT as an integral part of their coursework for certification in many subject areas, as well as further developing discrete computer skills.

Information and Communication Technology allows pupils with special educational needs access to the curriculum through the use of special software and peripherals, for example; touch screen, switches and tracker balls. The school is committed to providing the appropriate resources to support pupils.

There is equal access for all in the teaching and use of ICT regardless of gender, ethnicity.

## **Use of the Internet**

A separate policy exists for Acceptable Use of the Internet in School.

## **Assessment**

All assessment follows school policy, with respect to record keeping and reporting.

## **Technical Support**

An ICT Technician is employed by the school to maintain the network, including user profiles, maintain hardware including peripherals and install software on the relevant machines.

## **Professional Development**

The ICT Technician and Technologies Curriculum Leader are available to staff for advice and support on IT issues and deliver specific training sessions when needs are identified. All staff have training in the use of a variety of software packages relevant to their delivery of the curriculum or own professional development and many undertake training in their own time. All are advised of courses available externally in the Professional Development folder. Teaching staff are provided with laptop computers to enhance their own professional development and for use in preparation of resources.