"I have come in order that you might have life – life in all its fullness."
John 10:10

Computing and ICT Policy

Policy accepted by FGB on:	16/3/2016
Next review:	Spring 2019
Signed (Chair of Governors):	
Statutory policy: Yes/No **On school website:** Yes/No	

COMPUTING AND ICT POLICY

(formerly “Information and Communication Technology Policy”)

1. Rationale

A high-quality Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of Computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

> “*Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world*.”
>
> National Curriculum, 2014

2. Aims of Computing

Christ Church C of E First School 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 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 (ICT).

3. Present resource provision

The school has laptops in each classroom which can be moved to different areas of the school. Each machine has Internet access and all the relevant applications needed to teach computing in school.

The *100 Computing Lessons* scheme of work has been purchased to support all staff in the delivery of this new curriculum from September 2016.

4. Classroom provision

In addition to the above, there is a variety of other ICT equipment in school, including data projectors, Bee Bots, CD players, headphones and iPads.

In addition to this, there is a variety of software available for all machines.

To ensure that copyright laws are adhered to, staff, pupils and parents are not permitted to run software brought in from outside school on school machines.

5. Curriculum 2014

The new Computing curriculum will be fully implemented with the support of a purchased scheme of work in the first instance. As staff confidence increases and relevant training disseminated, a more personalised/bespoke scheme of work and long-term plan will be established as from September 2016.

In Computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice should be planned throughout the school.

Staff confidence and expertise will be developed if requested through training sessions provided by the Computing and ICT Subject Leader, and external agencies. Support will be given, where possible, with Computing planning and teaching by the Computing and ICT Subject Leader.

6. Entitlement to the Computing curriculum

All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of these technologies. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

Planning for Computing in the early years needs to be considered carefully if children are to begin to gain confidence in the use of a variety of technologies as soon as they start attending school. A range of appropriate hardware, software and activities needs to be offered.

7. Assessment and record keeping

- On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.
- Computing skills capability should be monitored regularly in relation to the Computing curriculum as outlined in the National Curriculum for England. Teachers should assess module requirements with reference to children's knowledge, understanding and skills. Other opportunities for assessment will arise from cross-curricular work.

- Samples of work should be kept for groups of children stored in classrooms or on the school network within relevant class folders.
- For Reception it may not always be practical to keep samples of work, but observations and discussions could be recorded.

8. Links to the School Development Plan

- The Computing and ICT Subject Leader produces an action plan.
- An audit of resources is undertaken yearly to ensure that hardware and software are kept as up to date as possible and that obsolete or broken machines are scrapped or repaired.

9. Staff training

CPD needs will be met by the following:

- Annual audit of staff skills and confidence in the use of ICT.
- Arranging training for individuals as required.
- The Computing and ICT Subject Leader should attend courses and support and train staff as far as possible.
- Annual e-Safety training must be arranged and completed by all staff working with children.
- All staff must be trained on professional conduct and safer working practices regarding technologies such as Twitter, Facebook, Blogging, etc.

10. Information security, social media and social networking

Christ Church has both an Information Security Policy and a Social Media and Social Networking Policy. These have been developed in order to allow the safe and efficient use of the Internet for both staff and pupils in an educational context.

11. Health and Safety

Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present.

12. Food and drink should not be consumed near Computing equipment

- It is the responsibility of staff to ensure that classroom Computing equipment is stored securely, cleaned regularly and that their class or themselves leave the equipment clean and tidy after use.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain).
- An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are advised to take great care on the content accessed by children and are ultimately responsible for information accessed by pupils.

13. Review and evaluation procedures

The everyday use of ICT is developing rapidly, with new technologies being produced all the time. This policy will therefore be reviewed and revised on a three-yearly basis.

The Computing and ICT Subject Leader will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the Computing curriculum. Meetings with other subject leaders and the SLT will also ensure that the use of information technologies across the curriculum is planned for and evaluated.