

Computing and ICT Policy

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. We recognise that pupils are entitled to have access to quality hardware and software and a structured and progressive approach to the learning.

Our Aims

- To provide a relevant, challenging and enjoyable curriculum for Computing & ICT for all pupils.
- To meet the requirements for the National Curriculum programmes of study for computing.
- To use computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To develop the understanding of how to use computing safely and responsibly.

Resources & Access

Our school acknowledges the need to continually maintain, update and develop its resources. We need to make progress towards a consistent, sustainable system by investing in resources that will effectively deliver the National Curriculum and support the teaching of computing across the school. Teachers are required to inform the technician of any faults as soon as noticed by recording them on an online ticketing system. A service level agreement with EN Digital is currently in place to maintain all ICT equipment.

Planning

At St. Andrew's, we deliver the national curriculum programmes of study for KS1 and KS2 by following the Rising Stars 'Switched on Computing' scheme of work. Year 1 to Year 6 are taught three computing units across the year. They are a taught a range of computing knowledge, which helps to progress their understanding and skills.

These include:

- Online safety
- Consolidating technical skills
- Achieving fluency with a range of key applications
- Developing their knowledge and understanding of the principles that underpin digital technologies and the changing consequences of these for individuals and society. The children will also develop a wide range of computing vocabulary within each unit and learn about computer science, digital literacy and information technology

EYFS

It is important to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world e.g. role-play using a pelican crossing or an intercom. Children gain confidence, control, and language skills through opportunities to explore using non-computer based resources such as metal detectors, recording devices and walkie-talkie sets.

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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 and compute the behaviour of simple programs.
- 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.

Equal Opportunities

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing equipment and curriculum. Resources for SEN children will be made available to support and challenge appropriately.

Health & Safety and Security

The school is aware of the health and safety issues involved in children's use of ICT and computing equipment.

- All portable electrical equipment is tested every twelve months.
- Children should not put plugs in sockets or switch the sockets on.
- Trailing leads should be made safe behind equipment.
- Liquids must not be taken near any computing equipment.

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- Safer Internet use is an integral part of the curriculum and the school delivers further education through assemblies, workshops and parent presentations.
- The computing technician is responsible for regularly updating anti-virus software.
- Use of ICT and computing will be in line with the school's acceptable use policy (AUP).
- All pupils will be aware of the school rules for responsible use and will understand the consequence of any misuse.
- Use of ICT and computing will be in line with the AUP.
- All staff, volunteers and children must sign a copy of the schools AUP.
- Parents will be made aware of the AUP at school entry.

*We have a separate Online Safety Policy

Monitoring and Evaluation

The Subject Leader is responsible for monitoring the standard of the children's work and the quality of teaching. The Subject Leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The governors will ensure this policy is reviewed.

Reviewed: Autumn 2022

Approved by: Curriculum Committee

Next Review Due: Autumn 2023

Monitored by: Executive Headteacher