

# **St Mary's Catholic Primary School**

## **Computing Policy**

**Person Responsible: Miss C Dineen**

**Date: September 2016**

**Review date: Autumn 2017**

### **Approved by the Governors:**

This policy document sets out the school's aims, principles and strategies for the delivery of the Computing curriculum.

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital life skill in modern society. It plays an ever increasing role in our everyday lives and primary aged children arrive at school never knowing a world without the internet or iPads. Through teaching safe and effective use of technology we can help children become resilient and independent learners.

### **Vision**

- Provide staff and children with sufficient, high quality, and up to date computing resources for teaching and learning.
- Use technology as a tool for learning within the classroom.
- Equip all learners with varied experiences and a wide skills base so that they are able to understand and use computers in a rapidly changing technological world.
- Enable learners in our environment to become confident and independent in their use of ICT to solve problems across the curriculum.
- Teach children how to keep themselves safe whilst using technology and the internet.
- Engage with parents so they feel empowered to support and keep their children safe online.

### **Aims**

Our aim is to produce learners who are confident and effective users of a variety of technology. We strive to achieve this aim by:

- Meeting the requirements of the Foundation Stage Curriculum and National Curriculum.

- Children, parents, staff, governors and the wider community to have relevant and meaningful experiences using a range of technology.
- Children to have a growing awareness of how computers are used in the world around them and of the benefits that they provide.
- Using technology to support problem solving and learning across the curriculum
- Innovative use of resources.
- To be aware of and, within the constraints of the budget, keep up to date with technological developments.

## **Curriculum coverage and progression**

- Computing Co-Coordinator has written a school specific scheme of work to ensure coverage and progression of skills within each year and the children's school career which is reviewed annually.
- Short term planning shows an increasing depth of delivery of skills lessons, reflecting the high level of competency children have on entry to the school.
- Opportunities for embedding technology as a tool to support learning and teaching are identified in curriculum planning and is timetabled across the Key Stages.
- E-safety is planned for throughout the new curriculum.

## **Access to ICT**

- 31 computers in the ICT suite with all classes from Yr R to Yr 6 timetabled for a minimum of 1x 1hr session per week.
- Each EYFS and KS1 classroom has a minimum of 1 iPad for observation and record keeping purposes.
- Each Yr R/ N classroom has 2 PC computer for use to consolidate their Understanding the World- technology strand.
- Each classroom has an interactive Smart board and visualizer.
- Bank of 17 laptops on the upper corridor for KS2 use
- Bank of 32 iPads in protective charge cases for use in all classrooms.
- Bank of 10 KidiZoom VTech cameras for children's use throughout the school.
- Bank of Bee Bots for use throughout the school.
- Laptops and Kindles in Library.
- PPA room is equipped with 2 x PC and 2 x laptops
- Each full time member of teaching staff has a laptop for use on and off site.
- Each class is issued with a digital camera and 2 video cameras are available.
- 2 x Riso units, networked for use by all machines.
- Technician employed 2 days a week to support implementation of hardware, software and effective running of technology within the school.

## **Assessment and monitoring**

- Practitioner observations and formative assessment fully inform future planning (including differentiation).
- Summative assessment is undertaken by subject coordinator of a sample of children in each year to monitor attainment and progress.
- Progress is assessed using the key objectives for ICT.
- Portfolio of work for each child can be accessed by subject co-coordinator and staff via the central server.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment.
- The coordinator samples work, monitors plans and end of year data.
- The coordinator walks in on computing sessions where possible.
- Informal discussions with staff and pupils.
- Sharing of good practice, planning and learning in phase team meetings.

## **Learning styles and the learning environment**

- Medium term planning takes account of differentiation and progression.
- Medium term planning ensures E-safety is frequently revisited.
- All learning styles will be considered.
- Open questions will be developed to challenge children's thinking and learning.
- Stimulating learning environments will be created.
- Independent learners will have access to a variety of resources and be encouraged to reflect on the choices that they have made.

## **Inclusion**

- Children's individual needs will be addressed through provision of resources, learning styles and questioning.
- Positive use of technology will be promoted by all.
- The frequent use of all computing resources is planned for within all classroom to provide children many opportunities to interact with technology.

## **Equal opportunities**

- All learners have the opportunity to develop their ICT capability. Where it is identified children have limited or no access at home the school will strive to provide access while on site. Children are offered the opportunity to work independently, in pairs and in small groups to ensure equal access and responsibility.

## **Liaison and transfer between settings**

- Children's attainment in ICT is shared with practitioners/teachers in each setting.
- Long term planning ensures prior learning leads into new experiences.
- Exposure and access to technology developed year on year building on entry level from early years home experiences.

## **Home, school and community links**

- ICT developments and achievements are shared and a positive relationship fostered with home, school and the wider community.
- School website fosters strong links internally and externally.
- E-mail used as a regular point of contact with parents.
- Computing resources and learning shared with staff and governors.
- Strong PA support with computing funding.
- Cyber Safety week in February is highlighted annually with parents invited in to attend sessions.

## **Roles and Responsibilities**

- All stakeholders will work together to ensure the implementation of the ICT policy.
- Coordinator reviews E-Safety and Photographic images policy with person(s) responsible for child protection and safeguarding.
- The subject coordinator is responsible for monitoring curriculum coverage and the impact of learning and teaching.

## **Health and safety**

- E-Safety rules are displayed in the learning environment near each computer area with access to the internet. Also a focus board within ICT suite.
- E-Safety taught throughout curriculum with separate assemblies presented to children and parents on a yearly basis.
- Profile of E-Safety raised during participation in E-Safety week.
- Children taught how to operate and respect devices safely.
- Equipment is maintained to the meet agreed safety standards.
- All children to sign 'SAFE' contract as awareness of responsibility.
- All staff to sign 'Code of Conduct' for use of equipment and children's images.
- All parents to sign 'Image Use' forms upon entry to the school.

## **Review**

- The policy will be reviewed annually by the ICT coordinator and leadership team and shared with all stakeholders.