



CHERHILL CofE (VA)
PRIMARY SCHOOL

POLICY STATEMENT FOR COMPUTING AND
INFORMATION TECHNOLOGY



October 2017

Policy Statement for computing and Information Technology

Our children are growing up in a world where technology is developing at an increasingly rapid rate. They will need skills in the future of which we have little concept at present. There can be no doubt that they will need to be "lifelong learners" with the confidence and ability to develop skills and understanding when meeting new challenges in the workplace. Our pupils need to become fully conversant with current technologies and be able to adapt their skills and learning style to accommodate changes. They need to be able to use technology to present information, communicate and find things out, through a safe and responsible manner. They are also entitled to expect their learning environment in school to contribute to the development of these skills and to have access to suitable, up-to-date equipment.

Entitlement

All children have an entitlement to Computing and Information Technology. Every child encounters this on a daily basis, through daily lessons taught with the aid of an Interactive HD board. This encourages interaction in lessons and access to unlimited sources of information on the internet. In school we have 30 iPads which staff can use with the children to support their learning across the curriculum. Each class also has their own iPad to be used how the teaching staff see fit. In each class, there is a computer which is connected to the Internet. We also have Apple TV software so that the iPads can be used alongside our Interactive HD boards. The computer suite, housing 17 computers is timetabled for each class, allocating 1 hour per week. Teachers are encouraged to sign up for additional slots in the week.

Planning

Computing and IT is taught in a cross-curricular way, along with most of our foundation subjects, through a skills based curriculum. Knowsley Scheme of work is used as a starting point for planning. It clearly identifies the areas that need to be covered and suggested activities to meet the needs of each year group and/or Key Stage.

Early Years

In Foundation Stage, the children have opportunities to visit the ICT suite and build on their mouse and control skills. They also have access to the programmes which are available on our computers. In school we have 10 programmable robots called Beebots which the children also use and develop their skills of direction and programming.

Key Stage One and Key Stage Two

Key Stage One = children aged between 5 and 7 years old

Key Stage Two = children aged between 7 and 11 years old

The curriculum is divided into 3 areas: Computer Science, Information Technology and Digital Literacy (which includes Online Safety).

Area	Key Stage 1 Aims	Key Stage 2 Aims
Computer Science (CS)	<ol style="list-style-type: none"> 1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2. Create and debug simple programs 3. Use logical reasoning to predict the behaviour of simple programs 	<ol style="list-style-type: none"> 4. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 5. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 6. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 7. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web 8. Appreciate how [search] results are selected and ranked
Information Technology (IT)	<ol style="list-style-type: none"> 1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ol style="list-style-type: none"> 2. Use search technologies effectively 3. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Digital Literacy (DL)	<ol style="list-style-type: none"> 1. Recognise common uses of information technology beyond school 2. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ol style="list-style-type: none"> 3. Understand the opportunities [networks] offer for communication and collaboration 4. Be discerning in evaluating digital content 5. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Teachers ensure that they have a broad and balanced coverage of the three areas over the course of the year. The curriculum is currently organised on a two year cycle.

Online Safety is taught as a discrete area at the start of each term to remind and refresh children about how to use the Internet safely and responsibly. Please refer to our Online Safety policy for further information.

Children generally work with partners on the computer, these may be mixed ability. Children are supported and challenged within lessons and are given other tasks to complete. In FS2 and KS1, each class has a Teaching Assistant for support.

Computing and IT lessons start with a general introduction by the teacher, modelling the activities using the teacher computer in the suite, which is connected to an interactive whiteboard. Children are

then given time to practice these skills themselves. Children are made aware of the purpose for carrying out their activities using IT.

Roles

Computing and IT Subject Leader

The role of the Computing and IT Subject Leader is to monitor plans, ensuring that with a cross-curricular skills approach, progression is still evident. They will also ensure that the correct coverage occurs over the course of the year.

The subject leader will sample pupil's work, looking for meaningful activities, development of skills and differentiation. The coordinator will also be able to access samples of children's work by logging onto different classes 'areas' and opening children's folders.

Staff

The subject leader will encourage staff to solve technical problems in the first instance. If this has been tried first then the subject leader will see if the problem can be rectified. If not, the school's technical support, currently provided by Oakford Technologies can be contacted by email itsupport@cherhill.wilts.sch.uk

Computing and IT Governor

The Computing and IT governor will make contact with the subject leader. S/he will talk account of provision, resources and access for the school community.

Assessment and recording

Classroom Monitor was introduced in September 2015. After each session, staff track the children's learning and achievement against the National Curriculum statements. At the end of the academic year, the teacher can see whether the child is Emerging, Working Toward, Secure or Exceeded the statements.

Weekly cross-curricular planning is annotated to keep a record of children achieving or exceeding the skill and outcomes,

The annual report to parents/carers and parents' evening is an opportunity for teachers to report on the children's skill capability.

Equal opportunities

Each class has equal access to and use of the computer suite. Staff can also book in time to use the iPads.

Special Educational Needs

Children with Special Educational Needs use technology to support their learning. The computer suite is also booked by the SENCo and other Teaching Assistants to work with SEN children on individual learning programs.

Administrative use of Technology

All staff are provided with an individual email address through the school. Classes are also allocated a class email address. Digital Leaders have an email address which is monitored by the subject leader, to support teaching staff.

Technology is used as a tool to aid planning across the curriculum, planning is stored in the 'Staff share drive' on general server. Teaching staff also have remote access to the school server using their own individual log ins.

The Head teacher and Deputy Head teacher have a school laptop allocated to them for administrative purposes. There is also one in the SENCo's office and meeting room.

Health and Safety / Safe Internet usage

Please refer to our Online Safety policy for further information.
Electrical equipment is testing annually in school.

Children do not sit at a computer for long periods of time. Air conditioning and blinds are provided in the ICT suite to provide a more comfortable environment.

This policy was agreed by the Governing body, Head teacher and staff at Cherhill CofE (VA) Primary School on 16th October 2017 and is due for review on 16th October 2019

Signed: Chair of Governors