Priory Infant school

Computing & ICT Policy

June 2015
To be reviewed 2017

Priory Infant school Computing Policy

In Priory Infant School we use ICT as a tool for learning and a support to the raising of standards in numeracy and literacy. Pupils use these ICT tools to communicate and handle information and present it in a variety of ways. They learn to control a variety of electronic devices and develop an understanding of the use of control in everyday life. They use computer models to explore and test the answers to questions.

Our Aims
- to enable all children to use ICT with purpose and enjoyment
  - by providing tasks which are interesting and give scope for individual responsibility
- to enable all children to develop the necessary skills to exploit ICT
  - by ensuring enough access by pupils to become more proficient in the basic ICT skills by maximizing the use of the Computing suite, Ipads ,the classroom computers and IWB
- to enable all children to become autonomous users of ICT
  - by planning activities which allow children opportunities to apply their skills in a variety of different subject contexts
- to enable all children to evaluate the benefits of ICT and its impact on society
  - by giving opportunities for the children to identify the benefits and limitations of ICT and the uses of ICT in the wider world.
- to meet the requirements of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement
  - by planning a range of activities that are appropriately differentiated and that cover the learning objectives identified in the NC
  - continuously monitoring the children to ensure progress is being made and the child's next step is identified and planned for
- to create the positive atmosphere and levels of resourcing needed to encourage all members of the school community to learn with ICT.
  - by ensuring that the profile of ICT remains high and providing a continuous program of staff development responding to new technologies where appropriate

Differentiation & SEN
Pupils with special educational needs are entitled to the same access to ICT as their peers. In planning lessons teachers and the ICT manager identify the learning goals for the majority of children as well as more challenging activities for the more able. Activities are differentiated appropriately for children with difficulties i.e. by providing peer or adult support, modifying the task. We are aware that pupils with learning difficulties may achieve well in Computing and our groupings in Computing reflect this. Teachers and the ICT manager liaise with the SENCO on the use of ICT to improve the involvement of SEN children in the curriculum. For instance, in purchasing appropriate equipment suited to their needs, in using ICT to improve writing and presentation of literacy work or develop further understanding of the class topic.

Breadth & Balance
Teachers and support staff will ensure that they understand the skills and concepts to be taught and the need to provide opportunities for the children to begin to develop a critical awareness of the use of ICT. The Computing Scheme of work will provide guidance on the skills and knowledge to be covered by children in each year group. Teachers, supported by the ICT manager, plan their work so that these skills are taught and that they are practised and developed during work in other subjects. Activities using ICT will be planned to allow for different levels of achievement teaching appropriate skills dependent on each pupil's ability and skill level.

Variety
Pupils will have the opportunity to participate in a variety of activities to learn to use ICT and apply these skills in a

meaningful context. They will also evaluate how ICT is used in everyday life and compare this with the way they use it in school through:

- directed activities to practise a specific skill
- activities with a subject context to practise and develop skills previously learned
- open ended activities which allow pupils to choose which tools to use or to select from a variety of media, the Paint program, the 2 Create a Story program, the Textease program, etc.
- whole class discussion to allow reflection on the use of ICT.

Cross-curricular skills and links

At Priory Infant school we have created very strong links between ICT and the other subjects using it as a tool to teach cross curricular skills on a weekly basis. Teachers and the ICT manager plan weekly activities which emphasis the development of Computing & ICT capability and other activities which support the development and teaching of the other subjects. They refer to the schools assessment booklet and the topic based schemes of work when planning.

Equal opportunities

All children are entitled to equal access to all ICT equipment in order to develop their personal Computing capability. When children work in groups, care is taken to ensure that all children are active and have equal access to the ICT equipment. The group is observed and use of the ICT equipment is monitored to avoid dominance of any group or individual.

Health& safety

At Priory Infant school we have ensured that the children have chairs of the correct height, eyes level with the top of the monitor screen and are encouraged to sit comfortably and use both hands for the keyboard. The children are aware of the safety rules when working in the ICT suite such as 'do not swing on your chair', 'remain seated' and 'put your hand up.' All parents have signed their consent allowing their child to use the internet in school. The children are reminded of the 'Think then click' poster and schools use of internet rules which teaches them how to keep safe when using the internet. Each member of staff has signed a Code of Conduct detailing how to keep the school network safe and how to keep the children safe when using the internet as a teaching tool.

Assessment recording & reporting

The ICT manager reports to the teacher the achievement of the pupils during activities carried out by herself and provides an assessment of the basic skills achieved by each child. Each teacher monitors the achievement of the children in the class during whole class lessons. The teachers to refer to the NC to identify whether each child in their class has achieved the expected level for their year group in Computing.

Assessment of Computing capability will be achieved by planning appropriate curriculum activities in line with the school's general policy for assessment and reporting.

Management & administration

The curriculum is planned to allow pupils a wide range of activities to cover and teach the programmes of study for Computing. Teachers, supported by the ICT manager, use the plans to ensure that pupils have sufficient access to experiences and equipment to receive a balanced experience of Computing.

The Computing National Curriculum, subject schemes of work and Topic Plans will provide the basis for termly planning showing learning objectives, experiences and types of activities. Each activity is assessed appropriately identifying pupil's achievement against the learning objectives for that lesson.

The role of the Computing subject Leader

The Computing subject Leader works with the school management team to ensure implementation of the school's Computing & ICT policy and Computing action plan. The subject Leader, supported by the ICT manager, is responsible for monitoring curriculum coverage and the quality of teaching and learning. The Computing subject Leader, supported by the ICT manager, plans and leads the development of all school staff in Computing and provides regular reports on the level of resources.

See also the ICT subject manager's job description.

Resourcing

At present the school is equipped with a Computing suite with 16 computers and 1 teaching computer. Each classroom has an IWB. Available to use there are 12 Ipads which are used by every class to support classroom work. These are booked out as required and charged in the purpose built cupboard in the ICT manager's office. The internet can be accessed wirelessly by the 6 teacher laptops.

ICT resourcing is managed by the ICT manager in consultation with Computing subject leader and the Leadership team. Relevant government funding is applied for and used in support the resourcing of ICT equipment and implementing relevant training where needed.

A small annual budget is available for consumable items like printer cartridges' paper, memory sticks, etc.

Review

This policy will be reviewed every 2/3 years to evaluate the school's progress towards its Computing & ICT targets. Progress will be discussed with the school management team and reported to the governors.

This evaluation will form the base for an action plan which will then inform the school development plan.