

Sheringham Community Primary School and Nursery

ICT and Computing Policy



“ Be all that you can be.... ”

Policy written by:...Mr M Perry.....date: July 2018

Agreed by Governors on:.....

Signed:.....Governor

Signed:..... Head Teachers

Due for review:.....

SHERINGHAM COMMUNITY PRIMARY SCHOOL & NURSERY INFORMATION & COMMUNICATION TECHNOLOGY POLICY

1 INTRODUCTION

This document outlines Sheringham Community Primary School & Nursery's policy for Information & Communication Technology and Computing, hereafter known as ICT.

2. DEFINITION OF INFORMATION AND COMMUNICATION TECHNOLOGY

The ability to use ICT is an important curriculum requirement and a vital skill in modern society. We interpret the term ICT to include the use of any equipment which allows users to communicate, manage, code or manipulate information electronically.

3. AIMS & EXPECTATIONS

We aim to produce learners who are confident and effective users of ICT. We strive to achieve this aim by:

- ☞ helping all children to develop the necessary **skills** to exploit ICT
- ☞ helping children to use ICT with purpose and enjoyment
- ☞ helping children to become autonomous users of ICT
- ☞ Encouraging pupils to work collaboratively and to 'learn together'
- ☞ helping all children to evaluate the benefits of ICT and its impact on society
- ☞ meeting the requirements of the National Curriculum 2014 as fully as possible and helping all children to attain the highest possible standards of achievement
- ☞ using ICT to develop partnerships beyond the school, especially the Teaching Schools
- ☞ celebrating success in the use of ICT
- ☞ Understand and know how to stay safe when using ICT

We promote the key messages of e-safety and offer free training for pupils, parents and staff in how to use the internet safely and effectively.

Expectations

We endeavour to encourage the pupils to expect the following:

- ☞ to use ICT in a variety of situations and contexts: for example, the creation of displays and charts following experiments in Science; word-processing in English; use of the Internet to find out information throughout the curriculum.
- ☞ to develop transferable skills which encourage them to gain in confidence and experiment with different software.
- ☞ to gain experience in the communicating and handling of information: E.g. using text; graphics; displays; charts; music; databases; multimedia presentations.
- ☞ to develop awareness of ICT within society to support the development of the above skills.
- ☞ To use ICT safely and fairly

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- Can analyse problems in computational terms, and have repeated practical experience of 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.

Use of the Internet and Electronic Communication

In order to limit the risk of children viewing unsuitable material on the internet the school uses Norfolk County Council and another server restriction which has appropriate filters in place. Children are supervised on the internet to further limit any risk. Using the internet forms part of the ICT curriculum modelled by teachers or individually.

Sheringham Community Primary School & Nursery respects the privacy of the individual. However, all staff are aware that e-mailing could be abused and could be used as a form of bullying. All children, therefore, are encouraged to discuss with staff any e-mails that contain material that makes them feel uncomfortable (this is discussed in PHSE). Monitoring of such e-mails as necessary will then take place in order to assess the validity of such a claim. Monitoring these e-mails will be the responsibility of the class teacher and ICT co-ordinator. Virus protection is in place and deals with viruses automatically. We have developed lessons and assemblies about e-safety and rather than encouraging pupils not to use social media (unless the site has age restrictions, which we will reinforce) and ICT communications, we teach them and enable them to use them safely. E-safety messages are regularly covered and we have displays in school in areas where pupils use ICT most prominently.

4. ROLES & RESPONSIBILITIES

People involved in ICT within school

These are some of the people involved with ICT in our school.

- ☞ Governors (finance)
- ☞ head teacher
- ☞ ICT co-ordinator
- ☞ classroom teachers
- ☞ co-ordinators
- ☞ assistants and adults other than teachers
- ☞ pupils

The role and responsibilities of Senior Leaders

The roles and responsibilities with regard to ICT are as follows. The following responsibilities are carried out by the Head teacher:

- ☞ ensuring that ICT is included in planning
- ☞ ensuring implementation of ICT policy
- ☞ ensuring staff access to ICT
- ☞ overseeing equipment maintenance
- ☞ arranging in-service support
- ☞ meeting statutory requirements
- ☞ health and safety policy and practice

The role and responsibilities of the ICT coordinator

The following responsibilities are carried out by the ICT coordinator:

- ☞ reviewing the ICT policy
- ☞ enabling continuity and progression between year groups
- ☞ Purchasing items of hardware

5 THE CURRICULUM

Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers and tablets. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or programme a toy. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

Key Stage 1

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 computing 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.

Key Stage 2

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.

Cross-curricular Issues

There are few aspects within our lives which are unaffected by the new technologies. The school therefore aims to mirror this and expose pupils to the diversity, influence and uses of ICT. The National Curriculum highlights the ubiquitous nature of ICT and how all curriculum areas, are identified as having to provide the opportunity for pupils to make use of ICT within the study of the subject. We use ICT as a tool to promote a love of learning and develop a sense of lifelong inquisitiveness.

Planning

- ☞ ICT is planned for through cross-curricular activities with discrete skills being highlighted in weekly planning and carried out in ICT Specific lessons, following the ICT Curriculum from the National Curriculum and detailed in our curriculum documents

Learning & Teaching

- ☞ Teaching of ICT **skills** is fundamental to our beliefs and success.
- ☞ Lessons linked to ICT are differentiated, enjoyable and interactive.

- ✓ ICT is used to enhance the cross-curricular learning and teaching whenever appropriate.
- ✓ ICT is assessed and reported to pupils/parents annually from foundation through to year six

Inclusion

At our school we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Health and safety

The school is aware of the health and safety issues involved in children's use of ICT and computing. All electrical appliances in school are tested accordingly. It is advised that staff should not bring their own electrical equipment in to school, but if this is necessary, then the equipment must be pat tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the ICT technician, bursar or head teacher who will arrange for repair or disposal.

Security

- The ICT and computing technician will be responsible for regularly updating anti-virus software.
- Use of ICT and computing will be in line with the school's 'acceptable use policy'.
- Parents will be made aware of the 'acceptable use policy'.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.

6 MANAGING RESOURCES

The ICT Budget

The budget for ICT resources is determined:

- ✓ through negotiation with the governors finance committee, head teacher and bursar
- ✓ long-term budgetary arrangements to meet new and emerging concerns
- ✓ ICT Hardware Maintenance budget
- ✓ ICT Curriculum budget
- ✓ This is outlined in the document: ICT Budget Plan

Deployment of hardware and software

The deployment of hardware is determined by the ICT Hardware Coordinator in discussion with the ICT Curriculum Coordinator and through discussions collectively by staff. Software resources are identified, acquired and updated through discussion with staff as and when required. To ensure that all staff have the appropriate skills to use ICT resources effectively, there will be:

- ✓ staff loan of equipment
- ✓ continual professional development training programme

External services used to support ICT in the work of the school include:

- ✓ technical support from software producers
- ✓ website support from a private company when required
- ✓ curriculum support from ICT Coordinators
- ✓ technical network support from ICT Technician shared with Woodfields School (Mr P Guymer)

ICT Hardware Resources

We currently have an ICT equipment register and all lost or damaged equipment must be reported to the school office immediately

7. Sustainability

There is a program of continuous replacement and replenishment of hardware and software, purchased through the school budget. This is outlined in the School Improvement and Development Plan.

8. School Website, Facebook and Twitter

The School Website, Facebook page and Twitter Feed is updated regularly to give pupils, staff, Governors and families, as well as the wider community, relevant and detailed information about school organisation, news, events and learning materials.

This policy is available at:

<http://www.sheringhamprimary.norfolk.sch.uk/>

**Sheringham Community Primary School & Nursery
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