

Spalding Monkshouse Primary School



ICT/COMPUTING POLICY

Review date: November 2020

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Introduction

Due to the speed and nature of technological development the policy will need to be reviewed and updated each year.

ICT is now known as Computing in the New National Curriculum. In regards to this policy we may still use the term ICT as this encompasses a wide range of technological devices as well as computers.

All teaching staff are provided with laptops, and iPads as appropriate, to support the teaching and learning of all children across the curriculum. It is the member of staffs' responsibility to ensure the day to day order of the equipment and to notify the computing coordinator or computing technician of any problems/issues that arise. Technical issues should be reported and logged in the computing technician's book. Staff laptops are password protected and any external storage devices are encrypted for extra security.

Aims and Visions

"We will endeavour to educate all children to use computing in their daily lives"

With this vision, our aim is to produce learners who are confident and effective users of computing. We strive to achieve this by:

- Helping all children to use computing with purpose and enjoyment.
- Helping all children to develop the necessary skills to employ computing effectively.
- Helping all children to become autonomous users of computing.
- Meeting the requirements of the National Curriculum and helping children to achieve the highest possible standards of achievement.
- Using computing to develop partnerships beyond the school.
- Celebrating success in the use of and through the medium of computing.
- Develop opportunities to use computing across the curriculum.

Responsibilities

The Role of Senior Management

The overall responsibility for the use of computing rests with the senior management of the school. The Headteacher in consultation with staff will:

- Determine the ways computing should support and extend the curriculum.
- Decide the provision and allocation of resources.
- Decide ways in which developments can be assessed and records maintained.
- Ensure that computing is used in a way to achieve the aims and objectives of the school.
- Ensure that computing plays a key role in teaching, learning and assessment throughout the whole school and within the wider curriculum.
- Ensure that the school has an up to date computing policy and identifies an computing coordinator.
- Ensure that the school has an up to date E-safety policy and identified an E-Safety coordinator.

The role of the computing coordinator

The computing coordinator should:

- Promote the integration of computing within appropriate teaching and learning activities across the curriculum.
- Manage the provision and deployment of resources, giving appropriate guidance on classroom organisation and support, including use and application of apps within lessons.
- Encourage colleagues, providing support and advise where appropriate.
- Act as a contact point between the school and outside agencies.
- Have in-depth subject knowledge of computing.
- Keep an up to date audit of all resources in school.
- Order and organise resources in a way in which they are easily accessible to all members of staff.
- Monitor the use of computing in the school and provide training as and when appropriate, either through in house training or through involving outside agencies.
- Ensure that there is progression and continuity in computing across both key stages.
- Develop record keeping and assessment procedures for computing.
- Keep colleagues up to date with changes in the National Curriculum and commercially available resources.
- Develop and implement a scheme of work for staff to plan towards.
- Carry out observations to ensure that there is good teaching practice of computing throughout the school.
- Ensure computing is embedded within all subject areas, supporting staff with this and being available to staff when necessary
- Manage the online lightspeed system and liaise with ARK to add new apps to the iPads

The role of subject coordinator

All subject coordinator is responsible for:

- Monitoring and evaluating the use of computing in their subject area.
- Researching and ordering new software appropriate for all key stages for their subject area.
- Requesting new apps for use within their curriculum area

- Monitoring the use of computing within planning scrutinies and evaluating its effectiveness.

The role of the Class Teacher

It remains the responsibility of each teacher to plan appropriate computing activities and assist the coordinator in the monitoring and recording of pupil progress in computing. It is therefore the responsibility of the teacher:

- To ensure that computing is planned for discretely and incorporated into their medium and short term cross curricular planning, utilising a wide range of technologies.
- To ensure that E-Safety lessons are planned for termly to ensure children's knowledge of staying safe online is paramount, following the digital literacy scheme of work as appropriate.
- To ensure that, as the teacher, they have sound subject knowledge of the computing skills being taught within lessons and adapt/research new information as necessary.
- To ensure that computing is used within the classroom regularly not just in allocated computing suite slots.
- To ensure that children are encouraged to experiment in computing and are not penalised for trial and error, working towards learning through progress.
- To discuss the children's work and make appropriate interventions to improve skills and knowledge.
- To encourage children to share, discuss and reflect on their own work with other children.
- To help children draw on their own skills and knowledge and use them in other areas of the curriculum.
- To help children assess and evaluate their own work and the work of others.
- To monitor and record pupil progress of skills and knowledge in computing.
- To log use of computing technologies within cross curricular lessons appropriately within books.
- To make good use of computing within lessons, ensuring the use and application links to both the curriculum objectives and to computing curriculum objectives.
- To be aware of Health and Safety issues connected with the use of computing equipment and inform children as necessary.
- To ensure all children have signed the home-school agreement for acceptable use of the internet, and to be responsible for said documents should anything arise.
- To keep up to date with the trends and changes on social media to ensure they are aware of any E-Safety concerns.
- To log the use of computing within lessons where no work was placed into books using an appropriate slip and a next steps to allow children to demonstrate the learning that took place;

Today, in maths, we used an online resource to test our knowledge of telling the time.

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>



Well done!

Your next step is:

Can you write 5:45AM in the 24 hour format?

Curriculum Organisation

The Organisation of computing

Computing skills will continue to be taught discretely, via the computing suite and application of particular apps with iPads, and through cross-curriculum links, using the suite and iPads. Teachers, along with guidance and support of the computing coordinator, will plan computing planning. All staff will be required to incorporate computing into other subject medium and identify this on their short term plans. Areas where computing skills can be taught and incorporated effectively will be identified and highlighted on planning, making clear links through their assessments on ScholarPack.

Assessment

Teachers are going to be using the ScholarPack online system to update children's progression within the areas of computing during terms 2, 4 and 6. They should assess accurately and make a list of more able, gifted and talented children for the coordinator for end of year assessments.

Each pupil will have their work saved clearly in their class area on the schools server, naming it accordingly so it is easily identifiable; "Joe Bloggs Presentation on Tigers". This folder can be used to save both finished pieces and on-going work. The computing coordinator has permission to access all pupils' folders in order to select a range of work each term as evidence. Evidence is to be kept in the computing coordinators file digitally due to the file types. Teachers will also produce slips to go into curriculum books that will provide evidence of what was taught in computing that term and what was produced:

Year 5 - Term 3 ICT

Over the course of this term, children have learned how to make use of Scratch to create programs for different purposes. We have worked through the basics, recapped on what was known previously and have moved eventually onto creating our own working game. Our games can be found in our Pupil Drive. Hawks, My documents, TERM 3, Games.

Security

Great importance is attached to the security of programs and data backups. Hardware can ultimately be replaced if stolen or vandalised; however, our school data is unique to us. We currently have a hard drive back up system. This system backs up the school server on a daily basis. It is the responsibility of the office staff to change the back up tapes for the system on a daily basis during term time. This system is in place to help protect pupil and staff work from being lost in the event of system failure, fire or vandalism. The back-up tapes are kept safely away from the system itself. Virus protection systems are also in place through KCom.

Maintenance contracts are in place for both server and client machine hardware.

Internet and the National Grid for Learning

- The school subscribes to the LA Managed Internet service (KCom). This ensures shielded and monitored access.
- Staff have been trained in the basic use of the internet.
- An E-safety policy for safe use of the internet is in place.
- Signed agreements are in place between the school/children/parents acknowledging clearly defined guidelines relating to the use of internet. These are updated annually.
- Signed agreements are in place between the school/staff acknowledging clearly defined guidelines relating to the use of internet. These are updated annually.
- The network and server are designed to allow multi-user access.
- All staff have an email address and are encouraged to use this as a means of communication.
- The school has its own website that allows information to be shared about our school worldwide.
- The school and governing body is registered with the Information Commissioners Data Protection Register.
- All teacher laptops will be encrypted, or on the list to be encrypted, to ensure data is secure.

CPD

As computing is such a large part of all other subjects, teachers are encouraged to attend both county and in-school training, not only specific to computing but for other subjects as part of their personal development. Those identified as needing further support within computing will have access to specific courses designed to meet their needs. Staff will also have access to discuss their lesson plans with the computing coordinator.

Equal Opportunities

Access to the Curriculum

The strength of computing is that it can provide equality of access to the curriculum for all children, which allows them to function at their optimum level, either as an aid to communication or as a means of controlling their environment, as well as an integrate aid to learning. The provision of resources should also take into account the needs, abilities and interests of individual children, especially:

- Younger children.
- Children who have a special skill or talent.
- Children who speak a language other than English as their first language.
- Children who experience difficulties with learning.
- Children from ethnic backgrounds.
- Children with physical and sensory difficulties.
- Offering equal opportunities for both girls and boys.
- iPads are made available for Pupil Premium Children, during Homework club.

Equal Opportunities and the Use of computing

Key Stage1 and Key Stage 2 classes have a bi-termly timetabled slot in the suite time each week and this is used for the teaching of discrete computing skills. In addition to this, all classes are able to book additional slots in the suite or to use laptops. Each key stage also has its own set of iPads, which are delivered to the class daily and are able to book more

iPads for extra-curricular activities in the afternoon sessions, alongside the spare iPads which are designated to specific key stages.

Welfare, Health and Safety Issues

The following issues have been considered and included in the installation of computing equipment:

- Annual electrical safety checks
- Maintenance contracts for hardware
- Electrical supply systems to include cabling and networks
- Suitable seating for the computing suite has been purchased
- The Data Protection Act 2003 to include registering the Governing Body and the Head teacher and who may access data – any parent and person with parental responsibility or child
- Internet and e-mail – shielded and filtered systems in place
- Signed agreements for internet and email use
- Software copyright with regard to Networks, single copies and licences.

Whilst using the Internet;

We will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Appropriate filtering procedures are in place.

As in line with our E-safety policy, children will be taught how to stay safe online, both in school and outside. This is integral to our computing and PSHE curriculums as well as our Safeguarding and Acceptable use Policies.

Providing Equal Access for all Children

All classes will have access to the Computer Suite during break and lunchtimes as well as those children who do not have regular access to computing. This is done through the distribution of computing passes for use at lunch times and will be distributed by the class teacher as they see fit (with the previous statement in mind).

Signed _____ Headteacher on behalf of the Governing Body

Date _____