Crudgington Primary School ICT Policy 2023

ICT Policy - Document Status				
Date of policy creation	28.04.20	✓	Named responsibility	Corinne Howell
Date of policy review	12.3.2023	✓	Named responsibility	Esther Jones

ICT Intent Statement

In an increasingly digital world, ICT plays a crucial role in developing skills, improving communication, sharing information and of course, enhancing learning.
At Crudgington Primary School, through a positive caring environment, it is our aim to help prepare our children for life in a world where technology plays an ever more significant role.
The school's aims are to:

- provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils;
- meet the requirements of the national curriculum programmes of study for ICT and computing;
- use ICT and computing as a tool to enhance learning throughout the curriculum;
- to respond to new developments in technology;
- to equip pupils with the confidence and capability to use ICT and computing throughout their later life;
- to develop the understanding of how to use ICT and computing safely and responsibly.

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.

Implementation & Organisation of ICT

As the school uses the Teach Computing scheme of work, and expertise to deliver the ICT and computing curriculum, modules are in line with the national curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their termly assessment system. Staff will follow medium term plans with objectives set out in the new national curriculum. A minority of children will

have particular Teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities staff should bear in mind that special arrangements could be made available to support individual pupils.

Security: In line with the planned teaching, online safety will be covered termly to ensure pupils have a clear understanding throughout school, of the need to act appropriately and safely online. Regular assemblies to review this will be undertaken too. As well as this:

- The ICT and computing technician (local authority) 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/E-safety 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.

EYFS

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. 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 and design and create toys on Purple Mash. Recording devices can support children to develop their communication skills.

Key Stages 1 & 2

By the end of key stage 1 pupils should be taught to:
use the programming tools on Purple mash to:

- execute a program 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; and
- communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

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 and 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.

Resources

Crudgington Primary acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible ICT infrastructure by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed. Resources are located in the ICT trolleys in the school library.

ICT and computing network infrastructure and equipment has been sited so that:

- Every classroom from EYFS to Yr6 has a computer connected to the school network and an interactive whiteboard with sound and DVD facilities
- There are 2 laptop trolley in school containing laptops and iPads with internet access available to use in classrooms.
- Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- The school has an ICT support from the local authority.
- Online learning systems to enhance pupils' learning.

Assessment – Measuring Impact

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key ICT and computing skills each term. Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. It should be process orientated – reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved.

Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feed planning for support in the next lesson or activity.

There should be an opportunity for pupil review and identification of next steps.

Inclusion and Equal Opportunity

Crudgington's curriculum planning will ensure that all pupils have an equal opportunity to take part in the full scheme of work and its associated practical activities. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils that are more able will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

It is important that pupils are given the opportunity to realise their full potential. Differential activities provide for a range of tasks, which are appropriate to the individual to ensure such personal development. In this, careful consideration has to be given to pupil task groupings, which fully takes in to account their strengths and weaknesses to ensure the fullest participation of all. This should benefit individual confidence and self-esteem.

Subject Leader Role/ Monitoring and Review

- The ICT Coordinator is responsible for producing an ICT and computing development plan and for the implementation of the ICT and computing policy across the school.
- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of ICT.
- To maintain resources and advise staff on the use of materials and equipment.
- To monitor classroom teaching- following the schools' scheme of ICT work.
- To monitor the children's ICT work, looking at samples of different abilities.
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have enthusiasm for computing and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of ICT in the school.
- To help staff to use assessment to inform future planning.

The ICT Coordinator is responsible for monitoring the standard of the children's work and the quality of teaching in line with the school's scheme of work. This may be through lesson observations, scrutiny of pupil's work on Purple Mash. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Policy Review

Review April 2020
Review every 2 years

Date for Review: March 2025