



Joy Lane Primary School
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Computing and ICT Policy

Introduction

A high-quality computing education equips pupils to understand and change the world through logical thinking and creativity, including by making links with mathematics, science, and design and technology. We aim to ensure that the pupils at 'Joy Lane Primary School' receive an education which takes account of the relevance of Computing and ICT in our society. Through following a progression of skills and activities, our children will be able to use a variety of technology confidently and effectively. It also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims of Computing and ICT in our school

- To stimulate and promote the use of Computing Science and ICT in order to support, enhance and extend learning opportunities, **including abstraction, logic, algorithms and data representation.**
- To use ICT as a specific curriculum area and as a cross curricular tool as part of the recommendation from the Kent Themes.
- To help both pupils and teachers to develop confidence and competence to using technology in a range of situations and contexts appropriate to tasks in hand.
- To improve the quality of teaching and learning for our pupils.

Pupils in this school will be given opportunities:

- To develop relevant ICT and Computing to skills to the modern world.
- To exploit the potential of Computer Science Technology to support and enhance their learning in all areas of the curriculum.
- To enhance the presentation of their work throughout the curriculum.
- To experience algorithms and investigative approaches.
- To share ideas and work collaboratively.
- To access resources, both locally and globally.
- To develop a responsible attitude towards Computer Science and ICT.

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 precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet recognise common uses of information technology beyond school

KEY STAGE 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- 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.

Delivery of the Computer Science and ICT Curriculum

ICT will be delivered within the suggested Kent Themes of specific Key Skill lessons and then embedded across the curriculum within classes. ICT will support cross curricular themes, through which multimedia concepts, knowledge, skills and understanding will be reinforced and generalised.

Leadership and Management roles

- Management of Equipment – its location, peripherals, safety, consumables, equipment and sustainable costs.
- Management of ICT use – timetabling, supervision of pupils, school organisation of ICT delivery, deployment of additional staff.
- Monitoring and evaluating the effectiveness of the school ICT provision.
- Management of e-safety – see separate e-safety Policy.

Role of the Learning Technologies Team and Management

The Learning Technologies Team and management play an important part in achieving the aims, as outlined below:

- Highlight areas for the development of Computer Science and ICT within the School Development Plan
- Co-ordinate the purchase and maintenance of equipment
- Ensure that all equipment is safe to use
- Review INSET needs of all staff and provide suitable training opportunities
- Review and update this policy periodically.

Professional Development

INSET will be provided as school based training or other providers subject to available funds. The Learning Technologies Team and management will discuss with colleagues their needs and encourage them to attend the relevant whole staff meeting or a staff development day.

Planning

Activities will be planned according to the different levels of children's skills and previous knowledge.

- Computer Science and ICT will be delivered through a variety of teaching and learning methods
- Same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children

Special Educational Needs

The school will recognise the advantages of the use of ICT by children with SEN. Using ICT can:

- Address children's individual needs
- Increase access to the curriculum
- Enhance language skills
- Provide a multi-sensory approach for children with specific learning difficulties
- Provide a sense of achievement and self-esteem

Consideration will be given to modifying the task, or providing peer or adult support for children experiencing difficulties.

Equal Opportunities

- The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources.

Assessment

- Assessment of ICT will take place within the context of the ICT lesson.
- Evidence of Key Skills work will be kept in each pupil's computer folder.

How ICT developments will be monitored and evaluated

- Staff will include aspects of ICT where appropriate in their forward plans and will use the school agreed format for monitoring their pupils' ICT development.

School Improvement Plan

- This policy has been completed in line with the school development plan and ongoing review of the 2014 curriculum provision and policy.

Health and Safety

- All equipment will be checked annually under the Electricity at Works Regulation 1989

Security/Data Protection

- The school has an alarm system installed throughout most of the school.
- The school has CCTV system installed through most of the school.
- Each computer system has individual security marking against theft which is registered in the School Asset Register.

Maintenance

- Any faults with the computers should be reported via KLZ to the ICT Technician. All computers are covered by a maintenance contract with Technical Services or RM.
- The ICT Technician keeps a log of faults occurring to help with future replacement decisions and with discussions with the repair technicians.

Resources

The school resources include:

Calculators
Computers/Tablets
Access to email/internet
Roamers, BeeBot and VQex
DVD
Audio recorders
Musical keyboards
Electronic Drum
Microscopes
Digital - Video Cameras/TuffCams
Loggit/LogBox
Teaching Clock
Light 'N' Strike Maths
Visualisers
Interactive Data Projectors & whiteboard Boards

Appendices to follow

Safety

Use of personal devices in school