Over St. John's C.E. Primary School
'Let your light shine before others.' Matthew 5:16
ICT and Computing Policy

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Over St John's CE Primary School, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Intent
At Over St John's, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. We want all our pupils to be competent and confident in the key areas of computing and ICT and able to apply their knowledge and understanding safely in real-life and ever-changing situations. Knowledge and understanding of ICT is of increasing importance for our children's future both at home and for employment. Our Computing Curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology at a level suitable for the future workplace and as active participants in a digital world.

The school intends to:
- provide a relevant, challenging and enjoyable computing curriculum for all pupils;
- meet the requirements of the National Curriculum programmes of study for Computing;
- use ICT and Computing as a tool to enhance learning throughout the curriculum;
- respond to new developments in technology;
- equip pupils with the confidence and capability to use ICT and Computing throughout their later life;
- enhance learning in other areas of the curriculum using ICT and Computing;
- 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.

The school believes that ICT and Computing:
- gives pupils immediate access to a rich source of materials;
- can present information in new ways which help pupils understand access and use it more readily;
- can motivate and enthuse pupils;
- can help pupils focus and concentrate;
- offers potential for effective group working;
- has the flexibility to meet the individual needs and abilities of each pupil.

Early Years (see also Early Years Policy)
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 or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an Additional Language.

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.

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.

Implementation
The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible system 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 Lead of any faults as soon as they are noticed. Over St John's is supported by the CWAC ICT service, who manage things such as the network and hardware within the school.

ICT and Computing network infrastructure and equipment has been sited so that:
- every classroom has a desktop connected to the school network and an interactive flat screen TV with sound and video facilities;
- there is a set of Learnpads (Android Tablets) for use across the school;
- there is a set of laptops for use across the school
- pupils may use ICT and Computing independently, in pairs, alongside a TA or in a group with a teacher;
- the school has an ICT and Computing technician (from CWAC) who is in school one morning every other week.
- a governor is invited to take a particular interest in ICT and Computing in the school.

Planning
Units of work are planned in line with the National Curriculum and allow for clear progression. Units are designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff follow long term plans with objectives set out in the National Curriculum using the Teach Computing and Project Evolve schemes of work.

The units are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly.
Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive.

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, teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in line with the school Inclusion Policy. These children should be identified and discussed at Pupil Progress Meetings to ensure appropriate provisions or interventions are put into place.

Impact
Assessment and Record Keeping (also see Assessment Policy)
Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the National Curriculum and Teach Computing Planning 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.

We assess the children's work in ICT and Computing by making informal judgements as we observe the children during lessons. We mark work against the lesson objective and following the whole school Feedback Policy. At the end of a unit we record whether children have not met, are working towards, have achieved or mastered the objectives. At the end of the academic year, this information is added to Target Tracker as a final assessment of where each pupil is working.

Monitoring and Evaluation

The Subject Co-ordinator is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This is done through lesson observations, work sampling, pupil book studies, pupil voice, learning walks and looking at assessment data for the subject. The Subject Co-ordinator 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.

Pupils with Special Educational Needs (see also SEN policy)

We believe that all children have the right to access ICT and Computing. In order to ensure that children with Special Educational Needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and Computing curriculum for some pupils. We teach ICT and Computing to all children, whatever their ability. ICT and computing forms part of the National Curriculum to provide a broad and balanced education for all children. Through the teaching of ICT and Computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and Computing can be used to support SEN children on a one to one basis where children receive additional support. Additionally, as part of our dyslexia friendly approach to teaching and learning, we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Equality and Diversity

Over St John's CE Primary School will ensure that all children are provided with the same learning opportunities regardless of the nine protected characteristics. As a result, we hope to enable all children to develop positive attitudes towards others. We aim to prepare children and young people for living within a diverse society with increasing global connections and controversial issues. All pupils have equal access to ICT and Computing and all staff members follow the Equal Opportunities Policy. Resources for SEN children and Gifted & Talented will be made available to support and challenge appropriately.

The Role of the Subject Co-ordinator

- There is an ICT and Computing Subject Co-ordinator who is responsible for producing an ICT and Computing action 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 and Computing.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching and planning following the schools programme of monitoring.

- To monitor the children's work, looking at samples of different abilities.
- To lead staff training.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have enthusiasm for ICT and Computing and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of ICT and Computing in the school.
- To liaise with all members of staff on how to reach and improve on agreed targets.
- To help staff to use assessment to inform future planning.

The Role of the Class Teacher
Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning ICT and Computing skills and using ICT and Computing across the curriculum
- To plan and deliver the requirements of the EYFS outcomes and Early Learning Goals or the National Curriculum for computing to the best of their ability.
- Securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches.
- The class teacher's role is a vital role in the development of ICT and Computing throughout the school and will ensure continued progression in learning and understanding.
- To keep up to date assessment records.

Staff Training
- The ICT and Computing Subject Co-ordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.
- Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the Subject Co-ordinator.
- Teachers will be encouraged to use ICT and Computing to produce plans, reports, communications and teaching resources.

Health and Safety (see also health and safety policy)
The school is aware of the health and safety issues involved in children's use of ICT and Computing. All fixed electrical appliances in school are tested by an LA contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months. 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 Site Maintenance Officer, School Business Manager or Head Teacher who will arrange for repair or disposal.
- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment.
- Liquids must not be taken near the computers.
- Magnets must be kept away from all equipment.
- E-safety guidelines are set out in the Online Safety Policy and Communications and Information: Acceptable Use Policy.

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 classrooms.

Cross Curricular Links

As a staff we are all aware that ICT and Computing capability should be achieved through core and foundation subjects. Where appropriate, ICT and Computing should be incorporated into schemes of work for all subjects. ICT and Computing should be used to support learning in other subjects as well as develop ICT and Computing skills.

Parental Involvement

Parents are encouraged to support the implementation of ICT and Computing where possible by encouraging use of ICT and Computing skills at home during home-learning tasks and through the use of the school website.

This policy will be reviewed at least every two years.

Signed: E Bettley   Computing Co-ordinator

               E Snowdon   Head Teacher

Date: January 2024
Review Date: January 2026