**Hornby St Margaret’s CE Primary School**

“It is the aim of the school to develop the academic potential of each child:

and to cater for the social, moral, physical and spiritual requirements of the

individual in a happy and secure Christian environment.”

**Computing and ICT Policy**

 **Introduction**

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 we use to acquire, organise, store, manipulate, interpret, communicate and present information. 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.

**Aims**

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 enhance learning in other areas of the curriculum using ICT and computing.

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.

 **Rationale**

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.

**Objectives**

Early Years Foundation Stage.

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 programme a toy. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language or other needs.

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 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
* recognise common uses of information technology beyond school
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

 Key Stage 2

By the end of 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
* use 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
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

 **Resources and access**

The school acknowledges the need to continually maintain, update and develop its resources and to continue to make progress towards a consistent, compatible pc 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 subject leader of any faults as soon as they are noticed. A service level agreement with Ed-it is currently in place to help support the subject leader to fulfil this role both in hardware & audio visual. ICT and computing network infrastructure and equipment has been sited so that:

Every classroom and the hall has a computer connected to the school network and an interactive whiteboard with sound, DVD and video facilities.

There are a number of desktops computers available in each class.

There is a trolley in school containing 16 iPads with internet access available to use in classrooms.

A variety of software is available for all machines. In particular this includes Microsoft Office, the suite of Sherston software and apps for the iPads.

Each class has an allocated time across the week for teaching of specific ICT and computing skills

ICT and computing tools are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.

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 who is in school one morning every other week.

**Planning**

The school has developed its resources and expertise, to deliver the ICT and computing curriculum, using a published scheme of modules planned in line with the national curriculum and allowing for clear progression. Modules 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.

**Inclusion**

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. ICT is used as a positive means of enabling this inclusion.

**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.

Food and drink should not be consumed near ICT equipment.

Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).

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 including on the computer desktop and internet browser homepage..