



Kirk Smeaton CE Primary School Computing Policy

To be reviewed: April 2022

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 can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Kirk Smeaton C of E 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.

Our Computing Policy follows The National Curriculum 2014 for Computing Guidelines and aims to ensure the curriculum by:

- providing a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils
- meeting the requirements of the National Curriculum Programmes of Study for ICT and Computing
- using ICT and Computing as a tool to enhance learning throughout the curriculum
- responding to new developments in technology
- equipping pupils with the confidence and capability to use ICT and Computing throughout their later life
- enhancing learning in other areas of the curriculum using ICT and Computing
- developing the understanding of how to use ICT and Computing safely and responsibly

Aims

The aims of studying ICT at Kirk Smeaton Primary School are:

- To enrich and extend learning through the curriculum;
- For ICT to become a natural tool to be integrated into everyday working and leisure time;
- To know and use the ICT resources as an information source, a processor and as a presentation tool;
- For the children to experience a range of ICT equipment including computers and software;
- For the children to become autonomous users of ICT, selecting the appropriate ICT tools to use in everyday situations acquiring independence and confidence;
- To enjoy using technology in the process of achieving satisfying outcomes;
- To help children understand the potentials and limitations of technology;
- To enable all pupils to have equal access to I.C.T. and to experience success in their work.
- Pupils should feel confident enough with their transferable skills that they are encouraged to use unfamiliar software.
- To ensure pupils feel and are safe when using ICT, recognising the risks using knowledge learnt.
- Pupils should see that ICT can both increase productivity or restrict it.
- All subject teachers should be shown how I.C.T. and their subject expertise fit together to enable the use and delivery of I.C.T. as well as that of their own discipline.

Delivery – See Appendix A

The minimum teaching time for Computing in each year group is one hour per week.

Early Years Foundation Stage:

- It is important in the Early Years 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 such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for 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 the behaviour of simple programs in computing;
- 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.

Assessment, monitoring and evaluation

As well as during each lesson, assessment is carried out throughout the year, across the school by monitoring and evaluation of pupils' work; through lesson observations; by pupil interviewing and monitoring of planning using these methods:

- **Formative:** at the time of the activity, carried out by the class teacher. This determines what the individual has learned and therefore aids planning for the next stage in their experiences. The children will self-assess throughout the term led by the ICT coordinator.
- **Summative:** this is carried out periodically and a report made to parents either orally or by a formal written report at the end of the year which focuses on knowledge and understanding, attitudes and competence in basic skills.
- **Recording:** All ICT work is saved on the server in class files. Children are encouraged to access and assess their own and each other's work. The ICT progression chart found on www.ncaction.org.uk is used to identify how to help children progress.

Outcomes

Knowledge and Understanding:

Know when to use a particular tool in the solution of a problem.

Know the limitations of ICT and when it is better not to use it.

Understand the concepts associated with ICT including more commonly used vocabulary.

Begin to understand the impact of new technologies on society.

Skills:

Handle the hardware with increasing confidence.

Continue to develop skills in the use of a wide range of software.

Apply these skills in a wider range of contexts.

The School believes guidance is important as pupils begin to learn to take responsibility for their work and progress in the later stages of Key Stage 2. Work must be sufficiently challenging, meet the needs of all individuals and provide a balance between teacher-directed and self-directed work. Teacher confidence is critical within the realm of I.C.T. for them to feel confident enough to allow the pupils to go off at a 'tangent' or for pupils to undertake investigative work of a less prescriptive manner.

Software

2Simple

Microsoft Office

RM Maths

Espresso

SEN

Recording equipment (Easi-speak) microphones and buttons)

Talk-Boards

Speaking and Listening CD player for 6.

Wigit programme

Online platforms

Seneca

Class Dojo

Tapestry

TTRS

Spelling shed

Oxford Owl eBooks

Purchasing and Licensing

We aim to further increase our supply of new hardware in order to constantly upgrade our systems whilst staying within financial restraints imposed by the school budget.

Licences are stored in a file in the office.

Security

The school has an alarm system. All machines should be closed down and the power turned off before staff leave school.

There is currently whole-class logins and individual ones for staff. New blinds have been fitted to all classrooms.

Equal Opportunities

The school has a definite policy to provide equality of opportunity throughout the curriculum. In the teaching of ICT both girls and boys of all ethnic origins will have the same opportunities and learning experiences.

Special Educational Needs

Children with special educational needs will be given access to the broadest ICT curriculum possible.

Children will be encouraged to develop at their own pace and equipment and support will be provided at an appropriate level.

The more able child will also be provided for with challenging software and ICT applications. (Brain Academy, for pupils with SEN we have Dragon Naturally Speaking). There is a register for children gifted and talented in ICT.

Display

The school believes that ICT work should form part of every classroom display. Children's work is also displayed around the school which shows a clear progression of the work being carried out. Examples of children's work and key words are to be displayed in the ICT suite.

Health and Safety Issues Specific to Computer Use

All equipment is tested by our contractor each year. This is carried out in accordance with regulations.

Damaged plugs, fraying cables or loose connections should be reported immediately. Where possible, ensure that mouse and keyboard cables workstation area. All cabling should be stored so as to avoid trailing loops as well as site equipment so that it cannot be accidentally dragged onto the floor by passing pupils/adults. The correct fire extinguishers are positioned in the ICT suite, resource room, library and hall.

DO NOT USE WATER EXTINGUISHERS ON ELECTRICAL FIRES.

Space

Ensure adequate access to the workstation, maintaining clear emergency exits at all times.

Comfort

Each mouse can be used by both right and left-handed users.

Medical

ALL STAFF SHOULD BE AWARE OF ANY PUPIL WITH A MEDICAL CONDITION WHICH MAY BE TRIGGERED BY THE USE OF COMPUTER SCREENS.

Internet Safety

Please refer to the E-safety policy for further information on internet safety. The children receive Police guidance yearly on Internet Safety. ICT rules and safety guidelines are visually displayed at all times around all computers.

Appendix A: ICT Framework

	Actions	Websites	Other things
Reception	<ul style="list-style-type: none"> -Children to use the teacher whiteboard and navigate the cursor. -Access a computer for games that has been login already. -Access websites for Reception games at school and home. -Use a computer to type full name and age. -Use BBC dance mat -Draw pictures on paint -Use Ipads to play a game. -Sign in to Rock star timetables -write spellings on a word doc or ipad notes 	<p>https://www.topmarks.co.uk/maths-games/3-5-years/counting</p> <p>https://themumeducates.com/top-10-free-numeracy-games-for-reception-age-kids/</p> <p>https://www.bbc.co.uk/bitesize/articles/z3c6tfr</p> <p>https://uk.ixl.com/math/reception</p> <p>Espresso games</p>	
Y1 and Y2	<ul style="list-style-type: none"> - Access word and number shark -Play rockstars with a Y2 buddy. -BBC dance mat -Phonic games -Type spellings in word doc - Save word doc - Use ipads to find spellings and vocab to up level writing. - Type words into google and find a picture ie. Dog. -Copy and paste pictures on word doc. -Sign in to rock stars and play independently - Open a word doc and continue to work on it - Open a word doc and finish the doc. - Find a pic and add it to the word doc. -Change the font, size and colour. Use underline and bold. 	<p>https://uk.ixl.com/math/year-1</p> <p>https://www.bbc.co.uk/bitesize/articles/zdp4pg8</p> <p>https://uk.ixl.com/math/year-2</p> <p>Topmarks.co.uk</p> <p>Rockstars, online games- BBC is good for Literacy and Maths</p> <p>Espresso games</p>	Bee bot robots
Y3 and Y4	<p>Word docs</p> <ul style="list-style-type: none"> -Type a piece of work (one side of A4) on word doc in one lesson. -Open and save word docs -Access learning games online - Use Ipads for spellings -Use Ipads for finding and researching vocab <p>PPTS</p> <ul style="list-style-type: none"> -Use PPT to add research. -Copy and paste pictures and some text. -Add slides, transition to PPT, change font, size and colour. 	<p>Spelling frame</p> <p>Timetables rockstars</p> <p>Espresso games</p> <p>Topmarks</p>	Internet safety Coding

	<p>-Use word art in word and PPT -Type at speed and complete assignment type activities on word and - -PPT using words and pictures.</p> <p>Publisher -to make calendars and cards etc.</p> <p>Email Email- sending emails and receiving them.</p> <p>Coding -using Scratch to develop coding further.</p> <p>Safety Teach Safeguarding of social media- how to lock and make private accounts.</p>		
Y5 and Y6	<p>Word -Type a piece of work (two sides of A4) on word doc in one lesson. -Open and save word docs -Access learning games online - Use Ipads for spellings -Use Ipads for finding and researching vocab</p> <p>PPT -Use PPT to add research. -Copy and paste pictures and some text. -Add slides, transition to PPT, change font, size and colour. -Use word art in word and PPT -Type at speed and complete assignment type activities on word and PPT using words and pictures.</p> <p>Publisher -to make calendars and cards etc. -Digital posters</p> <p>Email Email- sending emails and receiving them.</p> <p>Computing Open and create folders to organise work and pictures.</p> <p>Excel - to add data and make graphs. - To use calculations on excel.</p>	<p>Spelling frame</p> <p>Timetables rockstars</p> <p>Espresso games</p> <p>Top marks</p>	

	<p>- Excel for money- set a budget</p> <p>Safety Teach Safeguarding of social media- how to lock and make private accounts.</p> <p>Coding - Scratch `</p>		
<p><u>Additional</u> Robotics- control Maybe look at developing scratch for coding as we have done for the last 3 years.</p>			