Reviewed: May 2023



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

<u>Aims</u>

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 Apendix 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.

<u>Software</u>	<u>SEN</u>
2Simple	Recording equipment (Easi-speak) microphones and buttons)
Microsoft Office	Talk-Boards
RM Maths	Speaking and Listening CD player for 6.
	Wigit programme

Online platforms

Seneca Class Dojo 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 and 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.

<u>Display</u>

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**.

<u>Space</u>

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

<u>Comfort</u>

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

<u>Medical</u>

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
Receptio	-Children to use the teacher whiteboard and	https://www.topmarks.co.uk/ma	
n	navigate the curser.	ths-games/3-5-years/counting	
	-Access a computer for games that has been		
	login already.	https://themumeducates.com/t	
	-Access websites for Reception games at	op-10-free-numeracy-games-	
	school and home.	for-reception-age-kids/	
	-Use a computer to type full name and age.		
	-Use BBC dance mat	https://www.bbc.co.uk/bitesize/	

-Use ipads to play a game. -Sign in to Rock star timetables https://uk.lk.com/math/reception Y1 and - Access word and number shark https://uk.lk.com/math/reception Y2 - Access word and number shark https://uk.lk.com/math/reception Play rockstars with a Y2 buddy. -BBC dance mat https://uk.lk.com/math/reception -Phonic games -Type spellings in word doc https://uk.ikl.com/math/reception -Save word doc -Save word doc save word doc -Save word doc and find a picture level writing. not save word doc. sign in to rock stars and play independently -Open a word doc and finish the doc. -Find a pic and add it to the word doc. -Ghange the font, size and colour. Use underline and bold. Y3 and Word docs Spelling frame Timetables rockstars -Use ipads for finding and researching vocab Topmarks Coding -Vyba a speed and complete assignment type atspeed and complete assignment type atspeed and complete assignment type atspeed and cand bPT Type atspeed and cands etc. -Probits -Type atspeed and cands etc. Email Email Publisher -to make calendars and cards etc. Email Email		Drow nicturos on naint	articles /z2 ofter	
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	-using Scratch to develop coding further.	
	Safety Teach Safeguarding of social media- how to lock and make private accounts.	
Y5 and Y6	Word -Type a piece of work (two sides of A4) on word doc in one lesson.	Spelling frame Timetables rockstars
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	Email Email- sending emails and receiving them.	
	Computing Open and create folders to organise work and pictures.	
	Excel - to add data and make graphs. - To use calculations on excel. - Excel for money- set a budget	
	Safety Teach Safeguarding of social media- how to lock and make private accounts.	
	Coding - Scratch `	
Additiona	L	I I

<u>Additional</u>

Robotics- control

Maybe look at developing scratch for coding as we have done for the last 3 years.