



Kirk Smeaton CE Primary School Computing Policy

Reviewed: Jan 2016

To be reviewed: Jan 2018

Introduction

At our school we strive to provide a challenging education, which encourages the individual (both staff and pupils) to reach their full potential, within our school community.

As part of our skills based curriculum, ICT in our school is categorised alongside these core skills:

- To Communication
- To connect
- To collect
- To code

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.

Objectives

- Pupils and staff will be encouraged to access the ICT resources whenever appropriate in order to develop their work across the curriculum. Teachers and teaching assistants will be given basic training within the school. (This will refer mainly to the use of hardware and to some extent appropriate software demonstrations).
- Pupils of all abilities, race and gender will be provided with the opportunity to use and develop their ICT skills in contexts appropriate to their current needs and experiences.
- ICT will be incorporated into all subject areas when appropriate and available.

Delivery

ICT skills are taught discretely during weekly timetable sessions:

- YR; F/1/ are taught and assessed by the class teachers. At this level children are taught basic computer skills, using and searching the internet, using a range computer programs such as word, paint, dazzle, games etc.
- Years 2-6 are taught and assessed on a Monday afternoon as part of a skills based rotation using the Espresso coding scheme. Classes have access to computers and IPADS on a daily basis to develop skills using office programs and other programs.

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.

Technicians and Maintenance

Our ICT technician – Terry Capp (of Alamo) comes on a regular basis to deal with networking issues, the server, permissions and the maintenance of computer hardware; he also looks after the wireless network.

Any issues are put in a book stored in the ICT suite and Terry prioritises maintenance issues as he comes in.

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.

Assessment

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.

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

The policy and guidance for parents of Internet Safety is attached in Appendix 1.

The children receive Police guidance yearly on Internet Safety.

ICT rules and safety guidelines are visually displayed at all times around all computers.