



ICT Policy

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

Prepared by:
Mrs C Openshaw
Computing subject leader

Approved by:
Curriculum Committee

Issue date:
Spring 2017

Review date:
Spring 2018



PARKSTONE PRIMARY SCHOOL

ICT Policy

1 Introduction: Statement of intent

- 1.1 At Parkstone Primary School we believe that Information Communication Technology (ICT) is central to the education of all children. We aim to provide the highest possible quality of ICT and computing education and experience, which provides each pupil with the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks.
- 1.2 With the knowledge that ICT and computing will undoubtedly continue to form a major part in the children's life in further education, at home and places of work, we aim to ensure the ICT experiences and abilities that the children are equipped with at Parkstone, are effective and transferrable life skills.
- 1.3 With this in mind, the current curriculum provision for meets the new requirements laid down in the Computing Programme of Study, to ensure that all children's learning is supported with modern technology and skills. We provide constant Assessment for Learning opportunities with which teachers can monitor and assess children's understanding, abilities and progress in this subject.

2 Aims

- 2.1 The aims of ICT are:
 - To provide all children with the National Curriculum Computing requirements
 - To develop children's individual 'computational thinking' capability and understanding
 - To ensure all children know how to stay safe and behave responsibly online (please see separate ICT e- safety policy for details)
 - To enhance teaching and learning in other areas of the curriculum by cross curricular use of computing activities using ICT
 - To develop ICT and computing as a tool for learning and investigation
 - To equip children with the confidence and capability to apply ICT and computing effectively throughout their education, home and further work life.
 - To recognise the potential, and necessity of ICT in everyday life
 - To stimulate interest in new technologies

3 Curriculum Provision

- 3.1 In order to support and challenge all children's attainment and progression in Computing a revised scheme of work has been introduced.

3.2 This revised scheme of work has been adapted to meet in school assessment targets for the Computing Programme within the new National Curriculum. All classes have the equivalent of a one hour weekly computing skills lesson in which children are taught specific computational skills through designing, developing and evaluating computing projects. Learning outcomes of these sessions ensure skills meet the wider demands of Computing Programmes of Study.

3.3 The National Curriculum provision covers the following topic areas (across all year groups);

- Creating, storing and retrieving digital artefacts
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work as it progresses

4 Learning and teaching style

4.1 As the aims of computing are to equip children with the skills necessary to use technology independently to research, develop and create the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in computing is for individuals or groups of children to use technology to solve problems, create digital artefacts and support their studies. So, for example, children might research a history topic using the internet or use code to create an app or game targeted at a specific market. Children studying science might use the computer to model a problem or to analyse data or children may use GIS in geography to model geographic concepts.

4.2 We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by structuring text.

4.3 We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty for children to develop their learning to the next stage;
- giving children access to a full range of activities so that no child is withheld from reaching their full potential;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

5 Pupil Objectives

5.1 Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- 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

5.2 Subject Content

Parkstone Primary follows the Rising Stars computer curriculum to deliver National Curriculum requirements.

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 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.

6 Assessment of Computing

6.1 Assessment of Computing has been discussed by all staff and units of study are linked to specific objectives on FLIC, the school's online assessment tool. Therefore progress in each lesson provides an assessment opportunity to track pupils' progress over time.

7 Special Educational Needs

- 7.1 We believe that all children have the right to access ICT in support of their learning. In order to ensure that children with special educational needs achieve to the best of their ability, outcomes are adapted and the delivery of the computing curriculum is differentiated for these pupils.
- 7.2 Where appropriate ICT is used to support SEN children on a one to one basis, where children receive additional support, in particular some software systems are used to support language, spelling or reading development.

8 Equal Opportunities

- 8.1 All pupils have equal access to ICT and all staff follow the equal opportunities policy. As with all resources we ensure software is not gender or culturally biased.

9 Resources

- 9.1 Parkstone has a wide range of technological stimuli for the children, which are catalogued together in the ICT suite. The ICT suite has 16 networked computers, a scanner, a projector and screen. There is an additional computer and interactive whiteboard in the library and a two networked laptops in the PPA room.
- 9.2 The school also has 60 mini laptops which are flexible in their use and portability around the school, as they are stored and charged in two separate units which hold 30 mini laptops each. All children have access to these laptops and have the opportunity to use this resource, alongside 15 thinkpads, which are stored in their own portable unit as well.
- 9.3 All computing units have both hardware and software resources with a catalogued library of software housed in a central location in school. The school also uses a virtual learning platform (VLE) for children to store their work in progress and share files for collaborative working.
- 9.4 All classrooms have an interactive whiteboard with a networked computer which offers a wide range of interactive activities to support the children's learning. There are also visualisers in every classroom which are used effectively to share children's work and aid discussion points in lessons. All classrooms have at least one digital camera and there are currently 6 tuff cams and 2 Digi-blu cameras in the school catalogued area. Each class also has an iPad mini which is used for assessment as well as an in lesson tool.

10 Safeguarding/ Health and Safety

- 10.1 The safety of all children is paramount at Parkstone. The use of the internet is a fundamental element of the curriculum and the teaching of online safety is therefore a major thread across all year groups (please see the e-safety policy for more information).

11 Wider Community Links

- 11.1 Parkstone supports the use of technology throughout the wider community and with the use of the school website (www.parkstone.hull.sch.uk); we share, latest information, developments and newsletters, policies, Governor and Parent Association information with parents and carers.
- 11.2 Opportunities are also planned for children to experience the necessities of technology in the wider community and in working environments.
- 11.3 The school linked PCSO provides additional support to children regarding e-safety and has run independent sessions in KS2.

12 Evaluation and Review

- 12.1 The responsibility of the computing subject leader includes:
- monitoring of the standards of children's work
 - monitoring the quality of teaching in computing
 - supporting colleagues in the teaching of computing
 - being informed about current developments in the subject,
 - providing a strategic lead and direction for the subject in the school.
- 12.2 The computing subject leader gives the head teacher a regular report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.
- 12.3 As part of their role, the computing subject leader spends time reviewing evidence of the children's work, monitoring resources and equipment, completing work/planning scrutinies and undertaking, where possible, lesson observations of ICT teaching across the school.

This policy will be reviewed every two years.

Signed:

Date: Spring 2016

Next review: Spring 2018

The policy has been made available to all parents via the school's learning platform and has been brought to their attention by way of the regular newsletter.