Church Aston Infant School

Computing Policy

December 2017

Contents

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Background

This policy updates the previous policies written in 1998, 2001, 2007 and 2010.

Since that date there have been significant developments in the use of ICT on a local level within the context of the school, on a wider scale within the LA , Telford & Wrekin and Nationally.

The subject of ICT (Information Communication Technology) is now known as Computing.

The school recognises the need to maintain high quality equipment, resources and level of expertise at the school. However, for this to be maintained there is a need to continually review provision, delivery and the impact upon pupils learning.

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

Key Stage 1 Attainment

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.

Building on Pupils' Earlier Experiences

Some children will have used a computer either at home or in their nursery settings. These experiences are likely to have included:

- Contact with, and discussion of, the technology in their everyday environment (e.g. washing machines, microwaves, televisions, videos, games consoles, hair dryers, remote control toys, traffic lights and cash dispensers and registers. Pupils may have access to the internet

- Using toys that simulate real-life applications of ICT (e.g. telephones and cameras) and ICT-based toys and games (e.g. keyboards that can save and play back tunes, sound activated toys, robots and walking dolls

- Talking about computers that they have used, how they made them work, what they used them for, and how they knew that these tools were computers

- Developing hand and eye coordination using a tablet, mouse or joystick to move the pointer on the screen

- Knowing how to use the computer safely and sensibly **e.g. not touching plugs and switches**

The differing backgrounds and prior experiences children have in ICT awareness and capability offer a significant challenge to teachers. Children who have access to ICT outside school often have greater skills in handling hardware and software; however, they may not have the full range of ICT capability expected in the programme of study.

Teachers need to be aware of the need to continually assess children's developing skills and capability and use this knowledge to plan what tasks and expectations would best support the pupil in his/her learning.

The use of Hardware or Software

Teachers work in a situation where there is a state of continual change. There is a need to ensure equipment is maintained and as up to date as possible to ensure the requirements of the National curriculum can be met in full.

Software is of variable quality and purpose and needs to be carefully assessed for relevance, best value and the ability to enhance pupils' learning before purchase and for continued use.

The coordinator needs to be aware of issues pertaining to licences of software and ensure the school uses the software in accordance with the software licence details.

The school is committed to funding wherever possible access to ICT hardware and software to teachers and teaching assistants as this enables them to carry out their roles effectively and enhances the practice in the classroom.

IT Hardware and Software are listed in the School Inventory.

SEN

The use of ICT when applied to SEN can greatly enhance provision for pupils with specific learning difficulties by enabling them more access. It can provide, in some cases, motivation and the interactive experiences required by pupils within this category.

The Role of the Co-ordinator

This is a challenging role because of the need to constantly update knowledge, skills and expertise in the light of new developments and technologies.

The coordinator needs to:

- help and support other staff within the school
- monitor the provision of resources
- evaluate hardware and software
- be aware of training needs for staff and organise provision.
- be involved in planning and assessment with staff
- monitor the teaching and learning in this subject
- ensure all staff are aware of the National Curriculum for Computing

The Role of the ICT Administrator

The school is fortunate to have the support of teaching assistants who are able to support the Head teacher/ICT coordinator in this role.

The ICT administrator is responsible for ensuring the continued access to ICT provision for staff and pupils by:

- making sure computers, laptops and iPads are maintained and working
- reporting faults to the necessary agencies
- installing new software and upgrades to software where required
- being aware of safe practice and seeing that health and safety issues are reported to the Head teacher
- ensuring all children have login details to access school purchased ICT home resources
- maintaining the school website

School Website and Online Learning Environment

www.churchastoninfantschool.co.uk

The school has a well-developed and increasingly useful website.

The aims of the website are to provide information about our school, a selection of interactive activities for pupils, resources for teachers and learners and opportunities for network activities.

We are developing opportunities for members of the school and its community to use the Online Learning Environment to facilitate information, links to useful topics and a forum for effective communication. Some areas of the school website are public and others for designated users of the school community.

Internet Safety

Pupils at Church Aston Infant School are taught about internet safety. Pupils are supervised when using the internet. The LA managed network has powerful filtering software that further protects pupils from accessing sites considered inappropriate.

Teachers bookmark sites they want pupils to use for research project work; this adds to safety and keeps pupils on sites that have been carefully assessed by teachers. The school's website provides links considered to be safe and appropriate. Pupils are reminded to ask permission from an adult before downloading from sites when accessing websites at home via the school website links. A formal internet safety training session is held each year which includes the active involvement, participation and interaction of pupils, staff and parents. http://www.ceop.gov.uk/

Cyber Bullying

Bullies are increasingly using the internet to terrorise teenagers outside of school, a recent survey suggested. More than 10% of UK teenagers said they had been bullied online, while 24% knew a victim, the MSN/YouGov survey found.

The increasing popularity of instant messaging services and e-mail among children means bullies can now reach their targets at all hours. Up to half of parents remain unaware about online bullying, the survey of 518 children and parents said.

Whilst pupils at Church Aston Infant School do not have unsupervised access to sites within school time, we need to make sure that we as adults are aware of Cyber Bullying, and the potential it has through the use of the internet and mobile phone technology, for bullying of vulnerable pupils. Although our pupils may be considered too young to be involved however, awareness for all adults at school and a commitment to raise parental awareness is necessary, even though we may feel this is not relevant at the moment. It may be the case that our pupils have older siblings and so a raised awareness, especially for parents, is important.