Chater Infant School

An exceptionally high performing professional and learning culture creating excellent achievement for all.

Remembered for All the Right Reasons

Computing and ICT Policy

Rights Respecting School Agenda

We have the right to go to school
We have the right to learn.

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Date agreed: June 2022
Date of next review: June 2024

Rights Respecting School Agenda

As a Rights Respecting School, there are two articles that are integral to our Computing and ICT Policy.

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 17 – I have the right to get information in lots of ways, as long as it is safe
Article 28 - Every child has the right to an education
(from the National Convention on the Rights of the Child)

These two articles have been simplified for the Chater Infant School Charter for children to follow:

We have the right to go to school;
We have the right to learn.

Statement of Intent

At Chater Infant School we endeavour to prepare our children for a rapidly changing technological world. Our Computing curriculum focuses on a progression of skills and knowledge to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Computers, tablets, programmable robots, laptops are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Chater Infant 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.

Development of Computing and ICT Policy

This policy was written by the Computing Subject Leader in collaboration with the headteacher and other members of the teaching staff team. Stakeholders have been involved in the review and development process of this policy. Staff and governors helped to formulate and agree this policy.

This policy should be read in conjunction with the following policies:

Maths Policy, Homework Learning Policy, e-Safety and ICT Acceptable Use Policy, Assessment, Recording and Reporting Policy, Chater Infant School Equality Scheme, Safer Use of Images Guidance, Child Protection Policy, GDPR and Safeguarding Policy

Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationship and Health Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." "Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

Parental involvement

Parents are encouraged to support the implementation of ICT and Computing where possible by encouraging use of ICT at home through homework and links on the school website. They are made aware of e-safety and encouraged to promote this at home.

We provide home access to three curriculum resources used in school - Espresso, Purple Mash, Oxford Owl and Oddizzi. These resources provide numerous creative tools, curriculum-focused activities, and programs for children to explore which will support and inspire creative learning both at school and at home. Homework that is set for children regularly provides suggested use of these resources and reminders to parents of the need for e-safety when using the internet are provided regularly.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes;
- Ensuring the curriculum is well led, effectively managed and well planned;
- Evaluating the quality of provision through regular and effective self-evaluation;
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND;

- Providing clear information for parents on subject content and their rights to request that their children are withdrawn;
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- Ensure that there is a Computing & ICT Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT;

- Ensure that the Computing & ICT Policy, as written, is disseminated to the Computing & ICT Leader, teaching staff and parents, for implementation;

- Hold the Computing & ICT Leader to account for the effective formulation and implementation of the Computing and ICT Policy, including budget expenditure;

- Intervene where it is apparent that the Computing & ICT Policy is not being implemented according to its provisions.

The Computing and ICT subject leader is responsible for:

- Effective formulation and implementation of the Computing and ICT Policy;

- Managing the Computing and ICT budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future;

- Securing and maintaining computing resources, and advising staff on the correct use of digital technologies;

- Offering help and support to all members of staff in their planning, teaching and assessment of Computing and ICT;

- Keeping the headteacher and other stakeholders, such as parents, informed about the implementation of the primary Computing and ICT curriculum ;

- Keeping up-to-date with new developments in computing and communicating such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes;

- Attending appropriate in-service training.

All teachers are responsible for:

- Planning and delivering the requirements of the computing programmes of study to the best of their abilities;

- Setting high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils;

- Encouraging pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum;

- Maintaining up-to-date records of both formative and summative assessment;

- Tailoring lesson delivery according to pupils' respective abilities.

Early Years Foundation Stage (EYFS)

Although Computing is not a statutory part of the EYFS curriculum, children of Nursery and Reception receive a broad, play-based experience of computing through the use of new technologies.

Key Stage	Area Link Card	Key Idea
EYFS	Art, Design and Technology	Children talk about processes when exploring their own creativity. They use recording devices and create digital images and animation.
	Book and Reading	Children play phonics games on devices. They record sound effects for storytelling, and use CDs and other sound technologies.
	Construction	Children take photographs and use sound recorders. They use technology to research and find out about structures, and use instructional language.
	Fine Motor	Children develop mouse skills and fine motor skills through using controls on technology devices.
	Graphics	Children use apps and software to create graphics. They develop typing skills and print their work. They develop their computing vocabulary.
	Investigation	Children use technology to collect data and present information.
	Music	Children make sounds and music using technology. They develop vocabulary to describe sounds.
	Role Play	Children incorporate technology into their role-play, e.g. a cash till. They use instructional language and explore programmable devices such as floor robots.
	Small World Area	Children use sound devices to record and play back appropriate sounds to enhance imaginative play. They explore digital toys and programmable devices, using instructional language and programming sequences.
	Maths Area	Children use simple software to explore numbers and sort objects. They use sound devices to record themselves talking about numbers, shapes and objects.

Key Stage One (KS1

The Chater Infant School computing curriculum covers the National Curriculum Programmes of study in Year 1 and Year 2 and follows the HFL Computing.

Pupils will be able to:

- Use a computer, lap-top or tablet with confidence;

- Understand what algorithms are, and how they are implemented;

- Create and debug simple programs;

- Predict the behaviour of simple programs;

- Create, organise, store, manipulate and retrieve digital content;

- Recognise common uses of ICT beyond school;

- Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.

Curriculum Delivery

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible PC system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of computing and ICT across the school:

- Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links;

- In EYFS, computing is taught mainly through play-based experiences, with some direct weekly teaching following the Herts For Learning (HFL) scheme;

- The core requirements of the KS1 computing programmes of study, such as coding/programming, will be delivered through the Herts For Learning (HFL) scheme of work, during a dedicated weekly computer lesson;

- An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 primary computing programmes of study;

- Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials;

- Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements;

- A service level agreement (SLA) with Primary IT our computing/ICT resource provider is in place to support the computing within the school;

- An SLA with Primary IT is in place to provide broadband service and all computing-related devices and related applications have access to the internet. This SLA will be reviewed regularly to ensure that the current package remains sufficient for purpose, and that it continues to represent the best value for money;

- A cloud based server is accessed (TEAMs) which is more readily updated for staff so that they are able to access a wider range of resources;

- Ipads as well as touch screen laptops are the main resources used to teach the Computing curriculum.

Resources

- Every classroom from Nursery to Year 2 has a laptop connected to an interactive whiteboard

- Each class has a visualiser connected to an interactive whiteboard

- There are currently 15 iPads available

- There are 30 laptops that have the touch screen facility, and each class has a rota to use these each week

- There is 1 iPad designated for SEND use

- Other types of computing equipment which range from cameras and sound recording buttons to data-loggers and Beebots

- Primary IT provide an ICT and Computing consultant for 2 hours each week

Differentiation

We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing vocabulary word mats or making additional relevant resources;

- Assigning learning support assistants to individual/groups of pupils, where appropriate, to enable greater access to learning;

- Using personalised planning for children with significant SEND;

- Using ICT to consolidate other areas of the curriculum

Assessment

- Pupils' knowledge and understanding of the primary Computing curriculum will be assessed according to the provisions outlined in our Assessment, Recording and Reporting Policy

- Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which are used to ensure that work matches the individual needs and abilities of pupils

- Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year via a number of means, including but not limited to: Looking at samples of work and pupil folders on Purple Mash

- Pupils progress and end of year attainment will be tracked using the school's internal computing assessment at the end of each term

Staff training

- The Computing & ICT Leader will be responsible for the identification and delivery of staff training requirements

- The Computing & ICT Leader will remain up-to-date with the latest developments in computing through liaison with the ICT Consultant from Primary IT and HFL cluster groups, online material, attendance at relevant courses and disseminating newly acquired knowledge/skills to colleagues, where appropriate

Monitoring and evaluation

- We appreciate that Computing and ICT are rapidly developing, with new uses and technology being created all the time

- We will review this policy on a two-year basis in line with our policy review schedule

- We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online