

# **HOLDEN LANE PRIMARY SCHOOL**



## **Computing and ICT Policy**

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## **1. 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 Holden Lane Primary School, we recognise that pupils are entitled to access 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.

## **2. LEGAL FRAMEWORK**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education'
- Data Protection Act 2018
- General Data Protection Regulation (GDPR)
- Equality Act 2010
- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

## **3. AIMS**

- 3.1. To give pupils experience in a wide range of ICT hardware and software.
- 3.2. To enrich and enliven other areas of the curriculum and to support specific learning needs.
- 3.3. To teach children to use relevant technology safely.
- 3.4. To provide children with necessary knowledge and skills to make informed choices about using technology beyond the classroom and after their time at school.
- 3.5. To encourage pupils to understand and change the world through computational thinking.

## **4. PURPOSES**

- 4.1. To encourage responsible, competent, confident and creative users of Information and Communication Technology.
- 4.2. To understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- 4.3. To be able to reflect and comment on the use of ICT.
- 4.4. To understand the risks involved with using technology and react appropriately.

## **5. GUIDELINES**

Children will have an opportunity to develop skills in:

- 5.1. The use of hardware e.g. cameras, recording devices etc.
- 5.2. Processing and interpreting data.
- 5.3. Control and programming activities.
- 5.4. Searching, organising and presenting data.
- 5.5. Databases.
- 5.6. Internet research and other uses.
- 5.7. Spreadsheet modelling.
- 5.8. Understanding the role of ICT in society.

- The school is equipped with interactive whiteboards in each classroom to use as a teaching tool. Other ICT equipment such as cameras and iPads are also available to bring ICT into subjects across the curriculum.
- Children will be taught ICT skills discretely and alongside other objectives.
- Children will use ICT to support, enhance and develop all aspects of the curriculum.
- Children will develop ICT skills at an appropriate level regardless of race, gender, intellect, emotional or physical difficulties.

## **6. PLANNING**

As the school develops its resources and expertise to deliver the ICT and Computing curriculum, staff will follow the Teach Computing scheme of work in line with the objectives set out in the National Curriculum to allow for clear progression. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, staff should bear in mind that special arrangements could be made available to support individual pupils. This is in line with the school's Inclusion Policy. These children should be identified and discussed at Pupil Progress meetings to ensure appropriate provisions or interventions are put into place.

## **7. ASSESSMENT**

Assessing ICT and Computing work is an integral part of teaching and learning and central to good practice. It should review the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and Computing. Teachers regularly assess capability through observations and looking at completed work. Teach Computing provides summative assessment questions to allow teachers to assess knowledge and understanding during a unit and to promptly address misconceptions. As assessment is part of the learning process, it is essential that pupils are closely involved. Pupils are provided with 'I can...' statements for the end of each unit of learning in order to self-assess their progress against each of the learning outcomes.

## **8. TEACHING AND LEARNING**

### **8.1. EYFS**

It is important in the 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. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

### **8.2. KEY STAGE ONE**

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 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.

### **8.3. KEY STAGE TWO**

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 and 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.
- Understand computer networks including the internet and how they can provide multiple services, such as the world-wide web. To understand the opportunities that they offer for communication and collaboration and to describe how internet search engines find and store data. They will learn to use search engines effectively.
- Be discerning in evaluating digital content and to 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.

## **9. LEARNING VIA THE INTERNET**

- 9.1. The school internet access will be designed specifically for educational use and will include filtering appropriate to the age of pupils.
- 9.2. Pupils will learn appropriate and safe internet use and their use of the internet will be monitored carefully.
- 9.3. Staff should guide pupils in online activities that will support the learning outcomes planned for the pupils' age and maturity.
- 9.4. Pupils will be educated in the effective use of the internet in research by Year 6, including the skills of knowledge location, retrieval and evaluation.
- 9.5. Filtering will occur, however, if pupils or staff discover unsuitable material online, they will be trained to report the matter to the teacher and then to the ICT Leader.
- 9.6. By Year 6, pupils will be taught to acknowledge the source of information used and to respect copyright when using internet material in their own work.
- 9.7. Pupils will learn how to communicate safely and appropriately over the internet, in online safety and PSHE lessons, however, they are not allowed to use personal email or social network accounts at school.

## **10. WEBSITE CONTENT**

- 10.1. The point of contact on the website will be the school address, school e-mail and telephone number. Staff or pupils' home information will not be published.

- 10.2. Website photographs that include pupils will be selected carefully and in line with the school's guidelines on the publication of photographs.
- 10.3. Pupils' full names will not be used anywhere on the website, particularly in association with photographs.
- 10.4. Written permission from parents or carers will be obtained before photographs of pupils are published on the school website.
- 10.5. The Headteacher will take overall editorial responsibility and ensure that content is accurate and appropriate.
- 10.6. The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.

## **11. MOBILE TECHNOLOGIES**

- 11.1. Appropriate use of mobile phones will be taught to pupils as part of their PSHE/online safety programme.
- 11.2. Emerging technologies will be examined for educational benefit and the risk assessed before use in school is allowed.
- 11.3. The impact of sending abusive or inappropriate text messages is explored during ICT and PSHE lessons.
- 11.4. If a mobile phone is brought into school by a pupil, then it will be handed into the office on arrival and returned at the end of the day.

## **12. ROLES AND RESPONSIBILITIES**

### **12.1. THE ROLE OF THE GOVERNING BODY**

The governing board will be responsible for:

- Monitoring the implementation of this policy and its effectiveness.
- Monitoring the effectiveness of the ICT curriculum.
- Monitoring the progress and attainment of pupils in ICT.
- Holding the Headteacher and ICT subject leader to account for pupils' ICT attainment and progress and the delivery of the ICT curriculum.

### **12.2. THE ROLE OF THE HEADTEACHER**

The Headteacher will be responsible for:

- Overseeing the implementation and reviewing of this policy.
- Ensuring the ICT Subject Lead is fulfilling the responsibilities of the role.

### **12.3. THE ROLE OF THE SUBJECT LEADER**

The ICT subject lead will be responsible for:

- Producing an ICT and Computing action plan and for the implementation of the ICT and Computing policy across the school.
- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of ICT.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To monitor the children's ICT work, looking at samples of different abilities.
- To manage the ICT budget.
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.

- To have enthusiasm for Computing and to encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of ICT in the school.
- To liaise with all members of staff on how to reach and improve on agreed targets.
- To help staff to use assessment to inform future planning.

#### **12.4. THE ROLE OF THE ICT TECHNICIAN**

The ICT technician will be responsible for:

- Maintaining and keeping ICT equipment in good working order.
- Dealing with any reports of broken, damaged or faulty equipment.
- Ensuring the school's Data and E-security Breach Prevention and Management Plan is adhered to.
- Carrying out checks on all computers once per term.
- Adjusting access rights and security privileges in the interest of the school's data, information, network and computers.
- Monitoring the computer logs on the school's network and reporting inappropriate use to the Headteacher.
- Disabling the user accounts of staff and pupils who do not follow school policies, at the request of the Headteacher.
- Assisting staff with authorised use of ICT facilities, if required.
- Assisting the Headteacher in all matters requiring reconfiguration of security and access rights, and all matters relating to this policy.
- Accessing files and data to solve problems for a user, with their authorisation – if an investigation is required by the Headteacher, authorisation from the user is not required.

#### **12.5. THE ROLE OF THE TEACHING STAFF**

Teachers will be responsible for:

- Planning and delivering lessons in line with this policy.
- Providing equality of opportunity to all pupils through their teaching approaches and methods.
- Keeping up-to-date assessment records.
- Ensuring pupils' development of skills and knowledge progresses through their learning and understanding of ICT.
- Setting pupils appropriate targets based on their needs and prior attainment.
- Maintaining an enthusiastic approach to ICT.
- Taking part in ICT training and other CPD opportunities.
- The school's child friendly Online Safety Policy is shared with pupils and displayed in classrooms.

#### **12.6. THE ROLE OF THE PUPILS**

Pupils will be responsible for:

- Pupils to immediately raise any concerns to a member of staff relating to online safety or damage to electronic devices.
- Using the school's ICT facilities appropriately.
- Being aware of the school's rules around the use of ICT equipment during lessons.
- Understanding how the use of ICT improves learning.

## **12.7. THE ROLE OF PARENTS AND CARERS**

Parents will be responsible for:

- Supporting the implementation of ICT and Computing where possible by encouraging the use of ICT and computing skills at home during home-learning tasks and through the school website. They will be made aware of online safety and encouraged to promote this at home. Updates regarding online safety are included in the school's newsletter to support and remind parents/carers of how to help keep children safe at home.

## **13. EQUAL OPPORTUNITIES**

- 13.1. All pupils will be provided with equal learning opportunities regardless of their background or characteristics, in line with the school's Equal Opportunities Policy.
- 13.2. To ensure pupils with SEND can achieve to the best of their ability, targets for pupils with SEND will be adapted and the delivery of the curriculum will be differentiated for these pupils.
- 13.3. The curriculum and targets will also be adapted for other pupils based on their needs, e.g. pupils with EAL.
- 13.4. Where possible, ICT is used in a specialist way to support pupils with SEND. The school will look to utilise software systems that can be modified to aid language, spelling or reading development, such as Clicker.
- 13.5. The school will aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential.

## **14. HEALTH AND SAFETY**

- 14.1. All electrical wires and sockets, where possible, are kept out of the way of pupils.
- 14.2. Visual electrical inspections will be undertaken by the ICT technician on a weekly basis – any other problems will be reported immediately to the health and safety officer and ICT technician.
- 14.3. Pupils will be given a five-minute break if they are using the computer for more than one hour at a time.
- 14.4. The rules of the computer use will be displayed around the classroom, and both staff and pupils will be expected to familiarise themselves with, and adhere to, these rules.

## **15. IMPLEMENTATION OF THIS POLICY**

- 15.1. The provision of the ICT curriculum will be monitored and assessed by the ICT subject leader and headteacher.
- 15.2. The suitability of all ICT equipment and programs will be assessed and updated, if necessary, by the ICT technician to ensure they are sufficient for effective learning.
- 15.3. Staff will be provided with high-quality training regarding both curriculum delivery and the safeguarding issues around online safety.
- 15.4. Any breach of this policy will be reported to the Headteacher.
- 15.5. Use of the school's internet connection and network use will be recorded and monitored by the ICT technician.
- 15.6. The ICT technician has the ability to remotely view or interact with any computers on the school's network. The ICT technician will use this to help implement this policy and to identify and solve any problems.
- 15.7. User accounts are accessible by the Headteacher and ICT technician.
- 15.8. Users are required to be familiar with the requirements of the Data Protection Act 2018 and the GDPR, and to ensure that they operate in accordance with the requirements outlined in this legislation.
- 15.9. Pupils and employees will be required to comply to the following rules:



- Do not disclose any material about a person without their permission.
- Do not disclose materials that include information about a person's racial or ethnic origin, sex life, sexual orientation, genetics, biometrics, political beliefs, physical or mental health, trade union membership, religious beliefs, financial matters and criminal offences.
- Do not send any personal data outside of the UK.

## **16. MONITORING AND REVIEW**

- 16.1. This policy will be reviewed annually by the ICT subject leader and Headteacher.
- 16.2. Any changes made to this policy will be communicated to all members of staff.
- 16.3. All members of staff directly involved with the teaching of ICT are required to familiarise themselves with this policy.