



Stanbridge Lower School

Information Communication Technology (ICT) Policy

Reviewed February 2015

1. RATIONALE

1.1 At Stanbridge we believe that the pupils of this school should have access to a high quality computing education which equips them to use computational thinking and creativity to understand and change the world.

1.2 Computing has deep links with mathematics, science and design technology and provides insights into both natural and artificial systems. The core of computing is computer science in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

1.3 We recognise that children will be on differing journeys in their pathway to becoming fully literate in their computing knowledge, skills and understanding and provide differentiated learning within our curriculum. We ensure pupils become digitally literate and are able users who are equipped to express themselves and develop their ideas through, information and communication technology.

2. AIMS

2.1 To ensure all children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

2.2 Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

2.3 Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

2.4 Are responsible, competent, confident and creative users of information and communication technology.

2.2 Enable children to develop an awareness of their personal responsibilities when using ICT, about cyber bullying, and the dangers of using technology, and how to become responsible users of ICT.

3. IMPLEMENTATION

3.1 ICT and technological equipment will be either classroom or centrally based and all children will have access to laptops, computers, ipads, cameras, recording equipment etc across the curriculum.

3.2 All classrooms will contain an interactive whiteboard to support direct teaching during lessons.

3.3 The EYFS whiteboard will be used to support direct teaching and independent exploration and will be used daily by the children in the Reception Class. Pre-school children will have access to a computer daily to support direct teaching and independent exploration.

3.4 All computers/laptops are wireless networked and the wireless network is available across the whole of the school.

3.5 All children take part in Internet Safety Day annually where they are taught about being sensible users of ICT and awareness is raised about cyber bullying etc.

4. PROGRAMMES OF STUDY

Year 1

- 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, organize, store, manipulate and retrieve digital content
- Recognize 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.

Year 2

- 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, organize, store, manipulate and retrieve digital content
- Recognize 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

Year 3 and Year 4

- 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, analyzing, evaluating and presenting data information
- Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

5. UPDATING AND MAINTENANCE OF EQUIPMENT

5.1 The ICT Co-ordinator will ensure that all equipment stays in good working order and faults and maintenance issues are dealt with promptly. The ICT Co-ordinator will complete regular checks of all ICT equipment and deal with any maintenance or faults promptly.

5.2 The ICT Co-ordinator will ensure all technical issues are addressed promptly through Technician Support. This is procured by the Governing Body annually.

5.3 Staff have a responsibility to ensure that all equipment in their classroom is in good working order and that any faults and maintenance issues are reported to the ICT Co-ordinator.

6. E SAFETY AND SECURITY

6.1 This policy links directly to the E Safety and Security Policy. This contains all details about E Safety and Security.

7. ASSESSMENT, RECORDING AND MONITORING

7.1 Classroom Monitor will be used to record the achievement and progress of pupils. This is updated by class teachers and can be accessed by each class teacher as the pupil's progress through the school.

7.2 The progress and attainment of pupils will be reported to parents at the end of each academic school year through the annual school report.

8. LEADERSHIP, MANAGEMENT AND TRAINING

8.1 The ICT Co-ordinator will be the Head Teacher who will oversee the management of ICT across the school. The Head Teacher will be supported by an LSA who will work alongside the Head Teacher reporting maintenance issues, reporting faults, the ordering and updating of new ICT equipment, ensuring ICT equipment is organised safely in the classroom, ensuring all ICT equipment is logged in the School Inventory and safety marked, keeping a resource list of all small equipment (CDs, head phones, etc), advising the Head Teacher of any safety issues and breaches of security and any other issues arising from ICT in the school.

8.2 The ICT Co-ordinator will advise, support and encourage staff to develop their ICT skills and offer training as necessary or encourage staff to seek outside training if necessary. This will ensure staff keep their skills up to date with new and increasing technology as ICT progresses into the 21st century.

9. REVIEW OF POLICY

9.1 The school's policy will be reviewed:

- Every two years
- When a new co-ordinator is appointed.
- There has been a significant change in staffing or pupil intake.
- There has been a significant change in Government guidelines

Rosemary Godwin
Head Teacher
February 2015

This policy was ratified by the full governing body.

Date of Meeting:

Signed Chair of Governors.

