

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S  
C of E Primary School

## Whinmoor St Paul's (VA) C of E Primary School

### Computing and ICT Policy

#### *Every Child is a Unique Child of God*

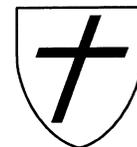
At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: October 2021

Review date: October 2024

Chair of Governors: Mrs R Davies

Date: 6 October 2021



## **Our Mission and Ethos**

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

### **Rationale**

"The Modern world requires new skills. Understanding ICT and, more importantly, being able to apply it to the problems we face is one of the most important. Increasingly ICT will be vital for our individual prospects and for our economy's future."

Lord Dennis Stephenson. Ref: National Curriculum handbook

As the use of technology in general is part of every day life we need to ensure that all pupils acquire a knowledge and understanding, combined with the ability to use various forms of ICT throughout the curriculum.



## **Aims**

- To create a climate within the school in which staff and pupils become comfortable and confident with ICT and its uses
- To enable children to become autonomous, independent users of ICT, gaining confidence and enjoyment from their ICT activities
- To use ICT as a tool to support learning, teaching and management across the curriculum
- To ensure staff awareness of the availability of the hardware and software in the school and organise these resources with a view to the different requirements of each stage and the unique requirements of pupils with Special Educational Needs in line with equal opportunities policy
- To create opportunities for staff to acquire necessary expertise in ICT, enhancing and assisting teaching in all areas of the curriculum
- To maximise the use of ICT in developing and maintaining links between other schools and the local community including parents, and other agencies

## **Objectives**

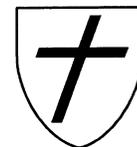
- That the National Curriculum programmes of study and their associated strands, level descriptors and attainment targets are given appropriate coverage
- All children have access to a range of ICT resources
- ICT experiences are focussed to enhance learning
- Cross curricular links are exploited whenever possible
- Children's experiences are monitored and evaluated
- Resources are used to their full extent
- Resources and equipment is monitored and kept up to date as much as possible
- Staff skills and knowledge are kept up to date

## **Strategy for Implementation**

### **Entitlement**

Each year group has units of work where National Curriculum objectives are the main factor, which have been adapted according to the needs of our children and curriculum. Each year group has discrete allocated time in the ICT suite or with the iPads and laptops to develop specific skills.

The use of ICT equipment should be cross curricular as well as teaching computing skills. We will ensure breadth of study through using a range of software and identifying areas of the curriculum where specific skills taught can be applied.



## **Teaching and Learning**

Computing is taught following the Curriculum 2014 objectives and Computing programme of study. Lesson objectives are taken from the NCCE Teach Computing Curriculum, which forms part of our assessment tools too. Learning tasks are differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age. A wide range of teaching styles are used to ensure all children are sufficiently challenged.

- Children may be required to work individually, in pairs or in small groups according to the nature of the activity or task
- Different pace of working
- Mixed ability groupings (peer tutoring)
- Different levels of input and adult support
- Different outcomes.
- Differentiated tasks taken from our scheme of work

Children have the opportunity for independent enquiry and research through use of the computers in cross-curricular lessons.

Children are encouraged to reflect on their own skills at the end of each lesson as well as when completing tasks at the end of each unit of work.

The subject leader will review teacher's planning to ensure a range of teaching styles are employed and the NCCE scheme is being followed, to cater for all needs and promote the development of Computing capability, in line with the school's equal opportunities policy. Computing contributes to teaching and learning in other subjects through use of hardware and software (digital cameras, tape recorders, visualisers, etc).

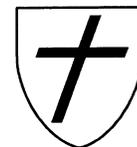
## **Assessment, Recording and Reporting**

Computing is assessed both formatively and summatively using teacher assessment. On-going assessment occurs on a lesson-by-lesson basis focussing on specific key skills and learning objectives which, where necessary, feeds into the next lessons planning. Integrated tasks, allow children to put into practice skills learnt.

Attainment is recorded and reported on a termly basis and monitored by the subject leader.

Children in KS2 have their own space on the network to save their work. Over time this will build into an electronic portfolio of a pupil's work. This will show evidence of some of the work covered and the level of ability. Photographs, discussion, saved work and printouts (if any were produced) of differing pupils work will also be used as evidence. Each topic has an end of term assessment task in KS2 which will be evidenced in children's folders.

In line with the school's equal opportunities policy, the ICT co-ordinator will track specific groups to monitor attainment for example SEN and socially / economically disadvantaged children – if a need is identified.



### **Inclusion / Equal Opportunities**

*In line with the school's Inclusion Policy we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Everyone will be given fair and equal opportunities to develop their full potential with positive regard to ethnicity, gender, cultural background, social background or disability.*

All pupils, regardless of race, gender or disability, shall have the opportunity to develop ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate. Groupings for computer usage should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able ICT users always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

The school recognises the advantages of the use of ICT by children with special educational needs.

Using ICT can:

- Address children's individual needs
- Increase access to the curriculum
- Enhance language skills
- Raise levels of motivation and self esteem
- Providing curriculum materials and software which are in no way class, gender or racially prejudiced or biased

Staff should structure their teaching materials to match a learning difficulty. If the situation arises, the school will endeavour where appropriate to buy resources to suit the specific needs of the children. Our aim is to meet more able children's needs through planning and differentiation in lessons.

### **Learning Resources**

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular teaching of Computing the school has an ICT suite and a mobile suite of laptops and iPads which all classes use during the week to develop their ICT skills.

Each classroom is setup with a class PC, data projector, interactive whiteboard, class iPad with Reflector software and visualiser.



A curriculum network enables internet access on all machines as well as storage and access to shared files.

The school has a contract with an external provider for technical support (hardware and software).

## **Staffing**

### **Senior Management**

The overall responsibility for the use of ICT rests with the senior management of a school. The SLT, in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that ICT is used in a way to achieve the aims and objectives of the school;

### **ICT/Computing Leader**

The subject leader will be responsible for:

- raising standards in Computing as a national curriculum subject
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the Computing curriculum and reporting to the SLT on the current status of the subject

### **The Subject Leader**

There is a clear distinction between teaching and learning *in* Computing and teaching and learning *with* ICT. Subject coordinators should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their Computing study and are applying those skills within the context of another curriculum subject.

Subject leaders work in partnership with the Computing coordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

### **The Classroom Teacher**

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the subject leader in the monitoring and recording of pupil progress in Computing.

### **Staff Development and Training Opportunities**

The school recognises the importance of staff development and the importance of ICT. As such, staff will be informed of current ICT initiatives through Staff development and meetings. When new practice is implemented, training is given by subject leader and in some instances, external providers.



### **Health and Safety**

We will operate all ICT equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. There specific rules for the use of Internet and E-mail. Please also refer to the school's Internet Usage Policy document, the Social Media policy and rules for using ICT which Staff and KS2 children sign.

Curriculum and administration Networks are completely separate and therefore inaccessible to children and staff using the Curriculum school network. The files and network system are backed up regularly. The virus checker is updated regularly.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010

**Policy revised by –  
J. Hamilton**

**ICT co-ordinator**

**October 2021**