

ICT/ Computing Policy

This policy was approved by Governors on 12th December 2024 and will be reviewed annually, or when necessary.

1. Provision

- 1.1** At each key stage, the National Curriculum provides children with the opportunity to develop ICT capability through individual or group activities, which are appropriate for their age.

Children should use ICT to:

- communicate and handle information;
- design, develop, explore and evaluate models of real or imaginary situations;
- design, write, debug and control physical variables and movement;
- make informed judgements about ICT applications and their effectiveness

1.2 In particular, children should achieve the following skills and abilities:

- confidence in handling hardware, software and other ICT equipment
- the ability to use ICT equipment to manipulate and present written word, images and sounds in order to convey a message effectively
- the ability to use ICT equipment to store, retrieve and then present information in ways which enhance interpretation and analysis
- the ability to control, design, write and debug programs on a screen and on floor-controlled devices e.g. beebots
- an awareness of the role of ICT encountered in daily life
- to be able to talk about their use of ICT and its place within real life context

2. Implementation

- 2.1** Teachers use the Teach Computing curriculum, designed by the National Centre for Computing Education. They enrich this scheme with other opportunities to develop knowledge of e-safety and practise their computing skills across the wider curriculum.
- 2.2** Teachers organise provision for their classes and are able to make use of the school laptops on a rota basis during at least two timetabled sessions in any week, alongside a bank of iPads and tablets which are available to be booked out at other times

3. Assessment

- 3.1** Planning documents, knowledge organisers and vocabulary progression documents for computing ensure progression within the ICT curriculum. It is from these experiences which teachers will assess their children as being 'working towards', 'working at' or 'working at greater depth' with regards to age-related expectations, which is recorded on Arbor
- 3.2** Pupils who are significantly above or below age-related expectations are noted and their ICT provision adjusted accordingly by the class teacher.

4. Monitoring and Evaluation

- 4.1** Attainment and progress in ICT is evaluated annually by the ICT subject leader through the following methods:
- observation of teaching and learning in the classroom;
 - scrutiny of children's work
 - talking to teachers and pupils about their work
 - monitoring coverage through class floor books

5. Key Personnel

SLT - The overall responsibility for the use of ICT rests with the senior leadership team of our school. In consultation with staff, SLT will:

- decide the provision and allocation of resources
- decide ways in which developments can be assessed and records maintained
- ensure that there is an ICT policy
- designate an ICT subject leader
- manage and maintain e-safety and internet usage, including training staff

The subject leader will:

- promote the integration of ICT within appropriate teaching and learning activities
- monitor the contributions of subjects to its cross-curricular use
- manage the provision and deployment of resources
- act as a contact point between the school and support agencies
- provide limited technical expertise, drawing on the facilities of F1 technicians
- co-ordinate the evaluation and review of the school's ICT policies
- meet with the ICT governor at least once annually to carry out subject monitoring

Teachers will:

- deliver ICT lessons, including extra e-safety learning opportunities
- assist the subject leader in the monitoring and recording of pupil progress in ICT
- create floor books as an evidence record of their year group's learning

6. Resource Management

6.1 Software

It is intended that all children have access to the following software throughout their primary education:

- a word processor
- a database
- a spreadsheet
- a drawing/art package
- control and monitoring software
- educational apps
- design packages relating to technology, art, animation/film-making, music
- programmes specific to the needs of an individual child, e.g. recordable postcards, e-readers, dictaphone apps
- programming/coding software
- online apps, such as the Google suite of educational apps

6.2 Hardware

It is important that children have regular access to varied hardware formats, in order to develop a breadth of understanding of technology. The school therefore continues to invest in both laptops and tablets.

6.3 Replacement / New equipment / Security / Maintenance

New equipment is purchased or leased on a rolling programme according to school budgeting and requirements. The final few school desktop computers which children used have now been phased out, being replaced with laptops with up-to-date software and operating systems. Every class has an interactive touchscreen, alongside the library and Alice Hales studio.

NAVENBY CHURCH OF ENGLAND PRIMARY SCHOOL

Alarm systems, security doors, window bars, locked storage units and blinds are fitted where appropriate to try and safeguard against the possibility of theft. Serial numbers for computers and peripherals [including keyboards, printers, etc.] are recorded in the school asset register. Insurance cover is taken and the school complies with the regulations so that a claim could be made in the event of hardware being stolen. Maintenance contracts are in place for both hardware and software with F1.

6.4 Internet Usage

The advance of the internet has had a huge impact upon the teaching and use of ICT within schools.

Navenby CE Primary School current actions:

- Subscribes to F1 managed Internet and Intranet service which ensures shielded access.
- Children in both key stages regularly use the Internet and are encouraged to visit sites of significant educational importance with teachers highlighting e-safety techniques
- Staff and students are trained regularly in e-safety practices.
- There is an annually signed document (The Home-School Agreement) between parents and the school acknowledging clearly defined guidelines relating to use of the Internet. The school, has written this agreement and supports parents with e-safety
- The school has its own website www.navenbyschool.com, with the responsibility of the content and regular updating of this delegated amongst staff members
- Many school documents can be located on the 'G' drive of the school's network to provide an alternative electronic filing and retrieval system, or by alternatively using the school's OneDrive account
- Children's work is stored on the 'S' drive to enable teachers to access this

7. Staff Development

7.1 Training of teachers and support staff with new technologies is an on-going priority within the school, and all staff have access to CPD training opportunities for their own subject knowledge. Governors also have the opportunity to access this training.

8. Welfare and Health & Safety

8.1 The following issues have been considered and included in school policy, as appropriate:

- PAT Testing: completed on a rolling cycle by an external provider (next scheduled for 08/01/2025)
- Internet and E-mail – shielded systems and signed Staff Code of Conduct policies
- Software copyright with regard to networks, single copies and licences

This policy will run in conjunction with the e-safety, social networking and mobile phone policies.

Policy Approved: Full Governors meeting dated **12th December 2024**

Signed:

Chair of Governors: Mrs H Jerstice

Head teacher Mr C Elliott