

BEREWOOD PRIMARY SCHOOL



ICT and Computing Policy

Summer 2016

Revised by School	April 2016
Responsible Person	Sue Patrick (head teacher)
Responsible Committee	Full Governing Body
Ratified by GB	4 th May 2016
Next Review	Summer 2019



BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

ICT AND COMPUTING POLICY

Introduction

Information and Communication Technology is a valued environment in our school: it promotes the public image of the whole school and assists children in developing a positive self-image. The teaching of computing reflects the changes to the National Curriculum.

The vision shared by teachers, teaching assistant, parents and governors is that IT will increasingly be used as a tool in and out of the classroom – to motivate children and

improve standard in all areas of the National Curriculum. Teachers in the school keep abreast of current developments in order to use ICT effectively in all curriculum areas.

The staff at Berewood Primary School believe it is necessary to have the following aims in mind in order to teach computing skills and the wider information communication technology curriculum successfully.

Aims

- To stimulate interest and as far as possible keep abreast of the new technologies and develop computing skills for children, teachers and teaching assistants.
- To develop children's individual computing capability in order that they become confident and competent in the use of ICT and are increasingly able to select ICT appropriate to the task.
- To enable children to use ICT to enhance learning in other areas of the curriculum.
- To enable children to learn computing skills specified within the school scheme of work for computing.
- To enable children to use effectively ICT tools and information sources to analyse, process and present information and to control external events.
- To enable children to be able to reflect and comment on the use of ICT.
- To use ICT tools and information sources to support learning in a variety of contexts.
- To begin to understand the implications of ICT for working life and society.
- To provide opportunities to promote PSHCE.
- To use ICT for the collection, analysis and distribution of information for administration and assessment purposes and to use relevant data for electronic transfer of information to pupils' secondary schools.
- To provide learning opportunities for both parents, children and the wider community out of school hours, through such activities as workshops, on-line days, etc.
- To develop home/school links through the school website, Tapestry and the use of e-mail
- To develop children's awareness of internet safety and appropriate on-line behaviour.

Methods of Teaching ICT and Computing

1. The staff at Berewood Primary School teach ICT and specifically computing as a separate curriculum area but also require the use of ICT in every other area of the curriculum.
2. The standard and range of IT equipment at Berewood Primary School is at the highest level, reflecting the high value placed on technology and the pace in which change and development of equipment takes place.
3. Long Term Plans have been drawn up to ensure continuity and progression across the Key Stages.
4. Although various software and hardware have been identified in the Long Term Plans, these quickly become obsolete. Plans will be regularly monitored by the co-ordinator to ensure that, as far as is possible, the children are being offered the latest and most appropriate programs based on previous experience and levels of expertise.
5. Various INSET programs are undertaken on a fairly regular basis by the co-ordinator. These might be as part of a staff meeting, or during an INSET day for the staff or as a short training session for classroom assistants – either individually or as a small group. To ensure sustainability, new staff are trained as necessary by the ICT Co-ordinator.
6. The use of ICT in all curriculum areas is being developed. As staff and children feel comfortable and competent within these areas and competencies develop, increasingly complex tasks will be gradually introduced as appropriate.
7. Questioning, discussion and the use of appropriate vocabulary should be encouraged. Equality of opportunity and appropriate access to computers must be available to all children, regardless of ability or sex.
8. The children should be encouraged to become increasingly independent in their use of ICT and recognition should be made of the fact that many children have access to sophisticated hardware in their own homes and will already have expertise in many areas of ICT.
9. A termly review sheet should be completed by each teacher. Any queries, requests or other comments should be communicated to the co-ordinator in this way. Also, any work planned but not covered should be listed. These issues will be shared in termly staff meetings.
10. Any ICT work should be stored either in the child's separate ICT book. Work such as animations or music compositions can be uploaded to the school website.

11. The school Intranet can be accessed via all PCs and laptops across the school network. Easy access to websites is provided here.
12. An inventory of software listing applications and numbers of licences purchased is being developed. Software should not be downloaded onto any school equipment before checking with the ICT Co-ordinator in order that licences can be checked.
13. On entry to the school parents are asked to complete consent forms for use of the Internet and for permission to allow publication of work and/or photographs on the school web site
14. Children must be taught appropriate behaviour for use of the Internet and E-mail etiquette (see Internet Use Policy).
15. Work published on the school web site may be identified only by the child's first name. Any photographs published must not be named. Parental permission must have been obtained.
16. Children and teachers should be aware of copyright issues – no copyright material should be copied on the school website. Pupils should be taught the importance of listing source material, websites etc. in their work.
17. The library is computerised and access to Junior Librarian is available from the library computers.
18. Opportunities to promote PSHCE should be afforded e.g:
 - Considering the ethical issues surrounding the misuse of information, such as the rights of access to personal information
 - Considering how ICT can facilitate communication and the sharing of information, such as E-mail links with schools in other countries.
 - Discussing how ICT affects ways of life, ways of working and communities.
 - Social development – working together harmoniously in a group and sharing ideas.
 - Cultural development – discussing how ICT connects local national and international communities and through learning about other cultures through information on the Internet.
 - Safe use of the internet and awareness of cyber-bullying and its implications.

Monitoring and Evaluation

This policy will be reviewed by all staff and Governors in Summer 2016 and thereafter reviewed as part of the three year review cycle.