Hovingham and St. Hilda's CEVC Primary Schools Federation
Computing and ICT Policy

Introduction
The use of information and communication technology (ICT) 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 Hovingham and St. Hilda's CEVC Primary Schools we recognise that pupils are entitled to 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.

Aims
- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:
- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication;
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems and
- are responsible, competent, confident and creative users of information and communication technology.

Rationale
The school believes that ICT and computing:
- gives pupils immediate access to a rich source of materials;
- can present information in new ways which help pupils understand access and use it more readily;
- can motivate and enthuse pupils;
- can help pupils focus and concentrate;
- offers potential for effective group working and
- has the flexibility to meet the individual needs and abilities of each pupil.

Objectives
Early years
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 programme a toy. Recording devices can support children to develop their communication skills.

Key Stage 1
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 are executed by following a sequence of instructions;
- write and test simple programs;
- use logical reasoning to predict and compute the behaviour of simple programs;
- organise, store, manipulate and retrieve data in a range of digital formats and
- communicate safely and respectfully online, keeping personal information private, and recognise

Key Stage 2
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;
- 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 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;
- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely and
- 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.

Resources and access
The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing leader of any faults as soon as they are noticed. A service level agreement with entrust is currently in place to help support the coordinator to fulfill this role both in hardware & audio visual. ICT and computing network infrastructure and equipment has been sited so that:

- every classroom (with the exception of Nursery at St. Hilda's) has a laptop connected to the school network and an interactive whiteboard with sound, DVD and video facilities;
- there are laptops, PCs and i-pads (Hovingham), and laptops and PCs (St. Hilda's) available for children and staff to use;
- pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher;
- Hovingham has an ICT and computing technical service which can be contacted as needed;
- St. Hilda's has an ICT and computing technician, who is in school for two hours every other week and
- a governor will be invited to take a particular interest in ICT and computing in the school.

Planning
The schools use the Somerset (Wessex) scheme of work as the basis for planning. As the schools develop their resources and expertise to deliver the ICT and computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the Wessex scheme of work.

Curriculum Leadership
The role will include:

- Inspiring an exciting and creative approach to ICT/ computing teaching
- Supporting teaching through advice, guidance, CPD and resources
- Sharing information acquired from courses or other sources that may be beneficial to staff
- Reviewing the ICT/ computing policy and monitoring its implementation
- Regularly evaluating the ICT/ computing scheme of work and amending as necessary
- The management, maintenance and storage of resources
- Reporting to parents, governors and others when appropriate

Governors
Our governors will:

- be well informed through the leadership of the headteacher and ICT/ computing coordinator
- support the staff in implementing the school's policy for ICT/ computing ;
- monitor and review progress on the School Development/ ICT/ computing action plan.

Inclusion
At Hovingham and St. Hilda's 'we plan to provide for all pupils to achieve; including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Health and safety
The school is aware of the health and safety issues involved in children's use of ICT and computing. All electrical appliances in school are tested accordingly. It is advised that staff should not bring their own electrical equipment in to school, but if this is necessary, then the equipment must be pat tested or visually inspected before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the ICT technician, school business manager or head teacher who will arrange for repair or disposal.

Security
- The schools subscribe to an agreement with NYCC to use Sophos anti-virus software which automatically updates.
- Use of ICT and computing will be in line with the schools' 'Acceptable Use Policy' (AUP). All staff, volunteers and children must sign a copy of the schools AUP.
- Parents will be made aware of the AUP
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.

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