Reaching together

Ivington C of E Primary and Pre-school

Reaching together… 'stand firm in your faith, be courageous and strong' – 1 Corinthians 16:13

Computing Policy

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Computing Policy

at

Ivington CE (VA) Primary and Pre-school

It was revised during the:

Summer 2023

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

Summer 2025
Or sooner if necessary

Linking with our Vision

Reaching together

To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on 12 important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum. Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our racially diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution. We perceive our role to be opening a 'window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of tolerance and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

Leadership and management

Our school's vision for computing

The vision
We see computing as an important tool to help bring our children's learning to life;
- To develop computational thinking as a skill directly relating to computing but also as a type of literacy for life and for learning
- to enhance the experiences that are possible as we learn,
- to extend learning and experiences out beyond our school,
- as a communication tool for communication between all members of our community and those outside it.
- and to do all of this safely and responsibly

Reviewing the vision and policy
All members of staff at our school are responsible for feeding ideas into the on-going development of our vision. We live in an exciting world where technology is developing at a faster rate than ever before. At Ivington, we recognise that more people are switched on to the possibilities that ICT has for them and it is our policy to make use of developing technologies in the best possible way to enhance the experience of all members of our school community.

Our strategy to achieve the vision

Strategic leadership of computing
Day to day responsibility for the delivery of the computing curriculum rests with class teachers. The computing coordinator is responsible for developing the school strategy for computing taking into account opinions expressed by all members of the school community, particularly classroom

based staff. This development is also informed by external factors and developments in technology.

The school maintains an on-going relationship with Herefordshire's Curriculum ICT Support Team and we seek to ensure that, where appropriate, our computing development reflect priorities at local authority and national levels. The recommendations of our technical support provider (see below) are also taken very seriously.

The computing coordinator is ultimately responsible to the head teacher and governing body in whose hands all final decisions on strategy rest.

Budgeting for computing

Despite recent financial constraints, changes in funding arrangements from central government and ever increasing pressures on limited finance across the whole school, at Ivington the head teacher and governing body are mindful of the expensive yet essential high budgetary costs of maintaining and developing our ICT infrastructure. We strive to maintain our existing equipment to a good standard as well as expand our resources to ensure that we keep up to date with current equipment wherever possible. We believe that this allows our children the best opportunities possible to experience a range of technology.

Environmental impact

Our school takes seriously all issues relating to the environment and this is no less true with computing resources. We strive to ensure that all purchasing decisions are backed by sound research and guidance so that every piece of ICT equipment will last as long as possible.
With the assistance of our technical support providers we strive to ensure that the life of any piece of ICT equipment is extended as long as is reasonably possible without making unnecessary demands on technical support or causing unnecessary problems in lessons. At the end of their useful life we ensure that computer equipment is disposed of in an environmentally friendly way, safely and securely, after any data has been removed.

At Ivington, we encourage all staff and children to check work thoroughly on screen before printing and only then to print when appropriate. Black ink is used rather than colour when the impact of this will be minimal. Documents which need to be circulated between staff are shared electronically whenever this is appropriate or via the school network. We strive to operate a paper free policy for all meetings. At Ivington, we share as much information with parents as possible via our school's website and parents are encouraged to receive their newsletters via email.

Safeguarding

The school has highly developed policies on E-Safety, E-Security and Data Protection. Please see those policies for further information.

Managing information

Information management strategy

Please see the school E-Security and Data Protection Policies.

The use of ICT to support assessment recording and reporting

Ivington used ScholarPack, as well as Rising Stars, to record data relating to the children. ScholarPack is also a vital tool in tracking their progress throughout the school and making predictions about their future achievements when target setting.

Communication strategy

Our school website (www.ivington.hereford.sch.uk) is used primarily as a window on our school for those that are not already a part of our community.

Our website is provided for us by PrimarySite and managed on a day to day basis by our School Administrator and the Computer Coordinator. Class teachers regularly contribute high quality work by children for use on the site, photographs of the work which we have been doing and information relating to our classes.

Our school has a Facebook page which is used on a more informal basis to communicate with parents and those outside the school.

Planning
Whole-school planning for computing

Developing computing knowledge and skills and IT to support the curriculum

Our school uses the Herefordshire Computing Progression for the planning and delivery of computing both as a discrete subject and across the curriculum. Much planning for computing begins with the whole curriculum, particularly in the information technology strand and teachers plan computing opportunities where they will enhance, extend and motivate learning in other areas. Our computing curriculum is based around the three main headings in the Key Stage 1 and 2 programmes of study:

- computer science (CS)
- information technology (IT)
- digital literacy (e-safety) (DL)

Each class create dedicated time for computing within their class time table. There is some flexibility around the use of ICT resources and all classes can plan to make use of these times as necessary. The information technology strand of the curriculum is integrated into the whole curriculum.

Planning for continuity within and between classes, phases and schools

At Ivington CE Primary School teachers use Teach Computing Scheme of work to help them plan and carry out their lessons. They are aware of the Herefordshire Computing Progression and take this into account when carrying out long term planning.

Medium term plans and short term plans are devised by teachers (often also using the resources signposted in the Herefordshire Computing Progression as a helpful starting point.

Teachers in the EYFS use a range of planning ideas. They work closely with teachers in lower KS1 to ensure a smooth transition of learning in ICT and a continuation of a child centred approach from Early Years.

Planning for ICT for inclusion

We recognise the advantages of the using of computing / ICT for pupils with additional needs and we use ICT to:

- address pupils individual needs
- increase access to the curriculum
- improve language skills

At Ivington we promote equal opportunities for computer usage and ensure that pupils follow the National Curriculum including computing. The school selects computer hardware and software to ensure that they are non-discriminatory and promote equal opportunities.

Planning for e-safety

Please see the school E-safety policy.

Curriculum leadership

Leadership for the development of computing capability

Leadership is provided by the Computing Coordinator who has oversight of the core computing curriculum, implemented through the Herefordshire Computing Progression.

With the support of our technical support team, the computing coordinator ensures that resources are in place to support this teaching. Where our resources are insufficient or inadequate we liaise with other schools and the local authority (Curriculum ICT Support) to secure appropriate short term loans of equipment. After trialling this equipment throughout the school, we endeavour to adopt the most appropriate technologies through purchasing our own (such as our iPad). The Computing Coordinator ensures that appropriate support is in place for the effective use of these.

Leadership of learning and teaching with ICT

All class teachers and subject leaders play a role in guiding the development of computing / ICT resources which help to extend and enhance learning within specific subject areas. Discussion takes place on an on-going basis between class teachers and subject leaders with the computing coordinator and senior management team as to how resources might best be developed. The school buys into a number of key cross-curricular digital content packages which are primarily to support learning across the curriculum rather than specifically in computing. These are used consistently across the school.

Evaluating learning and teaching with ICT

All class teachers are responsible for the on-going evaluation of their own teaching and their children's learning. Computing is heavily linked to learning in all subjects and is therefore constantly under review along with those other subjects.

Review of the curriculum

The core computing curriculum as well as the use of ICT to support the whole curriculum is constantly informally under review. This is informed by:

- The individual and collective needs of our children and feedback gained from children
- Developing technology
- The effectiveness of our current curriculum
- Changing curricula (computing and whole curriculum) at national level
- E-safety guidance
- Advice from local authority computing consultants and our technical support provider.

Learning

Teaching and the learning process

Developing ICT capability

The *Herefordshire ICT Progression* provides teachers with a structure to ensure that all children have the opportunity to develop their ICT capability

- **ICT skills -** enables all teachers to gauge a range of expectations that may be appropriate for their children.
- **ICT knowledge and understanding** - draws out the teaching points within each strand of ICT helping children to understand why (and perhaps why not) it is appropriate to use ICT.
- **Cross curricular examples** - show how opportunities to develop capability can be planned into both discrete and subject based lessons. In this way all children are offered the full breadth of entitlement.

The Teach Computing planning includes opportunities for children to develop their ICT capability. Teachers need to be clear about what the learning objectives are to develop that capability, and assess children's progress in learning techniques, applying these techniques in their learning and in developing their higher order thinking making qualitative judgements about when and when not to use ICT.

ICT use for learning and teaching

At Ivington, teachers plan for opportunities for children make use of ICT and their computing skills to enhance their learning across the curriculum. A range of digital learning resources are available in and out of school for this purpose (see section 6 of this policy).

Learning with ICT beyond the school

All children are encouraged to make use of ICT outside school.

Homework which specifically makes use of ICT (using resources such as Education City or web based research) is set from time to time. In such cases, provision in the form of school ICT facilities are made for those children who have insufficient ICT provision at home. Children are encouraged to make use of their own ICT facilities at home to complete other home based tasks (e.g. personal web research, printing photographs for show and tell, extending their learning using websites) and when this happens such use is celebrated and shared back in school.

When homework using ICT is set, staff will make specific efforts to check that all of the children have the appropriate access to the ICT required. If a child does not have this access, staff will make plans to enable this access within school hours.

Pupils' learning experiences

Effective and safe use of digital resources

Pupils are made aware of health and safety issues relating to the use of ICT resources. These include:

- showing pupils how to adjust the brightness and contrast settings of displays
- seating position with computers and tablets
- regular reminders not to look directly into projector beams.
- how to transport portable equipment (especially laptops and tablets) safely
- they are aware of the location of the closest fire extinguisher suitable for electrical fires
- there are no trailing cables or leads which could constitute a health hazard

- there are no daisy-chained electrical extension sockets in use
- there are no damaged chairs or other faulty or potentially hazardous equipment

Lessons involving substantial use of ICT should be structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard.

All equipment is checked annually under the Electricity at Work Regulation 1989.
Health and Safety information relating to individual pieces of technology (provided by manufacturers / suppliers and other independent organisations) is carefully considered when making procurement decisions. This guidance it also taken into account when using such equipment.

Regular Risk Assessment surveys are conducted by the designated health and safety representative; faults are logged and appropriate action taken. Risk assessments are reviewed annually.

Please see the separate policies on E-safety and E-security.

Assessment of computing

Assessment, recording and reporting of learning in computing

We recognise that assessment is central to classroom practice. Effective assessment establishes what a child knows, understands and can do. It also informs the planning of future learning and enables a school to review the effectiveness of the curriculum and teaching. All teachers report annually to parents, describing progress in computing.

Professional development
Planning for professional development

Identifying individual staff skills and needs
At Ivington we recognise that the level and range of ICT knowledge differs between both teaching and non-teaching class based staff. The computing coordinator ensures that individual development needs are communicated and discussed and that provision for training is made on an on-going basis. The evaluation of the teaching of and learning in computing (see section 2b) is also used to identify gaps in individual teachers' knowledge.

Identifying whole-school ICT development needs
Whole school development needs are often associated with the introduction of technology new to the school, or with the development of already existing resources. These needs are considered at the point of introducing technology when training and support are built into the computing action plan and the school's professional development plans. When appropriate, this support is available to both teaching and non-teaching staff alike.

Implementation

Meeting school and individual ICT needs
The Computing Coordinator considers the needs of individual members of staff and the school as a whole and provides appropriate support. This support may be provided in a variety of forms as appropriate:

- internally (using skills already in the school) via coaching, mentoring and sharing of skills
- by the Herefordshire Curriculum ICT Support team

- by a teacher in another school
- externally by third party providers of support / suppliers of equipment
- in class support for teachers alongside the children
- attendance at an appropriate course
- by using appropriate e-learning resources

Review

Monitoring and evaluating the Impact of professional development

The Computing Coordinator monitors the impact of professional development activities with due regard for the effect on learning and teaching and with "value for money" in mind. Future professional development and performance management reviews build on the results of this evaluation of support provided.

Resources
Provision

Physical environments: ICT kit and its deployment

At Ivington, we recognise that computing capability is best developed when there is a real reason both to develop and apply the particular aspect of the computing curriculum and when children have access to resources as a normal part of their learning. For this reason, we endeavour to ensure that ICT resources are as accessible to children as possible in their normal learning environment.

Laptops are seen as the main ICT tool in our school. These are stored in a lockable charging trolley. The laptops are sufficient for a class to work effectively and are available of a flexible basis to each class. Laptops are returned to the trolley and plugged in for charging when not in use
A laptop is allocated to each class and is used to operate the interactive whiteboard as well as for personal email and internet access, planning and assessment use. This laptop is for professional use.

A number of tablet devices (iPads) are available within school. These are currently being used on a flexible basis and are made available regularly to each class.

Each classroom is fitted with an interactive whiteboard. This is connected to a desktop computer / laptop. There are digital visualizers for use by teachers within their class as required.

Digital cameras are allocated to each class. These are loaned between classes when appropriate. The following are available for use by all classes and are central school resource.

- A digital video recorder
- Digital audio recorders and microphones
- Data logging kit

Additional equipment to supplement much of the above is borrowed from the local authority Curriculum ICT Support team and / or from other schools to supplement our own resources for specific projects from time to time.

Internal and online connectivity
The school receives Internet and Broadband services via Westcom Business Communications Ltd.

Westcom Business Communications Ltd also provides the school with appropriate antivirus protection and appropriately filtered internet access (please see the E-safety policy for details). We have a wireless network in place in school giving closed access to ICT on the school's mobile technology throughout the site. Network points are available where they need to be throughout the school for the connection of non-mobile devices.

All members of our school community sign acceptable use agreements before they are permitted to use any ICT facilities (see E-safety policy)

Digital learning resources

The school's *software map, resources maps and app lists* makes clear how the core ICT software is used to support the development of learning in computing throughout the school.

In addition, many applications are available to support learning in all subjects throughout the school.
In particular the school subscribes to a number of on-line digital resources which are available throughout the school on all hardware. These are:

- *Twinkl*
- *Oxford Owl*
- *Reading Eggs*
- *Nessy*
- *TT Rockstars*

Management of ICT resources

Procurement

All procurement decisions are informed by the learning and teaching agenda. We make use of local purchasing agreements in order to achieve best value with procurement.
We endeavour to take into account the total cost of ownership when making procurement decisions. Purchasing decisions are made after consultation with our technical support provider (see below), our local authority Curriculum ICT Support Team, other suppliers etc. as appropriate. No equipment is connected to our network unless it has been approved by our technical support provider.

Every effort is made to ensure that equipment is disposed of safely and in an environmentally friendly way at the end of its useful life. (see section 1b above)

Technical support

We receive technical support from:

- *Edutech Solutions Ltd - www.edu-tech.co.uk*

and we receive visits from our ICT engineer every three weeks. If an issue arises during this period and needs solving urgently, we seek technical support sooner. Urgent issues are reported to the computing coordinator who communicates them to our technical support service. In such cases problems are solved either remotely or with an additional visit. Our technical support provider is well placed to hold conversations with all providers of ICT solutions to the school and is usually able to solve any issues. Technical faults are reported to the engineer via the book kept in the staffroom. Our ICT Engineer, together with the computing coordinator, constantly monitors the effectiveness of solutions and advises on further development and replacement.

Data security and safeguarding

Please see the school's E-safety, E-security and Data Security policies,

<u>Review</u>

- The Governing Body will review this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.