



MOSS PARK JUNIOR SCHOOL

COMPUTING/ ICT POLICY

Consulted upon: June 2012

Ratified: February 2016

Review: Spring 2018

This policy is to be read in conjunction with the following policies:

Anti-Bullying Policy

Assessment Policy

Behaviour and Discipline Policy

Child Protection Policy

Data Protection Policy

E-Safety Policy

Health and Safety Policy

SEN and AEN Policy

Safeguarding Policy

This policy has been reviewed with regard to the Disability and Safeguarding policy and in light of the Prevent and CHANNEL guidance and school's Safeguarding Policy.

K. Higson

Computing/ ICT Policy

February 2016



Rationale

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

National Curriculum 2014

Entitlement to the Computing curriculum

All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of these technologies. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

Computing and ICT Lessons

At Moss Park Junior School each class has two timetabled lessons in which ICT is taught each week. These lessons are 1 hour long and ensure that ICT is embedded within the curriculum, whilst also teaching the necessary key skills. Each class has an Interactive Whiteboard and a 'Visualiser', which are used very effectively as a teaching tool to enhance children's learning. In addition, we have a fully networked laptop trolley which contains 20 laptops. These laptops are fully equipped with the schools software and are available for each class to use in addition to the ICT room, at any time. These laptops are used throughout the curriculum to support and enrich children's learning and ensure that valuable areas of experience are covered.

Content of Computing Curriculum

Computer Science



Our children should acquire and develop the skills associated with computer science in order to:

- Design, write and debug 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
- Use logical reasoning to explain how some algorithms work and 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.

I.C.T.

Our children should acquire and develop skills associated with Information Communication Technology in order to:

- Use search technologies effectively
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Acquire and refine the techniques eg saving, copying, checking the accuracy of input and output needed to use ICT
- Practise mathematical skills, eg ordering numbers including negative numbers, measuring and calculating to an appropriate number of decimal places, drawing and interpreting graphs and bar charts in real contexts
- Develop the skills of collecting first hand data, analysing and evaluating it, making inferences or predictions and testing them, drawing and presenting conclusions, and use all these in their work with ICT

Digital Literacy

Our children should acquire and develop their skills in digital literacy in order to:

- Understand the opportunities networks offer for communication and collaboration
- Be discerning in evaluating and presenting data and information
- Be able to use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Understand that they leave a 'digital footprint' when using technology online



Language and Communication

Our children should:

- Develop language skills, eg in systematic writing and in presenting their own ideas
- Use the appropriate technical vocabulary;
- Read non-fiction and extract information from online sources

Values and Attitudes

Our children should:

- Work with others, listening to their ideas and expertise and treating these with respect, eg. cooperating and collaborating when using a computer as part of a group to ensure that all contribute
- Acknowledge the ownership of ideas and recognise the value of information held on ICT systems, eg. recognising how much work has gone into producing a computer file, and how easily careless access can destroy it
- Be aware of the security of their own and other people's information in electronic form, eg. recognise that they should ask before reading or copying from other's work
- Be creative and persistent eg when assembling a computer file from a large amount of source material
- Consider the origin and quality of information and its fitness for purpose
- Evaluate critically their own and others' use of ICT
- Recognise the strengths and limitations of ICT and its users, eg. recognising that a word processor is an effective and efficient tool to help writing, but, on occasion, handwritten text is more appropriate
- Develop knowledge and understanding of important ideas, processes and skills and relate these to everyday experiences
- Learn about ways of thinking and finding out about and communicating ideas
- Explore values and attitudes through ICT

Assessment and Record Keeping

Teacher assessments of Computing capability will be recorded at the end of each unit of work through the year and these results are stored on the school's 'shared drive'. These will be monitored termly alongside medium term and weekly planning by the Computing Lead Teacher. At the end of each Unit, the pupil also completes a self-assessment based on the work they have covered. These are stored on the 'Pupil Drive'. The self-assessment completed by the children outlines the necessary skills in each unit of work throughout Key stage 2. These will demonstrate appropriate coverage within the Programme of Study. Computing capability is also reported to parents at the end of each academic year.



Immediate feedback and assessment, including self and peer assessment, is also embedded within the school's teaching and learning, and carried out through the use of 'Visualisers' with lessons, across the curriculum.

Responsibilities

The Head Teacher & Governors will:

- Monitor the implementation of the Computing Policy.
- Ensure there is a long term plan that details coverage and progression.
- With the subject lead, monitor teaching, learning and standards in Computing.

The Computing Lead Teacher will:

- Devise, update and monitor the school's use of the ICT skills progression
- Support teachers with planning and use of resources
- Undertake appropriate professional development to ensure an up to date knowledge and report to staff
- Lead staff professional development in staff
- Manage the computing resources in the school.
- Manage the work of the school's technician
- With the Head Teacher, monitor teaching, learning and standards in Computing
- Produce an action plan for Computing, setting out the priorities which will be incorporated in any school improvement plan
- Carry out any risk assessments and follow health and safety guidelines

Teachers will:

- Use the Long Term Plan for Computing to plan opportunities for all children to develop a broad range of appropriate computing skills.
- Plan opportunities for the relevant and creative use of ICT across the curriculum on an ongoing basis.
- Plan for differentiation so that all children develop computing skills, taking into account the individual needs of children. This includes SEN, higher ability children and those with less access to computers at home
- Ensure the appropriate time is allocated to discrete teaching of Computing and Computer Programming
- Report pupils achievement in Computing in the annual report to parents
- Follow health and safety guidelines and the 'Acceptable Use of ICT' policy

All staff will:

- Ensure all adults and children handle and use equipment in an appropriate way.



- Follow health and safety guidelines and the E-Safety Policy

Present Resource Provision

The ICT suite at Moss Park Junior School is situated in the lower school quadrangle. The suite comprises of 33 networked computers with access to the Internet. Each classroom has a laptop that is linked to the network with Internet access by cable or via the schools wireless network. In addition, Interactive Whiteboards and 'Visualisers' are located in each classroom and the ICT suite. There are 5 wireless access points across school, so that each classroom, as well as the Staff Room, School Hall, Pod and Library can access the Internet and network when using the laptops. Inside the Science cupboard is the laptop trolley which houses 20 networked laptops. The key is kept in the school safe and is signed for on collection and return. Resources are marked when purchased with an ultraviolet pen, with 'MPJS 0161 864 1710'.

All software resources are stored in the cupboard on the corridor outside the ICT room. Anything removed from the cupboard must be signed out in the book inside the cupboard. Hardware resources, Teacher's and Children's laptops, Flip cameras, Digital cameras, Multiple choice Pods, coordinator files and computer consumables are stored in metal cupboards located in the ICT storage room.

Hardware resources including portable data projectors, iPads, digital cameras, Alphasmarts and multiple choice Pods may be used in classrooms but must then be returned immediately to the stock room.

All staff members have access to a dedicated laptop, which may only be used at school unless consent has been given to be taken offsite. Other laptops are available for Teaching assistants, Support assistants and children to use in small groups.

Each member of teaching staff has a copy of the Computing Policy, E-Safety Policy, Internet Policy and Computing scheme of work for reference. Textbook resources (for Teacher reference) are located with each year group; additional paper based teacher resources are stored in the ICT cupboard on the corridor outside the suite. Completed and signed Acceptable User Agreements for pupils and all staff members are stored in Miss Higson's classroom.

To ensure that copyright laws are adhered to, staff, pupils and parents are not permitted to run software brought in from outside school on school machines without prior consent. An Internet Policy has been developed in order to allow the safe and efficient use of the Internet for both staff and pupils in an educational context.

In Computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice should be planned throughout the school.



Staff confidence and expertise will be developed if requested through training sessions provided by the Computing Lead and external agencies. Support will be given, where possible, with Computing planning and teaching by the Computing Lead.

Health and Safety

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

1. Pupils should not be allowed to switch on the power at the mains.
2. Equipment should be situated away from water.
3. Pupils should always be supervised when using electrical equipment.
4. All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with Council guidelines.
5. Pupils should not be allowed to carry equipment.
6. Regular breaks should be taken.

Child Protection

Computer networks, including those which may be accessed via the Internet, are an important aspect of information technology education. However, they present possible risks to the spiritual, moral and social development of pupils, particularly in terms of the nature of some of the material which may be obtained via the Internet. At Moss Park Junior School we have a separate E-Safety and Internet Policy to outline the systems we have in place to protect our children from these risks. All pupils, parents and adults working in school are aware of the Policy. Parents countersign an Acceptable User Agreement stating that they agree to the school's guidelines and give their consent for their children to use the Internet.

Radicalisation and Extremism

Safeguarding against radicalisation and extremism is part of schools existing Safeguarding Policy.

We understand that parental attitude can influence child behaviour and we have support structures in place to allow for non-confrontational supportive discussions with individual parents relating to any particular issues e.g Parents' Information Meeting on Keeping Children Safe on-line, Parents' Evening, Drop-Ins.

Staff and pupils are encouraged to use critical thinking with all online content and are taught these skills through the wider curriculum and Staff Training.

Staff, pupils and parents are involved in monitoring of online content e.g. school Blog Site



Staff and pupils know how to raise concerns and be sensitive in their own on-line conduct and discussion around radicalisation and extremism have been incorporated into the PSHE curriculum and provision for Fundamental British Values as appropriate.

All school policies will be reviewed on an on-going basis and Prevent actions included where considered appropriate.

School Website

At Moss Park Junior School we run a 'Blog site', (short for web log). This enables the Moss Park community (pupils, parents/ carers, staff, governors) to communicate and share thoughts and ideas about school life. Available on the website are school newsletters, holiday dates, the school prospectus, policy documents, year group information, as well as club and school council news. Details of forthcoming sports and events are also posted, as well as reports and photographs of activities. Links will also be provided to websites that have been approved by school for help with homework. Parents and carers are required to sign a permission form when their child starts at Moss Park Junior School so we are able to show photographs or videos of the child online. School does not display surnames of the children on the blog due for child protection reasons. All comments posted by anybody who visits the school blog are not made visible to the public until a member of the blog administration team has approved the comment.

All staff must be aware of any children that cannot have their picture published in the school's blog or Twitter site.

Security

To prevent computer viruses contaminating any system, a virus protection programme has been installed on the network and is updated regularly. Any USB pens new to the school network must be scanned before use to ensure they are free from any damaging content. Any items removed from school must be logged in the book in the office and signed both out on its removal and in on its return. The network and drives are also 'backed up' to an external drive, kept in the ICT suite, on a nightly basis. A weekly 'back up' also takes place to a different external hard drive. It is the responsibility of the school technician to ensure this system is running effectively.

Trouble Shooting

Should an error or fault arise that needs to be addressed, staff complete a 'ticket' and this is passed to the Office Manager, who will then inform the technician. This ticket logs the details of the problem and the urgency needed in addressing it. If it is not possible to fix the problem immediately then the machine should be switched off and the pupils directed to another activity or machine. If the Computing Lead or technician is not available or able to



rectify the situation quickly, the problem will be logged and the technician will deal with the situation during their fortnightly visit or through remote access to the network.