ICT POLICY
Kea C P School

Approved by:	Full Governors	Date: 05.02.24
Last reviewed on:	Autumn Term 2023	
Next review due by:	Spring Term 2027	

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Kea Community Primary School Computing and IT Policy

1) Introduction

The use of information and communication technology 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 Kea Community Primary School 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.

2) Aims

- Provide a relevant, challenging and enjoyable curriculum for IT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for IT and computing.
- Use IT 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 IT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use IT 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.
- Are responsible, competent, confident and creative users of information and communication technology.

3) Rationale

We believe that IT 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 to focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

4) Learning Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT in a range of contexts, including outdoor play. IT is not just about computers. Early years develop fine motor, co-ordination and language skills through opportunities to 'paint' on the whiteboard or programme a toy. Recording devices are also an effective tool for children to develop their communication skills. This is particularly useful for SEN children or children who have English as an additional language.

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 execute by following a sequence of instructions
- Write and test simple programs
- Use logical reasoning to predict and computing the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

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 predITed 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
- 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.

5) Resources and Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of IT and computing across the school.

To ensure IT can be delivered across the whole School, every classroom currently has access to the following set of IT equipment:
- A Teacher Laptop
- A Teacher iPad
- An Interactive whiteboard
- A class set of iPads (shared)
- An ICT suite (shared) with a desktop computer for each pupil.
- Use of individual laptops for SEND provision.

- Relevant and up-to-date apps on all devices.
- Programable devices (e.g. microbits, beebots)

Specific IT and computing skills are taught as and when required and children are given opportunities to apply these skills with our curriculum. Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a Teacher. ==A governor will be invited to take a particular interest in IT and computing in the school.==

6) Planning and Assessment

All teachers will follow the NCCE Teach Computing curriculum; long term, medium term and short term plans are readily available with supporting materials (such as teaching slides, videos, resources and assessment tools). Computing will be taught discreetly once a week in every class Year 1 – Year 6. Computing will also feature throughout the curriculum in all areas.

The NCCE Teach Computing curriculum identifies clear opportunities for the monitoring and record keeping of pupils' progress. Programmes of work include related tasks that assist the teacher to assess the pupils' progress and attainment in Computing. Differentiated assessment for pupils is provided as needed. Progress in Computing will be reported at least once a year and information about the use of ITs within the wider curriculum will inform the annual assessment.

7) Pupils with Special Educational Needs (see also SEN policy).

In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the IT and computing curriculum for some pupils. We teach IT and computing to all children, whatever their ability. IT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of IT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate IT and computing can be used to support SEN children on a one to one basis where children receive additional support. Apps such as word/number shark, star spell are also used to support SEN children.

8) The role of the coordinator
- The Computing Coordinator is responsible for producing an IT and computing development plan implementing the IT and computing policy across the school.
- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To lead staff training on new initiatives.
- Share management of IT budget
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have a passion for computing and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of IT in the school.
- To liaise with all members of staff on how to reach and improve on agreed targets.
- To help staff use assessment to inform future planning.

9) The Role of the IT Manager (ICT4)
- Monitor and replace broken equipment
- Resolve faults where possible.
- Maintain records of software licences and their deployment.
- Maintain and manage the network.
- Monitor and maintain licenses including anti-virus.
- Support school staff with in IT use.
- Support the IT coordinator in developing new IT resources and strategies.

- Ensure the smooth day to day running of the school WIFI and network.
- Ensure technologies are up to date and well maintained.

10) The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning IT and computing skills and using IT and computing across the curriculum. IT and computing should be used to support learning in other subjects as well as develop IT and computing skills.

Class teachers will:
- Plan and support the teaching and application of ICT across the curriculum.
- Follow the Teach Computing scheme for year group; adapt where possible to suit the needs of all pupils
- Use ICT effectively to support children with SEN.
- Report any faults to ICT4.
- Encourage the use of IT and computing skills at home though home-learning tasks, Class Dojo and through the school website.
- Support parents and children with e-safety and appropriate use of ICT at home.

11) Staff training

The IT and computing coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator. Teachers will be encouraged to use IT and computing to produce plans, repor, communications and teaching resources. Staff will receive instruction in the use of ICT as part of their induction and on-going support.

12) Health and Safety (see also Health and Safety Policy)

The school is aware of the health and safety issues involved in children's use of IT and computing. All fixed electrical appliances in school are tested by a LA contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months. 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 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.

- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- Safety guidelines in relation to IWBs will be displayed in the classrooms
- E-safety guidelines will be set out in the E-Safety Policy and Acceptable User Policy (AUP)
- Pupils should always be supervised when carrying, setting up and moving equipment.
- There should be adherence to general electrical safety (annual safety check, cables, shutting down etc). All equipment should be passed for use at the annual PAT test

All staff to have completed health and safety training regarding screen and ICT use. 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 IT Technician or head teacher who will arrange for repair or disposal.

13) Security

The School's IT manager ICT4 will be responsible for regularly updating anti-virus software. Use of IT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the school's Acceptable Use Policy (AUP). Parents will also be made aware of the AUP. All pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.

The agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all IT and computing areas.

In order to keep ICT equipment safe, all ICT equipment should be stored out of sight at the end of each day. The ICT suite should be locked at the end of the day. The class set of Ipads should be locked away when not in use**.**

Children are only able to access software that has been loaded by an authorised administrator.
All software loaded on school computer systems must have been agreed with the designated person (ICT4 technician).
Management systems can be accessed by authorised staff only.
All serial numbers and licences of ICT equipment are recorded in an inventory.
ICT equipment may only be disposed of with the permission of the headteacher.

14)The use of school owned equipment and software outside school and staff owned equipment in school

Staff may use school laptops, software and cameras, on school business, safely, appropriately and responsibly outside school without gaining permission.

Staff must gain permission from the headteacher to use any other ICT equipment at home.

Staff should not bring in their own ICT equipment without permission of the headteacher.

15) Data Protection

Kea School processes personal data about its pupils and is a "data controller" in respect of this for the purposes of the Data Protection Act 2018. It processes this data to:
- support its pupils' teaching and learning
- monitor and report on their progress
- provide appropriate pastoral care
- assess how well the school as a whole is doing.

This data includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time the school is required to pass on some of this data to local authorities, the Department for Education (DFE), and to agencies that are prescribed by law, such as, OFSTED. All these are data controllers in respect of the data they receive and are subject to the same legal constraints in how they deal with the data.

16) E-Safety

We accept the need to train pupils to be 'e-safe', responsible and confident to deal with associated issues in an appropriate manner and the need for robust acceptable use policies in place for staff, helpers and parents as necessary.

We believe that, in order to use information from the internet effectively, it is important for pupils to develop an understanding of the nature of the internet and the information available on it. In particular, they should know that, unlike the school library for example, most of the information on the internet is intended for an adult audience, much of the information on the internet is not properly audited/edited and most of it is copyright.

The school aims to ensure that use of the internet and email is safely and appropriately used through:
- Pupils in each class will be taught about e-safety and will be assessed for understanding against key objectives.
- Pupils will not be allowed to bring electronic games into school due to their potential to share

inappropriate information.

- Pupils will not access the internet without the supervision of staff. Pupils will be allowed to access the INTERNET during lesson times only and ***not at playtimes*** unless supervised by an adult.
- ICT4 filters information but staff are responsible for monitoring the information accessed by pupils.
- Teachers will ensure that pupils are aware of the need to validate information whenever possible before accepting it as true, and understand that this is even more important when considering information from the internet (as a non- moderated medium)
- When copying materials from the Web, pupils will be taught to observe copyright.
- Pupils will be made aware that the writer of an e-mail or the author of a web page may not be the person claimed.
- Cornwall Council provides restricted access to the Internet through the South West Grid for Learning to safeguard against pupils accessing offensive materials, but it is the responsibility of staff to supervise and monitor access at all times.
- Staff will check that the sites pre-selected for pupil use are appropriate to the age and maturity of pupils
- Staff will be particularly vigilant when pupils are undertaking their own research and will check that the children are following the agreed search plan. Children should not be asked to use search words unless staff have already checked it e.g. Prince Albert.
- The Headteacher will ensure that the policy is implemented effectively.

However, due to the international scale and linked nature of information available via the internet, it is not possible to guarantee that particular types of material will never appear on a computer screen. *Neither the school nor Cornwall Council can accept liability for the material accessed, or any consequences thereof.*

The most important element of our e-safety policy is that pupils will be taught to tell a member of staff **immediately** if they encounter any material that makes them feel uncomfortable.

If there is an incident in which a pupil is exposed to offensive or upsetting material the school will wish to respond to the situation quickly and on a number of levels. Responsibility for handing incidents involving children will be taken to the Headteacher by the pupil's class teacher. All the teaching staff will be made aware of the incident at a Staff Meeting if appropriate.

If one or more pupils discover (view) inappropriate material our first priority will be to give them appropriate support. The pupil's parents/carers will be informed and given an explanation of the course of action the school has taken. The school aims to work with parents/carers and pupils to resolve any issue.

If staff or pupils discover unsuitable sites, the IT support team and headteacher will be informed. The IT technician will report the URL (internet address) and content to the Internet Service Provider and the LA. If it is thought that the material is illegal, after consultation with ICT4 and the LA, the site will be referred to the Internet Watch Foundation and the police.

Pupils are expected to play their part in reducing the risk of viewing inappropriate material by obeying the 'Rules of Responsible Internet Use' which have been designed to help protect them from exposure to internet sites carrying offensive material. If pupils abuse the privileges of access to the internet or use of e-mail facilities by failing to follow the rules they have been taught or failing to follow the agreed search plan when given the privilege of undertaking their own internet search, then sanctions consistent with our School Behaviour Policy will be applied. This may involve informing the parents/carers. Teachers may also consider whether access to the internet may be denied for a period of time.