



COMPUTING AND DIGITAL LITERACY POLICY

Computing and Digital Literacy Policy for St Mary's C.E. School

**Approved by Curriculum and Standards Committee:
Date of next review:**

**February 2017
February 2020**

Computing and Digital Literacy Policy

1 RATIONALE

The value of ICT goes beyond the National Curriculum and offers advantages in developing children's social and personal development. Competence in ICT encourages self-confidence and opportunities for collaborative work. It enhances many social skills involving co-operation and sensitivity to others and provides a focal point to encourage home/school links. ICT promotes and enhances teaching and learning throughout all curriculum areas within the school, improving access to the curriculum. ICT provides essential means for some pupils, especially those with special educational needs, including sensory, physical or learning difficulties, to express their ideas and build on a positive self-image.

Computing (replacing ICT) will be a compulsory part of the national curriculum for schools in England at all key stages from September 2014. The curriculum will ensure primary school children have practical experience of designing and writing computer programs, and that they can understand the fundamental principles of computer science.

2 AIMS AND PURPOSES OF OUR CURRICULUM

At St Mary's we aim to provide a Computing and Digital Literacy curriculum that supports the overall aims of the school and develops knowledge, skills and understanding that will enable children to respond to the demands of a rapidly changing society.

Children from the age of 5 will be taught what algorithms are and how they are used in digital devices - they will also learn how to write and test simple programs and to organise, manipulate and store digital content. In Key Stage 2, pupils will be taught to understand computer networks including the internet, and how they can provide a range of services, such as the worldwide web.

As a school, we recognise that future jobs will require excellent digital skills, so improving Digital Literacy (by which we mean those capabilities essential for living, learning and working in a digital society) is a key component for developing effective and employable learners. Elements of Digital Literacy feature in the new Computing curriculum and we will ensure our offer is a balance of Computing and Digital Literacy.

3 CURRICULUM

See Appendix 1 for the official Computing programmes of study in key stages 1 and 2. We use the Switched on ICT schemes of work throughout the school – Appendix 2 shows how this meets the requirements of the new Computing curriculum.

ICT is used across the curriculum as well as being taught as a specific skill. Classroom PCs are used continuously and our up to date Computer Rooms on all sites are timetabled throughout the school.

Teachers are expected to employ a range of strategies and to use their professional judgement to decide which are appropriate administration techniques for each pupil.

They are also expected to intervene as appropriate to reinforce an idea, teach a new point, challenge and extend pupils' knowledge and understanding of their activity.

4 MANAGEMENT AND ORGANISATION

Each member of staff is responsible for planning, implementing and assessing Computing and Digital Literacy for their own class, but help may be sought from the Computing co-ordinator. The Computing and Digital Literacy curriculum is carefully developed, monitored and evaluated by the class teachers and the Computing co-ordinator.

Classroom management ensures that there are opportunities for all children to develop their Computing and Digital Literacy capability on the classroom PCs and Chromebooks as well as during lessons that take place in the Computer Rooms.

Staff at all levels receive appropriate training to extend their confidence in the use of a wide range of applications of Computing and Digital Literacy and in new and exciting equipment.

The Computing co-ordinator is responsible for:

- Writing and updating the school's Computing and Digital Literacy policy
- Ensuring consistent implementation of the policy
- Ensuring that class teachers undertake assessment and recording of each pupil's progress
- Organising resources to support Computing and Digital Literacy
- Ensuring all staff have access to ICT facilities
- Identifying what Computing and Digital Literacy support is needed by individual staff
- Assisting staff to incorporate Computing and Digital Literacy into their planning and lessons
- Arranging in-service training and support
- Monitoring and reviewing Computing and Digital Literacy practice and provision
- Involving staff in the review and development of Computing and Digital Literacy
- Keeping up to date with the relevant use of Computing and Digital Literacy in schools
- Liaising with LA advisory staff and other agencies
- Liaising with PFI technicians to keep maintenance running smoothly and efficiently
- Liaising with other schools.

The class teacher is responsible for:

- Developing the pupil's Computing and Digital Literacy capabilities in accordance with the school's policy, ensuring that each pupil has equal access to Computing and Digital Literacy resources
- Monitoring and evaluating each pupil's Computing and Digital Literacy experiences
- Determining the next stage in each pupil's use of Computing and Digital Literacy, ensuring continuity and rigour

- Keeping records of pupils' Computing and Digital Literacy achievements and assessing each pupil's attainment
- Developing their own capabilities to support teaching and learning.

Before every lesson the class teacher will remind children about how to use the Internet safely and refer to the poster on display. They will monitor and report e-safety incidents in line with the AUP (Acceptable Use Policy).

All children have signed a class contract which falls into line with LGFL's safe use policy and e-safety on a more general level.

Teaching assistants and other adults, other than teachers, are responsible for working closely with the class teacher to ensure pupils develop their Computing and Digital Literacy capabilities while developing their own skills in teaching and learning.

5 EQUAL OPPORTUNITIES

We operate within a whole school equal opportunities policy. All children, regardless of race, gender, background or ability are entitled to equal access to develop their Computing and Digital Literacy capability.

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

The medium term planning should consist of a range of outcomes that accommodate the least and most able. A log is kept of the pupils' time on classroom PCs and priority is given for extra use to those who do not have access to a computer at home.

The Special Educational Needs *Code of Practice* recognises the importance of Computing and Digital Literacy in supporting learners with SEN. Therefore, there are specific Computing and Digital Literacy opportunities to support children with SEN.

The new computer desks allow for wheelchair access.

6 HEALTH AND SAFETY

We follow the local authority advice on health and safety. This is outlined in the school's health and safety document.

Class teachers are responsible for checking that there are no obvious breaches in health and safety. We ensure that all monitors are appropriately placed, that chairs are of an appropriate height and that work surfaces are sufficiently large with no trailing leads or wires.

We make sure that children only spend between 45 minutes and an hour at the screen, without getting up or having a short break. Children are encouraged to sit upright with hands on the keyboard and discouraged from sitting too close to the monitor.

All our equipment is given an annual check by the electrical testing officer to ensure its safety.

7 RESOURCES AND SOFTWARE

All classrooms are equipped with at least two networked PCs. They are running on Windows XP Professional with the latest Office software. All sites have Computer Rooms. The junior site consists of 16 PCs. The infant site has 16 PCs. The middle site has 16 PCs. There are several digital cameras in use. The middle site also facilitates a portable suite of 15 laptops. These are all connected through a wireless network that links to our whole school network. The school has both colour and black and white printers on all sites, but a print management system has been put in place to reduce the amount of money spent on unnecessary printing. The middle site has 15 ipads for use in the classroom. The junior site has 128 Chromebooks, 16 in each class in storage units that are kept in each room. The reception teachers have 3 Ipads minis which are used to assess children's competencies throughout the year.

Each classroom is also equipped with an interactive whiteboard and all our ICT equipment runs on our own network and therefore can be shared throughout the school.

Staff have received training by the co-ordinator and other agencies where required on the new hardware and software that is available to them. Staff training will be a continuous programme for relevant issues.

The Computing co-ordinator regularly reviews new software as appropriate. Our aim when buying new software is to:

- cover the breadth of the curriculum fully
- ensure all schemes of work are fully resourced with software suitable for the skills of the children
- ensure each age group has a wide selection of cross-curricular programmes which support the National Curriculum
- ensure all software is used progressively through the school.

Subject co-ordinators have the responsibility for advising where a particular program is appropriate within their subject area and the SENCO seeks advice on specific programmes that would be beneficial to support special educational needs.

There is no re-refresh of hardware element included in the current maintenance contract in the school. As such, all new purchases are being managed by the school's business manager as and when hardware needs replacing. This lack of funding will present significant challenges in the medium to long term.

8 ASSESSMENT

At St Mary's we aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

Computing and Digital Literacy assessment is part of the school's non-core assessment and is the responsibility of the class teacher. The class teachers use the main objectives indicated in the National Curriculum. They will keep records electronically and on paper. Pupils know whether they have achieved the objectives through success criteria. A formal written comment is made by the class teacher on each pupil in their annual report, focusing on specific Computing and Digital Literacy skills. Each pupil collects a range of example pieces in an electronic folder.

9 PROFESSIONAL DEVELOPMENT

Computing and Digital Literacy is a basic core skill for teachers so that they can develop pupils' capabilities. Ongoing and informal training is given by the Computing Coordinator and other expert staff from the borough or outside agencies. Staff are encouraged to discuss any curriculum difficulties with the co-ordinator.

10 TECHNICAL SUPPORT

If teachers find a basic fault with their computers or any ICT equipment, they first undertake basic checks themselves, if possible, before referring the problem to the Computing Coordinator who in turn refers it to the PFI helpdesk if it cannot be solved.

St. Mary's is contracted to Gaia Technologies for maintenance support and technical advice. When a problem occurs, the co-ordinator or school business manager contacts Gaia I via email and an e-ticket is generated for the job to be completed. Gaia respond to the complaint within a published time limit, dependent on the nature of the problem itself.

11 ACCESS TO THE INTERNET

More information about our Internet access can be found in our separate Acceptable Use Policy.

12 VISIONS FOR FUTURE DEVELOPMENTS

There is no re-refresh of hardware element included in the current maintenance contract in the school. As such, all new purchases are being managed by the school's business manager as and when hardware needs replacing. This makes new projects difficult to start as there is no funding available for new projects as all finance is directed towards replacing existing hardware when it is obsolete.

- Purchase of new software and their licences to accompany growing developments and schemes of work.
- Continual training and updating materials on interactive whiteboards.

- Further use of the school blogs website to communicate effectively within both the school and to the wider community
- Further implementing the Chromebooks at the junior site.