



Introduction

ICT (**Information and Communications Technology** - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, mobile phones and cameras. The term computer relates to an actual computer device such as a desktop, iPad or laptop. 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 Queensway 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.

We believe that Information Communication Technology (ICT) and computing is central to the education of all children and we aim to give each pupil the opportunities to develop and apply their capability to the fullest degree.

We will ensure all ICT equipment have the appropriate filters and monitoring systems, so that no child can access harmful content via the school's IT systems and concerns can be spotted quickly. Teaching staff will be required to ensure that they teach the pupils about safeguarding, including online. Our filters and Firewalls are continuously monitored by 123ICT, our ICT management/support company.

Aims

At Queensway we aim to:

- Ensure all staff and pupils are confident, competent and independent users of ICT
- Use ICT where appropriate to ensure pupils are motivated, challenged and inspired in all areas of the curriculum
- Develop pupils ability to use ICT appropriately and choose software suitable for a particular task
- Develop pupils understanding of how to use technology safely and responsibly
- Provide continuity and progression in ICT skills which will serve them for later in life.
- Meet the requirements of the National Curriculum fully and help all pupils achieve the highest possible standards of achievement
- Use ICT as a form of communication with parents, pupils and the wider community

National Curriculum Aims

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.

Roles and Responsibilities

It is classroom teacher's responsibility to plan and teach computing in accordance to the National Curriculum and to use ICT within their class. They will also assist in the monitoring of pupil progress in Computing and ICT.

Teachers must respond to, and report, any e-safety or cyber bullying issues that they encounter within or out of school in accordance with e-safety and safeguarding procedures.

The school is corporately responsible for ensuring that copyright regulations are not infringed.

The ICT leader is responsible for monitoring teaching and learning in computing and to facilitate the use of ICT by updating the policy and scheme of work, co-ordinating and/or providing INSET and identifying the need to update resources.

The ICT leader and ICT technician will also offer advice on and demonstrate new developments and initiatives as well as appropriate software when requested or appropriate. They will liaise with other curriculum co-ordinators to ensure effective use of ICT in their areas and keep abreast of new software.

ICT and Computing in the National Curriculum

ICT and computing will be taught across the curriculum and wherever possible, integrated into other subjects. There may be a need for stand-alone ICT sessions to teach skills that can then be applied in the cross-curricular sessions.

At Queensway we realise that typing is an important life skill. Typing will be taught throughout Key Stages 1 and 2 to ensure all children leave Queensway School at the end of KS2 as competent typists. The typing progression of skills document clearly sets out the expectations for each year group.

Foundation Stage

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. ICT falls within the 'Understanding of the world' strand; 'Technology'.

- Children gain confidence, control and language skills through opportunities to engage in their lessons through the use of the interactive whiteboard
- Use ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Key Stage One

By the end of key stage 1 pupils will have been 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
- Recognise common uses of information technology beyond school.

Key Stage Two

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
- 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.
- Stay safe online and when using a variety of digital media, know what to do if they feel unsafe, recognise that bullying occurs online and know how to report it if they experience it or believe someone else is a victim.

Equal Opportunities in Computing and ICT

Throughout the planning and teaching stages, we ensure that the computing curriculum is available to all pupils, with equal and appropriate access regardless of faith, ability or need.

SEND

The school recognises the advantages of the use of ICT by pupils with special educational needs. Outcomes on pupil profiles are supported through the use of specific programs and hardware.

Assessment

ICT will be assessed using formative assessment. Formative assessment will happen during computing lessons and will be used to inform future planning. Medium Term Plans will be annotated to reflect this assessment. Differentiation in set tasks, as well as the outcome from pupils will enable the teacher to assess whether a pupil needs extra time to consolidate skills or whether the pupil is ready to acquire more.

Internet

The internet may be accessed by staff and by children throughout their hours in school. We ask as a school that staff are vigilant as to the sites children are accessing and children should not be using the internet unattended.

Internet access is planned to enrich and extend learning activities and is part of the curriculum. When the Internet is being used, then the School's Internet Safety Policy will always be strictly adhered to.

Review

This policy will be reviewed bi-annually by the Head Teacher and the Pupil Outcome Committee.

Chair of Pupil outcomesDate

Head TeacherDate