



**'BE THE BEST YOU CAN BE!'**

# COMPUTING and ICT Policy

**Lead person responsible:**

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Please note that the version of this document contained within the **Policy Folder on our school network** is the only version that is maintained.

Any printed copies or PDF versions should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.

## **Rationale**

Information and Communication Technology (ICT) is changing the lives of everyone. Through the teaching of Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. ICT and Computing skills are a major factor in enabling children to become successful learners, confident individuals, responsible citizens and effective contributors.

## **Aims**

Our aim is to equip children with the skills necessary to use technology responsibly and confidently ensuring that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- 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 and can apply these skills and knowledge in other curricular areas.

## **Teaching and Learning style**

The teaching style that we adopt is as active and practical as possible. While pupils are given direct instruction on how to use hardware or software we also encourage the trial and error approach to develop skills in problem solving and resilience.

The main emphasis of our teaching in computing is for individuals or groups of children to use technology to help them in whatever they are trying to study.

We encourage the pupils to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to ICT equipment at home, while others do not.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting common tasks which are open-ended and can have a variety of responses;

- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child
- using classroom assistants to support the work of individual children or groups of children.

## **Roe Green Junior School's Computing Curriculum Framework**

We offer opportunities for children of all abilities to develop their skills and knowledge in each unit of work building on progression so that the children are increasingly challenged as they move up through the school. The units are planned to build upon prior learning. Each unit has learning objectives and curriculum links, software and resource suggestions, e-safety guidance, advice on how to prepare, core steps in running the task and assessment guidance.

Computing at Roe Green Junior School should be cross-curricular wherever possible and integrated into other relevant curriculum areas of study: Literacy, Numeracy, Science, Humanities (History, Geography and RE), Personal, Social and Health Education (PSHE) and Citizenship, Art and Design and Technology.

### **Computing Curriculum planning**

- The long term plan maps the Computing units that the pupils study each term in each year group. The yearly Computing plan is part of the curriculum whole school overview, it shows how teaching units are distributed across the year groups, and how these fit together to ensure progression of knowledge and skills.
- Short term plans are completed on the template saved on the shared area. The main teaching activities and resources are adapted when necessary to fit our school community.

### **Computing Representatives**

At the beginning of Term 1 each year group will nominate a person to be the Year Group Computing Representative. To maintain focus, the Computing representative will liaise with the Computing leader to ensure their year group is familiarised with the school's hardware and software and maintains short term planning which covers all the Computing learning intentions.

### **Teaching Computing to children with special needs**

Computing forms part of our school curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances, the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

When planning work in Computing, we take into account the targets in the children's Individual Support Plans (ISPs).

### **Teaching Computing to children with English as an additional language**

Staff are committed to raising the achievement of all pupils at RGJS and are aware that the development of computing skills can have a positive effect on student attainment. Staff use of ICT aims to promote inclusion and reflect cultural and linguistic diversity in all areas of learning.

### **Assessment and recording**

The assessment and recording of Computing is based on a three-step process:

- Class teachers annotate their Computing lesson plans after each lesson to assist in planning for the next lesson and inform end of unit assessment.
- Class teachers assess each pupil when a unit is completed. They use their annotations to assess at which level the pupil is best placed against assessment criteria, according to their achievement throughout the Computing subject. Assessment data should be entered into the relevant spreadsheet found in RMStaff > Assessment > Pupil Progress All Subjects.

### **Monitoring and review**

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the SLT and the Computing leader.

The Computing leader is also responsible for supporting colleagues in the teaching of Computing, for keeping them informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

The Computing leader will liaise with the Computing Representatives when reviewing samples of the children's work, short term planning and computing assessment spreadsheets.

The Computing leader will also visit classes to observe the teaching of Computing and meet with groups of pupils to assess their knowledge and skills.

### **Access to ICT**

There are a range of ICT resources available to staff to support the teaching and learning of Computing and the wider curriculum, including:

- iPads and iPods
- laptops and desktop PCs
- visualiser
- smartboards

- ICT accessories, including but not limited to, microphones, cameras, coding toys and gadgets

All staff have access to printing, copying and scanning via a pin code monitoring system. New staff are issued with their personal pin code at the beginning of the year. The monitoring system is connected to the Curriculum and SIMS Servers.

All computers (desktops, laptops and iPads) have access to the internet and the use of the internet is applicable to the E-Safety policy. It is advised that search engines should be used with pupils.

All permanent staff have access to a staff email account for communication and correspondence. **This way of communication is advised rather than paper.**

All staff will be given a personal username and password. This must NOT be shared with pupils as it would give pupils access to the staff area on the network. Pupils should use the class username and password for access to the shared area and internet.

### **RGJS Website**

The school website can be accessed through at [www.rgjs.brent.sch.uk](http://www.rgjs.brent.sch.uk) and can be viewed by the general public. The website is not interactive; it is used to inform parents / carers and perspective parents / carers about the school.

### **School Ping**

School Ping is used to communicate outward letters and messages to staff and parents. This system is used centrally by members of SLT, admin team and the IT team.

### **RGJS Twitter Feed**

The school Twitter site is used to promote all the positive work that is happening at Roe Green Junior School to parents and the wider community. The ability to create and edit content on the RGJS Twitter account is limited to SLT and designated year group staff members. Content uploaded/ pages followed through the RGJS Twitter should be strictly related to school and education news. The RGJS Twitter page will be promoted to parents via the school website and termly newsletters. Class teachers can also inform their class when the children/ their work will be appearing on the feed to encourage children to go and look at it with their parents. Current permissions from parents about use of photos for the school website are transferrable to cover use of photos on the school Twitter account.

### **ICT Support and Maintenance**

Information and Communication Technology at RGJS is the responsibility of the Computing leader. However, the Network Manager and Network Manager Support are the first point of call for technical support and maintenance.

Network Manager – Manages the schools network and troubleshoots any software or hardware problems. He is employed 5 days a week.

Network Manager Support – Supports the Network Manager in maintaining the network and troubleshooting software and hardware problems. He is employed 1 day a week; on a Wednesday.

Any technical problems should be recorded in the Network Manager's blue book on his desk in the resource room. Any problems with the laptops should be recorded on the maintenance sheet kept on top of the relevant trolley.

### **The Role of the Computing leader**

- Highlight areas for the development of ICT and Computing within the School Action Plan
- Co-ordinate the purchase, maintenance and recycling of equipment
- Ensure that all equipment is safe to use
- Review INSET needs of all staff and provide suitable training opportunities
- Disseminate relevant information from relevant sources
- Keep up to date with developments and new technologies
- Monitor the scheme of work, ensuring a whole school approach to the planning, recording and assessment of Computing
- Ensure the successful implementation of the ICT family of policies throughout the school
- Review and update ICT family of policies as required

### **Management Information System**

Currently the MIS admin network is kept separate from Curriculum network. Capita provide support and training for the MIS.

### **Health and Safety**

All pupils and staff will be made aware of the hazards of using electronic and electrical equipment and appropriate checks made where necessary.

**Please refer to the school's e-Safety policy.**

This policy should be read in conjunction with the school's e-Safety policy and Social Media policy.