

Elmwood Infant and Nursery School

Computing Policy



Updated Summer 2016

Article 29 'Education must develop every child's personality, talents and abilities to the full'



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Introduction

This document is a statement of the aims, principles and strategies for the use of Information and Communications Technology at Elmwood Infant School.

What is Information and Communications Technology?

Information and Communication Technology plays an increasingly significant role in society. It is therefore vital that our young learners are equipped to utilise technology in order to enhance their development as they become confident individuals, successful learners, responsible citizens, effective contributors and facilitate the process of lifelong learning. ICT is more than 'computers' as it embraces peripherals such as cameras, scanners, projectors, iPads, white boards, control equipment and programmable toys.

Rationale

Why should our pupils learn about Information and Communications Technology?

- children need to develop a variety of ICT skills which allow them to harness the power of technology and use it both purposefully and appropriately.
- it motivates the pupil because it is fun;
- ICT takes the laborious routine out of some text and information tasks, thus releasing the constraints on a pupil's creativity;
- pupils need to recognise the power of ICT in the world around them;
- it can enhance the learning process across the curriculum and supports co-operative-learning, active learning, collaboration and group work
- ICT enables pupils to undertake activities which would be difficult to pursue in any other way.

Aims

Our aims in using information technology are:

- children will experience technology within practice to support them to think more creatively and critically;
- children will use ICT to encourage collaboration;
- children will be enabled to integrate ICT with structured play in the nursery and reception;
- staff and pupils recognise that ICT affects the way in which people live and work;
- staff will provide appropriate ICT learning opportunities which will embrace the 'creative' curriculum.
- all staff will be encouraged to develop confidence and competence in utilising ICT resources;

- staff can select and use ICT appropriate to the task;
- parents will be involved in ICT through the encouragement of accessing the school website.
- to teach pupils to use computing skills to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.
- to teach computing skills as part of a broad and balanced curriculum relevant to the age and interests of the children.
- to raise standards through the use of computing.
- to enable the pupils to gain access to ideas and experiences to support their learning across the curriculum.
- to equip the pupils to make informed judgements about when and where to use computing effectively.
- to make children aware of age appropriate e-safety issues and ensure that all pupils and staff follow the guidelines for acceptable internet usage.
- to ensure software is planned and progressive for teaching computing skills and for cross-curricular support.
- to ensure maximum use is made of hardware by careful timetabling of resources.

Management (Key Personnel)

The key roles of the ICT co-ordinator are to:

- take the lead in policy and skill development and the application of ICT to enhance learning across the curriculum to ensure progression and continuity in pupils' experiences of ICT throughout the school;
- support colleagues in the development of detailed planning, its implementation and in assessment and record keeping activities;
- monitor progress in ICT and advise the Head Teacher on action needed;
- take responsibility for the purchase and organisation of central resources for ICT, in consultation with staff;
- provide technical support to colleagues in their use of ICT in teaching and learning;
- take appropriate steps to keep up-to-date with developments in this rapidly changing field;

The technician will undertake the following duties:

- Create network shares and manage access rights and monitor systems log.
- Install new software, hardware, peripherals, upgrades and components.
- Secure, security code and ensure the safe set up of new equipment.
- Set up equipment such as laptops, data projectors, interactive whiteboards, sound systems and other specialist ICT equipment, ensuring that systems are ready for use and operating correctly.
- Install new software, hardware, peripherals, upgrades and components
- Deliver hardware and resources to work areas and classrooms as required.

The class teacher has responsibility for:

- planning, teaching and assessment of ICT skills.
- ensuring opportunities are provided to embed ICT across all curricular areas and utilise it to enhance learning and teaching;
- ensuring ICT is used for administrative tasks e.g. preparation/monitoring of IEPs and reports
- the recognition of data protection, computer misuse and copyright legislation within their own classroom setting.

Principles for the use of Information and Communications Technology

Information and Communications Technology is important because:

- its use is widespread in the modern technological world and likely to continue to grow;
- it is an important medium for learning and study at all educational levels.
- Information and Communications Technology is also recognised as being interdisciplinary.

Information technology is not taught as a discreet subject but is seen as a tool to be used as appropriate throughout the curriculum to support and enrich children's learning. ICT experiences and outcomes are integrated throughout the school.

Access to Information Technology

All pupils must have hands-on experience when working in pairs or small groups. This includes work with floor robots, remote control devices, digital cameras and microscopes etc. as well as classroom computers and the Computer suite.

Particular attention must be paid to the grouping of boys and girls so that all pupils develop confidence.

Adequate space must be available for left handed children when working on computers. As pupils progress through the school they are given increasing control of their use of ICT, gaining independence as they use the appropriate ICT tool to complete any given activity, and in their choice of software required.

Pupils with SEN have the same ICT entitlement as all other pupils and are offered the same ICT learning opportunities. However, particular applications of ICT may be used for pupils with difficulties in learning, who need to be motivated to practise basic skills regularly and intensively, and thus benefit from the use of programs in which skills practice is set within the context of a motivating game

Pupils of high ability (able learners) may be extended through the use of programs which offer challenge and opportunities for investigation.

Strategies for the Use of Resources

Elmwood Infant School does not have an ICT Suite. Instead our approach is make use of 30 laptops housed in two mobile trolleys. A timetable is in place to ensure equality of access for each class to the laptops. This is reviewed and revised regularly. I-Pads are not currently timetabled and are available for use with a small group during morning work or as an activity or for use with the whole class. If the whole trolley of iPads are to be used at once, please indicate that they will be used on the staff communication board in the staff room. ICT is incredibly important and therefore should have high status and a budget sufficient to allow for updating and renewing of equipment.

- Each class has a digital camera
- There are two video cameras available in the ICT cupboard in the workroom
- All teachers have a laptop and IWB in each classroom
- Each class has a stereo which can be used as a listening centre
- Beebots are held centrally in the year 2 practical area
- Beebot mats are in the stockroom

- Talking pegs and talking blocks are in the ICT cupboard in the workroom

The ICT coordinator holds spare batteries and headphones.

Staff and Pupils Using ICT

Staff are encouraged to use computers in school in order to prepare resources or to develop personal competence and confidence in the use of ICT. Each staff member has their own email account and are strongly encouraged to regularly check and respond to emails on a daily basis. All correspondence related to children need to be sent through a staff mail account. In the Nursery and Reception all staff use i-pads to access 2 Simple 'To build a profile' to add photographs and notes which are then printed off and added to the Learning Journals.

Curriculum

We teach ICT in the Early Years as an integral part of the topic work covered during the year. We relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers in a variety of ways.

At KS1 ICT is used cross-curricular to support learning in all subjects as well as explicit skills being taught which include:

Year One	Year Two
Following and recording instructions, including spotting and correcting mistakes (debugging)	Recording instructions and solving problems. Using programmable language.
Use of video camera/i-pad to record.	Understanding how games work Finding and changing codes for a computer game in scratch.
Creating pictures using paint programmes, including copying images and saving work.	Taking photographs, editing and choosing best picture.
Creating storybooks – copying or creating pictures to use in own work.	Researching – using the internet and presenting information.
Recording sound and using sound effects to create own talking book.	Email – writing and replying.
Creating cards using images and editing words to make work better.	Creating charts and tables to present information.

Beyond the Classroom

ICT is used in supporting extra-curricular activities such as in the use of digital cameras/i-pads to record visits outside of school. There are also links to suitable educational websites on the school website, these also include paid for content and the children have been given usernames and passwords as well as detailed information on how to access.

Strategies for Ensuring Progress and Continuity

Planning for the use and improvement of Information and Communications Technology is a process in which all teachers are involved, wherein:

- suggestions for ICT activities integrated with the curriculum are developed by the ICT coordinators in collaboration with all colleagues;
- training is offered within Elmwood Infant School according to the ICT coordinator's action plan and the School's Improvement Plan and relevant quality assurance, in addition to the individual needs of staff members.

Assessment

Formative assessment is used to guide the progress of individual pupils in their use of ICT. It involves working in tandem with children to identify their progress, determining what has been learned and what therefore should be the next steps in learning. Formative assessment is mostly carried out informally by teachers.

Strategies for Recording and Reporting

Reporting to parents is undertaken through interviews, and annually through a written report. Reporting on ICT use will focus on each child's ability to use a computer with confidence and competence across a variety of applications and in a range of contexts with reference to the national curriculum.

Health, Safety and ICT

To maintain and protect hardware and software and ensure the safety of pupils.

- Computer systems must not be placed in direct sunlight, near radiators or chalk boards.
- Electric plugs must not be near any water sources.
- Wires must not be trailing.
- All computers are to be switched on and off (at the plug) by an adult.
- Pupils should not work on the computer for excessively long periods.
- All pupils should sit directly in front of the screen on the correct size chair to ensure the correct posture and in order that two hands can be used on the keyboard.
- Data projectors are ceiling mounted to minimise the risk of eye injury from staring into the projector beam.
- Children are supervised at all times when using Interactive White Boards.
- Computer systems should not be placed near magnets, radiators or have trailing wires which can be tripped over.
- Staff and pupils will demonstrate an appropriate respect for equipment thereby being appropriate role models to ensure bad habits are not embedded at an early age.
- Where possible consider the use of mini mice for pre-school children.
- All PCs, laptops and netbooks should be turned off at the end of the school day.
- Staff mobile phones should be switched off during school hours. No photographs or video footage of children should be taken on staff's mobile phones. Staff should not give out their personal mobile phone numbers to parents or children..

E- Safety and Internet access

The Internet is an essential element in 21st century life for education, business and social interaction. Internet use is a part of the statutory curriculum and as such the school has a duty to provide students with quality Internet access as part of their learning experience.

The benefits of Internet usage include:

- Access to a wide variety of educational resources
- Developing key skills
- Rapid and cost effective worldwide communication
- Gaining an understanding of people and cultures around the globe

- Staff professional development through access to new curriculum materials, experts' knowledge and practice
- Exchange of curriculum and administration data with LA / DFE
- Social and leisure use

E-safety is the responsibility of all staff. The e-safety message should be taught through all subjects to ensure the children have frequent and reminders about staying safe online. The school believes that the benefits of access to the resources, and related technologies, of the Internet far exceed potential disadvantages. The responsibility for setting and conveying the standards that children are expected to follow, when using media and information resources, is one that the school shares with parents and guardians. The school will provide information to assist parents in providing safe access. No filtering system is 100% secure but our policies and procedures are in place to ensure maximum support for safe access to the Internet.

Pupils' access to the Internet

- All staff will review and evaluate resources available on web sites appropriate to the age range (3 – 7) and ability of the pupils being taught, prior to use with children.
- The school uses a 'filtered and monitored' Internet service, which minimises the chances of children encountering undesirable materials. The provider is the London Grid for Learning. (<http://www.lgfl.org.uk/>)
- Children's internet usage is always supervised by a responsible adult.
- Parents are made aware of these guidelines and asked to discuss them with their children. They are required annually to confirm that their child can use the Internet for educational purposes in school.

Legislation

Access to web sites will be filtered by Lgfl and locally by the school and parents must agree to the Acceptable Use Policy

Trouble Shooting

When a fault occurs on a system in the software or the hardware, staff will write the fault in the log book which the technician checks when he comes into school in the afternoon

School Website

The website exists to celebrate good work, promote the school and provide links to other useful sites for supporting learning at home. It also provides information to parents about the curriculum, staffing, diary dates and other key documents. Images of children on the website will have no names attached. For safeguarding reasons, all parents are required confirm at the point of their child joining the school whether or not images of their child/ren can be used.

Quality Assurance

The Management Team is responsible for monitoring ICT in the school. Any school development of ICT is documented within the School Improvement Plan, which addresses the priorities for ICT within the school and also takes account of CPD opportunities required by staff. The results of audits will be used to inform and substantiate developments.