



# Computing and ICT Policy

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Computing and ICT Policy  
Version 1  
14 April 2016

## 1. Introduction

- 1.1. 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, and digital cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information.
- 1.2. At St. George's 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. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.
- 1.3. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

## 2. Aims

- Provide a relevant, challenging and enjoyable curriculum for I.C.T and computing for all pupils.
- Use I.C.T 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 I.C.T and computing throughout their later life.
- To enhance learning in other areas of the curriculum using I.C.T and computing.
- To develop the understanding of how to use I.C.T and computing safely and responsibly.
- To understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To become responsible, competent, confident and creative users of information and communication technology.

### **3. Computing and I.C.T Planning**

#### *Early years*

- 3.1. It is important in the foundation stage to give children a broad, play-based experience of I.C.T in a range of contexts, including outdoor play. I.C.T is not just about computers. Early years learning environments should feature I.C.T scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to ‘paint’ on the whiteboard or programme a toy. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

#### *Key Stage 1*

- 3.2. By the end of key stage 1 our expectations are that pupils:
- 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*

- 3.3. By the end of key stage 2 our expectations are that pupils:
- 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.

## **4. Special Educational Needs**

- 4.1. At St. George's School we ensure that all children have access to the Computing and I.C.T curriculum whatever their ability or individual need. We plan differentiated lessons which allow the curriculum to be tailored to the needs of the individual. This is achieved by setting tasks of increasing difficulty; children may be grouped and set tasks suitable to their ability or a classroom assistant may be used to support an individual or group.

## **5. High Potential Learners**

- 5.1. It is fundamental to the ethos at St. George's School that

each child is seen as an individual and that we ensure opportunities are given to develop talents in a particular area. We aim to provide opportunities and experiences to further develop those children seen as high potential learners in I.C.T and enrichment activities are incorporated within their learning wherever possible.

## **6. Resources**

6.1. 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 I.C.T and computing across the school. Teachers are required to inform the I.C.T and computing leader of any faults as soon as they are noticed. Resources if not classroom based are located in the store room. I.C.T and computing network infrastructure and equipment has been sited so that:

- Every classroom from nursery to Year 6 has access to at least 1 laptop or Ipad connected to the school network.
- One classroom has an interactive whiteboard with sound and internet facilities.
- One classroom has a smart television and Ipad connections.
- There are a class set of Ipads which are readily available for classroom use.
- Each class from Year 1 – Year 6 has an allocated slot across the week for teaching of specific I.C.T and computing skills.
- The laptops and Ipads are available for use throughout the day so can they can be used in any lesson. A booking form is placed in the staffroom for this.
- The school has an I.C.T and computing advisor who is in school one day a week and available by email throughout the week.

## **7. Health and safety**

7.1. The school is aware of the health and safety issues involved

in children's use of I.C.T and computing. All electrical appliances in school are tested accordingly. 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. 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 I.C.T co-ordinator or head teacher who will arrange for repair or disposal.

## **8. Monitoring and Review**

- 8.1. This policy will be monitored by the Deputy Head Teacher and reviewed yearly.

**14 April 2016**  
**Stuart Compton, Deputy Head Teacher**