1 Aims

1.1 ICT has become part of the way we all work and entertain ourselves. Almost everything we do at school now involves the use of ICT:
· Online lesson research, teaching plans and resource materials;
· Lesson delivery via overhead projector, data projector or interactive whiteboard;
· Communication by email and fax;
· Document distribution and storage;
· Assessment information analysis;
· Production and editing of reports and IEPs.

1.2 Through teaching computing we equip children to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

1.3 The objectives of teaching computing are to enable children:
· To develop ICT capability in finding, selecting and using information; e.g., searching the Internet or databases.
· To use ICT for effective and appropriate communication; e.g., Word processing, publishing and presentations.
· To monitor and control events, both real and imaginary; e.g., control, sensing and Roamer.
· To program using a variety of programming software & languages.
· To apply their ICT skills and knowledge to their learning in other areas; cross curricular links.
· To explore their attitudes towards ICT and its value to them and society in general.

E.g., to learn about issues of security and personal safety, confidentiality and accuracy.

2 Teaching and learning style

2.1 In order to equip children with the technological skill to become independent learners, the teaching style that we adopt is as active and practical as possible. We use direct instruction on how to use hardware or software to ensure acquisition of skills; and combine this with cross-curricular opportunities to allow individuals or groups of children to use ICT to help them progress in whatever they are studying.

2.2 We recognise that all classes have children with a wide range of 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 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;
Information and Communication Technology (ICT) Policy
· using classroom assistants to support the work of individual children or groups of children.

3 Computing curriculum planning
3.1 The school uses the scheme of work for computing formulated by the Knowsley CLC.
3.2 The topics studied in ICT are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.
3.5 Parents are able to give their authorisation if their child cannot use the Internet, either in guided or in independent school work. The parents are however assured that their child’s use of the Internet at school is always supervised. A record of those children who do not have permission to use the Internet at school is held by each class teacher and by the school office.

4 The Foundation Stage
4.1 We teach Computing in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Computing 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, a digital camera and a floor robot. Then, during the year, they gain confidence and start using the computer to find out information and to communicate in a variety of ways.

5 The contribution of computing to teaching in other curriculum areas
5.1 The teaching of computing contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are
not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. E.g., graphics work links in closely with work in topics, and work using spreadsheets or databases supports work in mathematics, while the Internet proves very useful for research in humanities and science subjects. ICT enables children to present their information and conclusions in the most appropriate way.

5.2 Literacy
Computing is a major contributor to the teaching of literacy. Children’s reading development is supported through talking stories and access to a variety of texts available from the Internet. As the children develop touchscreen, mouse and keyboard skills, they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by communicating with people via email. They also learn how to improve the presentation of their work by using desktop publishing software. There is in addition a variety of software and online resources which targets specific reading, grammar and spelling skills. Computing resources are also used to enable pupils who have special educational needs (SEN) to access the curriculum more easily. E.g. Dictation software, text-to-speech & video/photo recording.

5.3 Numeracy
Children use computing in numeracy to collect data, make predictions, analyse results, and present information graphically. Screen robots, control apps & bee-bots allow pupils to give exact instructions for a particular route, or to use their knowledge of angles to draw a range of polygons. A variety of software and interactive games supports numeracy across the school and the ITPs (Interactive Teaching Programmes) and other interactive tools are used in classrooms.

5.4 Science
Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Technology used along with spreadsheet software to assist in the collection of data and in producing tables and graphs.

5.5 Personal, social and health education (PSHE) and citizenship
Computing makes a contribution to the teaching of PSHE and citizenship so that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and email. Through discussion of safety and other issues related to electronic communication, the children develop their own view
about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

6 Computing and inclusion
6.1 At our school we teach computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our computing teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability; Non-Discrimination and Access.
6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively (for example, a lot of software can be differently configured for different ability ranges). Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected levels. This ensures that our teaching is matched to the child’s needs.
6.3 Intervention through Wave 2 and Wave 3 will lead to the creation of a personal education plan (PPP) for children with special educational needs. The PPP may include, as appropriate, specific targets relating to the use of ICT. In some instances the use of ICT has a considerable impact on the quality of work that children produce, by increasing their confidence and motivation, and overcoming specific learning difficulties.
6.4 We enable pupils to have access to the full range of activities involved in learning ICT. Our hardware can accept a range of input devices catering to pupils with specific difficulties, including visual & auditory impairment. Where children are to participate in activities outside the classroom, for example, a visit to an ICT exhibition, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for learning
7.1 Teachers will assess children’s work in computing by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make their own judgements about how they can improve their own work. Pupils to assess their own
learning through the use of computing RoA matching the Knowsley CLC SOW.

7.2 The subject leader keeps samples of the children’s work in a portfolio. This demonstrates the expected level of achievement in ICT for each age group in the school.

7.3 A new assessment system in line with the new computing scheme of work is to be used to level pupils.

8 Resources
8.1 Our school has the appropriate computer to pupil ratio, and Internet access. All software is already installed on PCs. Some software is installed only on teachers’ laptops.
8.2 School employs the local authority technical team to keep our equipment in good working order. Members of staff report faults to the subject leader who records it in the book provided for that purpose. The technician will also set up new equipment, and install software and peripherals.
8.3 In order to keep our school computers virus-free, no software from home will be installed on school computers. Pupils can bring in work on portable storage disks but it must first be scanned, to determine it is safe. Where teachers are transferring files between their home and school, they must have up-to-date virus protection software on their home computers.
8.4 Along with desktop and laptop computers, the school has the following:

Hardware
- network, including switch, router and server PC;
- network shared resources, including 2 laser printers;
- interactive whiteboard and screen projection equipment in every classroom;
- scanner;
- digital stills cameras;
- digi blue camera;
- 6 x flip video cameras;
- Hd video camera;
- 10 x iPad 2;
- 15 x iPad 3; (All with wide range of educational apps)
- 10 x iPad mini; (1 per teacher)
- calculators;
- 5 x MacBook Pro laptops;
- 10 port USB hub.;
- 2 x full size camera tripods;
- 8 x mini
· headphones and microphones;
· overhead projector;
· card reader for digital memory cards;
· iPads on loan from the CLC;
· 28 pupil laptops;
· Bee-Bots;
· teacher laptops per teacher.

Software
· word processing (MS Word & Pages) and desktop publishing programs (MS Publisher);
· painting and drawing software (GIMP & Paint);
· multimedia presentation programs (Powerpoint, iMovie, Keynote, Comic Life & PhotoStory3);
· spreadsheet and database programs (MS Excel, MS Access & numbers);
· control program and models;
· sound recording software (Audacity);
· animation software (Crazy Talk 6);
· virus protection.

Online material
· school website;
· school email accounts.

9 Monitoring and review
9.1 The monitoring of the standards of the children’s work and of the quality of teaching in computing is the responsibility of the subject leader. The computing subject leader is also responsible for supporting colleagues in their teaching of computing, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for computing in the school. The subject leader gives the head teacher an annual monitoring report which evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

9.2 This policy will be reviewed at least every two years.

10. iPad Usage Policy
10.1 Monitored Use:
Pupils should have absolutely no expectation of privacy when using the iPad. Any and all activity performed on the iPad can and will be monitored.
All files stored on the system are the property of the school and are subject to regular reviewing and monitoring.

Pupils should not:
- Attempt to modify the iPad hardware in any way.
- Apply any stickers or decorations to the iPad.
- Remove the supplied case.
- Attempt to remove the iPad from school premises under any circumstances.

10.3 Management of iPad Configuration:
The iPads will be managed by the school in the same way that the school’s laptop and desktop computers currently are.

Pupils should not:
- Add or remove applications from the iPad.
- Create an iTunes account on the iPad.
- Change any configuration settings on the iPad, particularly network configuration.
- Erase the iPad on another computer.
- Synchronise the iPad with a computer outside of school.
- Clear their browser history, except as directed to by staff.
- Change or disable the access password on the iPad.