ST. HELEN'S CATHOLIC INFANT SCHOOL

Computing and ICT Policy

Including acceptable use of the internet and social media

Written by	Date	Ratified by	Date
J. Boness	May 2023	Governors	June 2023

To be reviewed	Annually	Every 3 Years

Reviewed on	Reviewed by	Next review date
		May 2026

Subject Intent

At St Helen's Catholic Infant School, our intent for ICT is to provide a broad and balanced curriculum which enables children to explore, learn and develop the use of ICT ready for the next stage in their learning and for the future ahead of them.

- To ensure full coverage of the curriculum Computing is taught in 6 blocks throughout the year using the Switched On scheme. Cross curricular links are made wherever possible to ensure provision is **broad and balanced,** especially with Science, English and RSHE.
- To develop and awareness and tolerance of diversity, we ensure that the apps and resources we use reflect the society we live in
- To **enrich the curriculum** we provide apps to support learning at home, for example: White Rose Maths. We also ensure children use the IPADs to support learning across the curriculum, not just in ICT.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and Responsibilities

The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate.

The Computing Co-ordinator

The Computing Co-ordinator is responsible for producing an ICT and computing development plan and for the implementation of the ICT and computing policy across the school.

- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of technology.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning following the schools rolling programme of monitoring.
- To lead staff training on new initiatives.

Filtering and Monitoring Standards

The Governing Body has overall strategic responsibility for filtering and monitoring.

The Headteacher and Designated Safeguarding Lead are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports
- Training staff

The IT service provider (DL Solutions) is responsible for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider (DL Solutions) is responsible for working alongside the Headteacher and Designated Safeguarding Lead to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

Organisation and Planning

We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the Computing topics that the children study in each term during each key stage. The Computing subject leader devises this in conjunction with teaching colleagues in each year group, and the children often study ICT as part of their work in other subject areas. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Our medium-term plans, which we have adopted from the national scheme of work, give details of each unit of work for each term. We use Risings Stars 'Switched On' plans to ensure continuity and progression across the year groups and adapt them to meet the needs of our pupils. They identify the key learning objectives for each unit of work, and stipulate the curriculum time that we devote to it. The Computing subject leader is responsible for keeping and reviewing these plans.

The class teacher's in each year group are responsible for writing the short-term plans with the ICT component of each lesson. These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans and s/he and the ICT subject leader often discuss them on an informal basis.

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.

It is important in Reception children are given opportunities to explore a broad, play-based experience of ICT in a range of contexts, including outdoor play. Reception class are taught key skills from the Switched On scheme to enhance their ICT skills as soon as they begin school.

ICT is not just about computers. Early years learning environments, both indoor and outdoor, should feature ICT scenarios based on experience in the real world, such as in role play e.g what happens inside a washing machine, what buttons do you press to make the tv work?

Staff provide a rich environment in which the children can build up an understanding of the world through child initiated play by providing access to computers and technology. Opportunities are also provided to enhance mark making via the use of interactive whiteboards and touch screen technology. Opportunities will also be provided to access age appropriate websites and stories to develop an understanding of online safety.

The teaching of ICT 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. ICT enables children to present their information and conclusions in the most appropriate way. Much of the software we use is generic and can therefore be used in several curriculum areas.

Online Safety

We are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. E Safety opportunities should be exploited in all appropriate lessons as well as taught discretely when necessary. Online Safety teaching is primarily based on resources provided by Child Exploitation and Online Protection Service. The resources address online privacy, information protection and security, online gaming, instant messaging and image and content sharing.

Staff ensure that websites used at school have been checked beforehand to ensure that the content follows e-safety guidelines.

When setting learning from home, parents are reminded of the e-safety guidelines and relevant links to online safety websites are attached to educate the parents to support their children working online.

Parents and carers are given opportunities to attend Online safety training provided by outside agencies on a yearly basis.

Parents and carers are required to give signed authorisation before their child can use the Internet, either in guided or in independent school work. 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.

Parents and carers are required to also sign the Acceptable Use of the Internet and Social Media Form. Pleases see Appendix B.

Inclusion

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.

Monitoring Arrangements

Teachers will assess children's work 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.

At the end of each unit teachers review work from the topic and collect data to inform how well the children have progressed over the topic.

Links with Other Policies
EYFS policy
Inclusion Policy

Appendix A: Acceptable use of the internet and social media

Name of parent/carer:

Name of child:

Online channels are an important way for parents/carers to communicate with, or about, our school.
The school uses the following channels:
- Email/text groups for parents (for school announcements and information)
- Our virtual learning platform

Parents/carers also set up independent channels to help them stay on top of what's happening in their child's class. For example, class/year Facebook groups, email groups, or chats (through apps such as WhatsApp).

When communicating with the school via official communication channels, or using private/independent channels to talk about the school, I will:
- Be respectful towards members of staff, and the school, at all times
- Be respectful of other parents/carers and children
- Direct any complaints or concerns through the school's official channels, so they can be dealt with in line with the school's complaints procedure

I will not:

- Use private groups or personal social media to complain about or criticise the school or members of staff. This is not constructive and the school can't improve or address issues if they aren't raised in an appropriate way
- Use private groups or personal social media to complain about, or try to resolve, a behaviour issue involving other pupils. I will contact the school and speak to the appropriate member of staff if I'm aware of a specific behaviour issue or incident
- Upload or share photos or videos on social media of any child other than my own, unless I have the permission of the other children's parents/carers

Signed_____   Date_____