



**COMPUTING AND  
DIGITAL LITERACY  
(FORMERLY ICT) POLICY**

**Summerfield  
Primary  
School**

# **Computing and Digital Literacy (formerly ICT) Policy for Summerfield Primary School**

**First Agreed by Governing Body: April 2016  
Reviewed and revised: October 2017**

# Computing and Digital Literacy Policy

## 1 RATIONALE

The value of ICT goes beyond the National Curriculum and offers advantages in developing children's social and personal development. Competence in ICT encourages self-confidence and opportunities for collaborative work. It enhances many social skills involving co-operation and sensitivity to others and provides a focal point to encourage home/school links. ICT promotes and enhances teaching and learning throughout all curriculum areas within the school, improving access to the curriculum. ICT provides essential means for some pupils, especially those with special educational needs, including sensory, physical or learning difficulties, to express their ideas and build on a positive self-image.

Computing (replacing ICT) will be a compulsory part of the national curriculum for schools in England at all key stages from September 2014. The curriculum will ensure primary school children have practical experience of designing and writing computer programs, and that they can understand the fundamental principles of computer science.

## 2 AIMS AND PURPOSES OF OUR CURRICULUM

At Summerfield Primary School we aim to provide a Computing and Digital Literacy curriculum that supports the overall aims of the school and develops knowledge, skills and understanding that will enable children to respond to the demands of a rapidly changing society.

Children from the age of 5 will be taught what algorithms are and how they are used in digital devices - they will also learn how to write and test simple programs and to organise, manipulate and store digital content. In Key Stage 2, pupils will be taught to understand computer networks including the internet, and how they can provide a range of services, such as the worldwide web.

As a school, we recognise that future jobs will require excellent digital skills, so improving Digital Literacy (by which we mean those capabilities essential for living, learning and working in a digital society) is a key component for developing effective and employable learners. Elements of Digital Literacy feature in the new Computing curriculum and we will ensure our offer is a balance of Computing and Digital Literacy.

## 3 CURRICULUM

See Appendix 1 for the official Computing programmes of study in key stages 1 and 2. We use the Switched on ICT schemes of work throughout the school – Appendix 2 shows how this meets the requirements of the new Computing curriculum.

ICT is used across the curriculum as well as being taught as a specific skill. Classroom PCs are used continuously and our up to date Computer Rooms are timetabled throughout the school.

Teachers are expected to employ a range of strategies and to use their professional judgement to decide which are appropriate administration techniques for each pupil. They

are also expected to intervene as appropriate to reinforce an idea, teach a new point, challenge and extend pupils' knowledge and understanding of their activity.

#### **4 MANAGEMENT AND ORGANISATION**

Each member of staff is responsible for planning, implementing and assessing Computing and Digital Literacy for their own class, but help may be sought from the ICT co-ordinator. The Computing and Digital Literacy curriculum is carefully developed, monitored and evaluated by the class teachers and the ICT co-ordinator.

Classroom management ensures that there are opportunities for all children to develop their Computing and Digital Literacy capability on the classroom PCs as well as during lessons that take place in the Computer Rooms.

Staff at all levels receive appropriate training to extend their confidence in the use of a wide range of applications of Computing and Digital Literacy and in new and exciting equipment.

The ICT Co-ordinator is responsible for:

- Writing and updating the school's Computing and Digital Literacy policy
- Ensuring consistent implementation of the policy
- Organising resources to support Computing and Digital Literacy
- Ensuring all staff have access to ICT facilities
- Identifying what Computing and Digital Literacy support is needed by individual staff
- Assisting staff to incorporate Computing and Digital Literacy into their planning and lessons
- Arranging in-service training and support
- Monitoring and reviewing Computing and Digital Literacy practice and provision
- Involving staff in the review and development of Computing and Digital Literacy
- Keeping up to date with the relevant use of Computing and Digital Literacy in schools
- Liaising with LA advisory staff and other agencies
- Liaising with PFI technicians to keep maintenance running smoothly and efficiently
- Liaising with other schools.

The class teacher is responsible for:

- Developing the pupil's Computing and Digital Literacy capabilities in accordance with the school's policy, ensuring that each pupil has equal access to Computing and Digital Literacy resources
- Monitoring and evaluating each pupil's Computing and Digital Literacy experiences
- Determining the next stage in each pupil's use of Computing and Digital Literacy, ensuring continuity and rigour
- Developing their own capabilities to support teaching and learning.

Before every lesson the class teacher will remind children about how to use the Internet safely and refer to the poster on display. They will monitor and report e-safety incidents in line with the AUP (Acceptable Use Policy).

Teaching assistants and other adults, other than teachers, are responsible for working closely with the class teacher to ensure pupils develop their Computing and Digital Literacy capabilities while developing their own skills in teaching and learning.

## **5 EQUAL OPPORTUNITIES**

We operate within a whole school equal opportunities policy. All children, regardless of race, gender, background or ability are entitled to equal access to develop their Computing and Digital Literacy capability.

Summerfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Summerfield Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

The medium term planning should consist of a range of outcomes that accommodate the least and most able. A log is kept of the pupils' time on classroom PCs and priority is given for extra use to those who do not have access to a computer at home.

The Special Educational Needs *Code of Practice* recognises the importance of Computing and Digital Literacy in supporting learners with SEN. Therefore, there are specific Computing and Digital Literacy opportunities to support children with SEN.

## **6 HEALTH AND SAFETY**

We follow the local authority advice on health and safety. This is outlined in the school's health and safety document.

Class teachers are responsible for checking that there are no obvious breaches in health and safety. We ensure that all monitors are appropriately placed, that chairs are of an appropriate height and that work surfaces are sufficiently large with no trailing leads or wires.

We make sure that children only spend between 45 minutes and an hour at the screen, without getting up or having a short break. Children are encouraged to sit upright with hands on the keyboard and discouraged from sitting too close to the monitor.

All our equipment is given an annual check by the electrical testing officer to ensure its safety.

## **7 RESOURCES AND SOFTWARE**

All classrooms are equipped with at least one laptop and or a network PCs. They are running on Windows 8/10 with the latest Office software. The suite consists of 17 PCs and 5 laptops. These are all connected through a wireless network that links to our whole school network. The school has both colour and black and white printers, but a print management system has been put in place to reduce the amount of money spent on unnecessary printing.

Each classroom is also equipped with an interactive whiteboard and all our ICT equipment runs on our own network and therefore can be shared throughout the school.

Staff have received training by the co-ordinator and other agencies where required on the new hardware and software that is available to them. Staff training will be a continuous programme for relevant issues.

All ICT equipment is security tagged by managed service support provider.

The ICT co-ordinator regularly reviews new software as appropriate. Our aim when buying new software is to:

- cover the breadth of the curriculum fully
- ensure all schemes of work are fully resourced with software suitable for the skills of the children
- ensure each age group has a wide selection of cross-curricular programmes which support the National Curriculum
- ensure all software is used progressively through the school.

Subject co-ordinators have the responsibility for advising where a particular program is appropriate within their subject area and the SENCO seeks advice on specific programmes that would be beneficial to support special educational needs.

## **8 ASSESSMENT**

At Summerfield Primary School we aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

Computing and Digital Literacy assessment is part of the school's non-core assessment and is the responsibility of the class teacher. The class teachers use the main objectives indicated in the National Curriculum. They will keep records electronically and on paper. Pupils know whether they have achieved the objectives through success criteria. A formal written comment is made by the class teacher on each pupil in their annual report, focusing on specific Computing and Digital Literacy skills. Each pupil collects a range of example pieces in an electronic folder.

## **9 PROFESSIONAL DEVELOPMENT**

Computing and Digital Literacy is a basic core skill for teachers so that they can develop pupils' capabilities. Ongoing and informal training is given by the ICT co-ordinator and other expert staff from the cluster or outside agencies. Staff are encouraged to discuss any curriculum difficulties with the co-ordinator.

## **10 TECHNICAL SUPPORT**

If teachers find a basic fault with their computers or any ICT equipment, they first undertake basic checks themselves, if possible, before referring the problem to the ICT co-ordinator who in turn refers it to the managed service provider helpdesk if it cannot be solved.

Summerfield is contracted to Connect up ICT services for maintenance support and technical advice. When a problem occurs, the co-ordinator contacts Connect Up via their help line, who respond to the complaint within a published time limit, dependent on the nature of the problem itself.

## **11 ACCESS TO THE INTERNET**

More information about our Internet access can be found in our separate Acceptable Use Policy.

## **12 VISIONS FOR FUTURE DEVELOPMENTS**

Summerfield s is committed to keeping equipment and software up to date and current This is monitored by

- Continual training and updating materials on interactive whiteboards.
- Purchase of new software and their licences to accompany growing developments and schemes of work.
- Further use of the school website to communicate effectively within both the school and to the wider community.



Department  
for Education

# Computing programmes of study: key stages 1 and 2

## National curriculum in England

### Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. 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. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### Aims

The national curriculum for computing aims to ensure 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.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**





Fully updated for the programme of study for computing

## Subject content

### Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Key stage 2

Pupils should be taught to:

- design, write and debug 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
- use logical reasoning to explain how some simple algorithms work 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

