IT Policy St John the Baptist Primary School April 2020 Claire Brown

INTENT

Every child should have the right to an IT curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils. Our intention is to provide an engaging curriculum which is planned sequentially, allowing children to build on previous learning and securing firm foundations for the future. Children must be provided with the essential knowledge that will enable them to participate effectively and safely in the digital world beyond our gates.

* It is our intention at St Johns to provide a rich and varied curriculum which has its roots based on our values of **Joy**, **Kindness, Respect** and **Wisdom.** We aim to deliver an ambitious, aspirational IT curriculum which is well planned and the meets the needs of all our pupils.
* It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. We want children to know more, remember more and understand more in computing so that they leave primary school computer literate. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.
* As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.
* By using Purple Mash our intention is to;
* Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
* Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
* Provide technology solutions for forging better home and school links.
* Enthuse and equip children with the capability to use technology throughout their lives. Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
* Utilise computational thinking beyond the Computing curriculum.
* Give children access to a variety of high quality hardware, software and unplugged resources.
* Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others. Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety). Instil critical thinking, reflective learning and a ‘can do’ attitude for all our pupils, particularly when engaging with technology and its associated resources.
* Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

IMPLEMENTATION

* Lessons will incorporate examples; retrieval practice and, over time, revisit teaching and knowledge skills
* The teaching of key vocabulary will be a primary feature in all units
* Teachers will have good subject knowledge and will be supported to maintain and improve this knowledge through training, observing best practice and undertaking relevant research
* Subject leaders will provide colleagues with support for planning, resourcing and teaching
* The IT curriculum map will be planned to ensure that teaching is sequential with the teacher ensuring that knowledge and skills are taught in a logical and progressive order
* The children will have access to resources and programmes which aid in the acquisition of skills and knowledge.
* There will be a clear and effective scheme of work that provides coverage in line with the National Curriculum.
* Wider Curriculum links and opportunities for the safe use of digital systems are considered in wider curriculum planning.
* The importance of online safety is shown through displays within the learning environment and computer suite.

IMPACT

* Children willbe confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.
* Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

One of the biggest impacts we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

* Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.
* The impact of our curriculum will be evaluated through end of unit and year assessments, through our own monitoring of teaching, learning and pupil voice.
* After the implementation of this robust computing curriculum, children at St Johns will be digitally literate and able to join the rest of the world on its digital platform.

ASSESSMENT

At St Johns the classes are mixed age groups incorporating FS and Year 1, Year 2 and Year3 and upper key stage 2 (Years 4, 5 and 6). This enables Class one and two to run a two year rolling g programme, whereas Class 3 has a three year rolling programme. Each Year group has a set of specific criteria to be assessed from at the end of each IT unit.

IT Coverage at St Johns

|  |  |  |  |
| --- | --- | --- | --- |
| CLASS 1 | Autumn Term | Spring Term | Summer Term |
| Year A | Create and debug simple programmes | Creating, retrieving, manipulating and storing digital content; e-safety; uses of IT | Algorithms – instructions: implementing and executing |
| Year B | Create and debug simple programmes | Use logical reasoning to predict the behaviour of simple programmes | Algorithms – instructions: implementing and executing |

|  |  |  |  |
| --- | --- | --- | --- |
| CLASS 2 | Autumn Term | Spring Term | Summer Term |
| Year A | Create and debug simple programmes | Use logical reasoning to predict the behaviour of simple programmes | Algorithms – instructions: implementing and executing |
| Year B | Create and debug simple programmes | Use logical reasoning to predict the behaviour of simple programmes | Algorithms – instructions: implementing and executing |
| **CLASS 3** | **Autumn Term** | **Spring Term** | **Summer Term** |
| Year A | Use search technology effectively and appreciate how results are selected and ranked. | On line safety SWGfL -all years  Select use and combine a variety of software on a range of digital devices. | Sequencing, selection and repetition in programs. |
| Year B | Design programmes including those controlling or simulating physical systems. | Design, Write and Debug  (Detect and correct errors in algorithms.)  . | Select use and combine a variety of software on a range of digital devices.  (Excel, classification key)  . |
| Year C | Use search technology effectively and appreciate how results are selected and ranked. | Sequencing, selection and repetition in programs.  Create a game that involves conditional statements. | Select use and combine a variety of software on a range of digital devices.  (Camera/filming/ipad) |

Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention. Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool. Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning. Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.

Key Stage 1 outcomes

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.

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 outcomes

Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

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.

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 worldwide web; and the opportunities they offer for communication and collaboration.

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.

Inclusion

At St Johns, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.