

**Goostrey Community Primary School**

**Computing**

**INTENT**

All children will be encouraged to develop positive attitudes towards computing and information technology (herein referred to as ICT). They will be helped to develop confidence and enjoyment in, and an understanding of the potential of computer applications. ICT will be used to support all areas and aspects of the curriculum. Children will understand and use developing technologies. They will also learn how to keep themselves and others safe online.

**IMPLEMENTATION**

* The curriculum will be adapted and developed in line with national and local guidance to inform the needs of the children. ICT planning will aim to be creative, innovative and accessible. The planning will be regularly appraised and amended by the ICT subject leader to ensure continued development and improvement.
* ICT will be taught explicitly as a separate subject where it cannot be taught in a cross-curricular way. Teachers should promote ICT as an effective everyday tool. The emphasis in our teaching with ICT is on the use of technology to support learning.
* The school will ensure that all pupils, regardless of ability, race, gender, physical ability, age or social background will have appropriate and equal access to ICT. Classroom management will take account of such issues and ICT materials free from bias will be positively sought.
* E-Safety The school has a separate E-safety policy, an Acceptable Use agreement for children and parents which is distributed as part of the Start of Year pack for each child and a Mobile Phone policy. Children will be taught the issues, knowledge and understanding to enable the safe use of the Internet and other communication technologies.
* The school has a clear management structure which regulates and checks the role of the ICT subject leader and the financing of ICT. This involves both SMT and governors.
* The assessment of children is based on the Milestones for Computing in the Chris Quigley document. Plans are monitored and adapted by the ICT subject leader. Assessment takes place in accordance with the school’s assessment policy.
* The school has and seeks new links with the local secondary and other primary schools. The school uses SIMS to analyse information about pupils across the school and to transfer personal and attainment information to secondary schools and in year pupil moves.
* The school ensures that all children can access the curriculum by:
* Auditing home computer access, and ensuring pupils with limited access are given extra access within school
* Sourcing additional resources for children with SEN, and/or EAL.
* Providing training for support staff who work with these children.
* Staff have various responsibilities for the delivery of ICT in the school:
* Governors – should meet with the ICT subject leader to appraise, support and promote ICT within the school.
* SMT – should strongly influence and support the school’s vision and provide clear opportunities for training, and the provision of resources.
* ICT subject leader – should regularly assess teaching and learning of ICT across the school, amend planning where necessary, and regularly audit and update resources. They are also responsible for the school’s awareness of future trends and should support staff training and development where appropriate.
* Teachers/TAs – should ensure that planning is followed correctly and that they have sound knowledge of the ICT curriculum.
* Progress will be monitored and reviewed against the ICT development plan by:
* Assessment and analysis of ICT across the school, by ICT subject leader.
* Monitoring of teaching and learning, particularly with regard to e-safety by the ICT subject leader.
* Monitoring of the quality and effectiveness of resources, by teachers and the ICT subject leader.
* Feedback to governing body at curriculum meetings, by ICT subject leader
* The school provides out-of-hours opportunities for children and the wider community to develop ICT skills, knowledge and understanding through:
* Lunchtime clubs.
* Training for other interested parties (eg. governors).
* Links with local clubs eg Goostrey Beaver pack
* Health & Safety in ICT (see Appendix 1) The school has an ICT Health and Safety Policy which covers control measures with regard to the following hazards:
* Electrical
* Environmental
* Health issues
* Noise
* Layout and space
* Projection technologies (projectors and interactive whiteboards)
* Home/school links. The school ensures good home/school links through:
* Reports produced using ICT software
* A regularly updated school website.
* School contactable by e-mail
* Text messaging
* Online booking system for parents’ evenings
* SMT and ICT subject leader will ensure that staff are aware of appropriate legislation that applies to the use of ICT and understand the copyright and data protection issues to avoid breaches of law.
* Pupil interviews, and current trends, help to inform the resourcing of the school. Resources are deployed according to the needs of planning, though all children and staff have access to IWBs, generic school software, and laptops in the case of class teachers.

**IMPACT**

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their ICT lessons and speak about how they love learning about ICT. They can articulate the context in which ICT is being taught and relate this to real life purposes. Pupils know how to keep themselves safe online.

EVIDENCE IN KNOWLEDGE - pupils know how and why ICT is used in the outside world and in the workplace. They know about different ways that ICT can be used to support their future potential. They understand the risks when online.

EVIDENCE IN SKILLS - pupils use correct vocabulary in ICT lessons. They have the skills to use methods independently and show resilience when tackling problems.

BREADTH AND DEPTH Teachers plan a range of opportunities to use ICT inside and outside school and across different subjects – sticky learning

ICT equips pupils with a powerful set of tools to understand and change the world. Through their growing knowledge and understanding, children learn to appreciate the huge contribution ICT makes to all aspects of everyday living and the potential for the future.

Appendix One

ICT Health and Safety Policy

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| Activity | 1. Using ICT Equipment |
| Hazards | * VDU’s include; musculoskeletal disorders, (for example, upper limb aches and pains caused by poor posture), eyestrain and fatigue and stress.
* Electrocution
* Burns
* Noise
* Tripping hazards from cables
* Strains from transporting equipment around the school.
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| Control Measures |
| Electrical* Make sure that all equipment is electrically tested and that the correct rated fuse is used.
* Place ICT equipment in close proximity to the power supply. Where trailing leads are required, re-route and secure them or use a cable cover that alleviates the dangers of tripping and wear on the cable.
* Damaged plugs should be replaced ensuring that the correctly rated fuse is placed in the plug. Frayed, worn or damaged cables should be replaced, including cables where the coloured cores of a cable show at the appliance or plug end of the cable

Environmental* Almost all ICT equipment gives off heat and the build up during the day can become quite oppressive for users, nor is this build up of heat good for the equipment. Ensure adequate ventilation in the classroom situation. In computer rooms, where there is a concentration of equipment in one area, if insufficient ventilation is provided, mechanical systems e.g. fans may be a requirement.
* To reduce heat, turn off equipment when not in use.
* Room lighting - room lighting should always be from above. In computer rooms, the lighting must conform to the relevant electrical standards.
* Work surfaces - should be non-reflective and clean.

Health Issues* Use a specially designed trolley to house and transport portable computer systems wherever possible.
* Lay out the bench/trolley as neatly as possible ensuring there is sufficient space in front of keyboard.
* Provide adequate space around workstations for unhindered staff and pupil movement.
* Encourage pupils to adopt postures etc., which do not impose a strain or require awkward movements.
* Computers in classrooms should be positioned at right angles to windows to prevent glare on screens and to prevent pupils/students from facing bright light sources coming from behind the monitor screen. In computer rooms, blinds should be used to reduce glare on computer screens from windows and lights.
* Where possible, ensure that mouse and keyboard connecting cables do not hang over the front edge of the computer workstation. Where workstations are accessible from the rear, such as in the case of computer trolleys, ensure that the trailing loops of cable are tidied in such a way as to allow easy access to equipment for maintenance but to prevent equipment being dragged.
* When computer equipment is left unattended, it must be switched off unless it is being used for a specifically designed task.
* Ensure that the necessary CO2 fire extinguishers are positioned near to any IT equipment. Computers should not be placed close to fire exits to ensure that they do not impede emergency exits.

Noise* Sounds from software can be distracting in the classroom, particularly in areas of concentrations of ICT equipment such as computer rooms. Ensure that earphones are used wherever possible. It may be necessary to provide a splitter device to allow a group of pupils/students to work with sound simultaneously.
* Headphones and speakers - need to be adjusted so that the volume is not too loud. A child’s ears are more sensitive than an adult’s. It is advisable to ensure that volume controls are always turned down before use by pupils. Suitable cleaning methods must be in place for shared head headphones. In-ear headphones are not recommended for hygiene reasons.

Layout and Space* Desk height - ensure that the working desk height is appropriate to the height/size of the user. Workstations are manufactured in various heights, ensure that particular users are considered when ordering.
* Wheelchair access - ensure there is adequate access and that a variable-height workstation is available if required. In computer rooms, if benching is in rows, ensure sufficient access widths between benching is provided.
* Positioning - users should be comfortably positioned with easy access to all equipment and should be able to adjust position in relation to the equipment as appropriate.
* Seating - the height of the chair to the workstation should be adjustable bearing in mind that users should be aiming for a particular posture when operating computer equipment: the lower arms should be roughly horizontal when working with knees fitting comfortably under the desk with thighs roughly horizontal. Seating should be checked regularly to make sure it is in good working order.
* Keyboard - users should have the option to have the keyboard flat or tilted.
* Screens - angle and height should be adjustable to suit. The top of the screen should be at eye level. Users should be able to control the brightness and contrast. Adjusting screen colours may also enhance user comfort.
* Peripherals - should not be put in hard-to-reach positions, especially if users need access to drives, switches etc.

Projection Technologies (projectors, interactive white boards)* When considering installation of big display technology an initial site survey report must be undertaken to ensure suitable position of the projector and screen.
* The installation engineers must be directed to the Cheshire East Council standard for installation of projectors.
* Where projectors are ceiling mounted there should be access to remote controls to power and operate the projector (it is not good practice to stand on chairs and tables to adjust projectors).
* The school should establish work procedures for teachers and pupils and give instruction on use of the technologies i.e:

- Staring directly into the projector beam is avoided at all times.* + Standing facing into the beam is minimised. Users, especially pupils, should try to keep their backs to the beam as much as possible.
	+ In this regard, the use of a stick or laser pointer to avoid the need for the user to enter beam is recommended.
	+ Pupils are adequately supervised when they are asked to point something out on the screen.
	+ The school should also try to ensure that projectors are located out of sight line from the screen to the class; this ensures that, when teachers look at the class, they do not also stare at the projector lamp. (Ceiling mounting, rather than floor or table mounting of the projector is the best way of achieving this).
* Where possible, there should be unobstructed space at either side of the screen or whiteboard, at least one metre, i.e no bookcases, shelving, furniture or baskets, to enable teachers to address the class out of site line of the projector.
* All the projectors, where possible, should be set to the lower power setting to reduce glare and preserve bulb life.
* In a bright room, rather than increasing the brightness of the projector, blinds should be used. Using a more powerful projector could lead to discomfort and possible damage to the eye.
* It is very important to follow the manufacturer’s instructions. Warning notices should be displayed prominently on the equipment and pupils and teachers should be discouraged from staring at the beam. Risk Assessment should inform goods practice within every school.
* To further reduce glare from interactive whiteboards it is recommended that teachers change the default colour of the background from white to a pale colour.
* If any additional mobile boards and projector are used in school then it is important to ensure that the unit is anchored firmly when in use, and that travelling power cables are covered and secure.
* It is advisable to position white boards at a comfortable height for use by pupils. There will often be a need to compromise between pupils being able to see the screen from across the classroom and being able to interact with the screen. The boards should also be located at a height comfortable for teachers to write on, avoiding back strain from repeated bending.
* The use of steps or small platforms brings with them additional hazards associated with falls from height. These should be considered very carefully before use.
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**When monitoring my subject in school I expect to see:**

E-safety lessons being taught over the year in all classes.

Evidence of ICT being used in all areas of the curriculum in children’s e-folders and on display – eg. in the annual Exhibition

Other evidence of ICT – eg photographs of KS1 children using Beebots as a precursor to coding activities.

E-safety reminders in classrooms