THE WILLOWS PRIMARY SCHOOL

Safeguarding Statement
The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ICT POLICY

Author:	ICT Subject Leader
Date:	September 2021
Review Date:	September 2023
Signed :	

Intent

The study of ICT ensures children gain a secure understanding about safe use of digital technologies in order to create, evaluate and explore the real and digital world. At The Willows we value and recognise the contribution that technology can make for the benefit of all pupils, staff, parents, governors and society. We strive to provide safe opportunities in computing to motivate, inspire and raise standards across the curriculum. We want everyone in our school community to be equipped with the digital skills to meet developing technology with confidence, enthusiasm and prepare them for a future in an ever-changing world.

As a result of our ICT and Computing curriculum, children will become creative and independent learners, who have developed a healthy relationship with technology. Our children are taught to understand that technology is an integral part of modern life and the key to the future is to harness and understand technology's potential. Computing is a constantly evolving subject that involves solving complex problems, being able to collaborate with others, learn from mistakes and refine solutions.

Our computing curriculum is designed to be logical, with sequenced steps that will equip all children with the essential skills and knowledge they need to use technology safely and creatively. When planning we ensure that children can build on their understanding, as each new concept is taught with opportunities for children to consolidate and reapply their skills and knowledge throughout the year. Each computing unit is planned to provide new challenges and variety; to ensure we keep the child's interest at a maximum. There is a strong emphasis on improving computing and digital vocabulary, core fundamental digital skills and computational concepts. The children have the opportunity to create their own digital learning journals that show their progression within this subject.

Here at The Willows e-safety is paramount - we strive to model and educate our children to use technology creatively, positively, responsibly and safely. Our curriculum supports the key aims of the government's Internet Safety Strategy (Digital Literacy / UK Council for Child Internet Safety (UKCCIS) framework) of supporting children to stay safe and make a positive contribution online, as well as enabling teachers to develop effective strategies for understanding and handling online risks.

Our aspiration is that children are inspired to be responsible and active digital citizens who can use digital technologies to solve problems and improve their own lives in an ever evolving digital world.

To be successful, learners must:

- Understand how to be safe and responsible digital citizens who evaluate sources of information and know how and when to seek help.
- Experience a range of digital programs, technologies and devices.
- Design, create, debug and evaluate basic programs using a variety of coding languages including visual, block and text based.
- Know how computing and ICT will impact their future lives and apply some of its practical applications in real world contexts.
- Be confident using ICT and technology to create in a variety of ways across the curriculum.
- Communicate their understanding of ICT & Computing using appropriate vocabulary and subject-specific terminology

Implementation

EYFS Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Provision in the EYFS

We know that our pupils often have access to a range of digital devices in their home environments. Parents report that they are confident in accessing and using these and often do so independently. As a result, we are mindful that time at school should be a time for developing other knowledge and skills that are crucial for ICT and Computing but that don't require screen time on a digital device. Therefore, throughout the Early Years at The Willows, we pride ourselves on the rich learning opportunities our youngest children are given to develop the precursory skills required for life in a digital world.

Through play and direct teaching across all areas of our EYFS, pupils will discover and learn to:

- Notice similarities and differences
- Problem solve in their play
- Give and follow instructions
- Explore how things work
- Solve puzzles and problem solve
- Find and create patterns in a variety of media
- Use simple digital devices to record and create (cameras, sound buttons etc.)
- Control digital toys (remote control, coding bug, beebots etc.)

Y1 ICT & Computing Compulsory units	**What is a Computer?:** In this unit children will learn about the different parts of a computer and iPad. They will learn new skills, tips and tricks. The children will be able to see the inner working of a computer and build their own. Includes a range of continuous provision activities.	**My Online Life:** This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	**Mini-Beasts:** Children will use technology to classify minibeasts. In this activity the children will learn about gathering and presenting information. They will then make their own David Attenborough style nature documentary. Includes a range of continuous provision activities.
Optional additional units	**Modern Tales:** Using the vehicle of the children's stories, the children will learn to navigate the rules of online safety and communication. The children will make animations based on an online situation they may encounter.	**Drawing with Maths :** This activity blends art and maths. The children will master an art app while exploring shape, numbers and problem solving.	**Animate With Shapes:** Children will learn the basic skills of stop frame animation and produce a simple animated movie.
Y2 ICT & Computing Compulsory units	**Code a Story:** The children will write a basic story with illustrations. They will then turn this into an animated story using visual coding. The activity will introduce new concepts such as conditional language, repeat loops and debugging.	**My Online Life:** This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'	**Presentations & Typing:** In this activity, the children will learn to use presentation software and develop their keyboard skills in order to present their ideas. They will learn why it is crucial to present ideas in a well thought out format.
Optional additional units	**Story Land:** The children take the role of authors to write the sequel to popular children's stories. They then create illustrations for their story and record them self reading it in order to create an audiobook to publish online.	**Maths Madness:** The children take part in a maths scavenger hunt and then create their own version by creating QR codes and maths videos.	**Heads Up:** The children play a computing focused game of charades and then create their own version.
Y3 ICT & Computing Compulsory units	**My Online Life:** This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'..	**T Shirt Designer:** The children will become illustrators and design their own t-shirts.	**Dancing Robots:** The children will use some of Scratch Jr's more advanced coding blocks to create their own interactive dancing robot game. The children will learn the important skills of critical thinking, problem solving and debugging.
Optional additional units	**Online Detectives:** This activity is designed to support children in mastering the art of advanced internet searching. They will learn new tricks to improve their searches while they try to solve puzzles and challenges	**Keyboard Adventures:** In this activity the children will master the art of using a keyboard and short cuts with a series of fun activities	**Rainforests:** The children will explore rainforests through new Virtual Reality (VR) apps. They will also create their own interactive learning games for younger children to play.

Y4 ICT & Computing Compulsory units	**Hour of Code:** The class will sign up for Hour of Code and work through various challenges. The class can also choose to take part in global coding events	**Wizard School:** The children will undertake a series of creative challenges based around the Harry Potter books.	**My Online Life:** This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.
Optional additional units	**Fake or Real?:** Fake news is a serious concern and in this activity children will learn how they can sort the truth from the lies. Making videos to show what they have found out	**Dinosaurs:** In this activity the children will make their own summer blockbuster. They will learn all about filming techniques and storytelling skills	. **Minecraft Challenges:** Who is the best at building. The children take part in a series of maths/Minecraft challenges
Y5 ICT & Computing Compulsory units	**Video Game Music Composer:** The children will learn about audio recording and will write and record their own songs. The class can can combine these into a class album	**My Online Life:** This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	**STEAM Challenges**: This activity will pit our houses against each other in a series of creative STEM challenges. They will tackle code, maths, art, DT and lots of problem solving.
Optional additional units	**Web Designer** In this activity the children will learn about the history of the web, basic HTML, how to create their own graphics and how to publish their own website.	**News Reporter & Podcaster:** Children will produce their own podcasts to publish online.	**Making AR Games:** In this activity the children will be introduced to the world of Augmented Reality (AR). They will then be set the task of designing and creating game that uses AR.
Y6 ICT & Computing Compulsory units	**My Online Life:** This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	**Solve IT Club** Children will produce their own digital guide to being a maths genius. Making videos and animations showing how to solve various maths problems. This is an opportunity to connect with other schools.	**Crossy Roads:** The children will create their own version of the popular app Crossy Roads using visual coding
Optional additional units	**Quiz Show Host:** The children will create quizzes using a variety of apps	**VR Worlds:** The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world.	. **Online Safety Dilemmas:** In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face everyday online and asked to produce a series of "what to do" videos to explain how to cope online.

Time and Organisation
Children in Y1-Y6 have dedicated ICT & Computing lessons weekly but this is enhanced by other ICT opportunities through the IPC. ICT covers key themes such as: computer networks, communication and collaboration, e-safety, programming, computational thinking, creativity and productivity. ICT is taught through the use of iPads, netbooks and programmable hardware such as beebots.

Core aspects of computing and e-safety are taught as stand-alone units. Key ICT skills are applied as part of termly topic focus within the International Primary Curriculum (IPC).

Acceptable Use of ICT (please refer to E-Safety Policy)
To ensure the safety of children and staff when using ICT and related software, hardware and the Internet, children are explicitly taught about how to behave safely and appropriately with ICT equipment in school and online. Our curriculum meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.

Pupils' Record of Their Work
Pupil work will be recorded through the secure app, seesaw.

Monitoring and Assessment
Pupils are monitored both individually and in groups as part of a continual process of assessment. Their skills, progress, understanding and attitude are assessed regularly and recorded in the IPC skills folders. To meet the requirements of the National Curriculum pupils also review, modify and evaluate their work as it progresses. Summative judgements are recorded mid-year and at the end of the year for ICT & computing.

C**ross-curricular Opportunities**
ICT skills and knowledge are needed in all aspects of life. Where possible, purposeful links are made with other areas of the curriculum. Teachers make reference to this in their planning.

Resources
The school has a class set of iPads for dedicated ICT sessions. A further 15 iPads are reserved for research in IPC and other curriculum subjects. When ICT is not being taught the class set of iPads can be booked by any class for research or other learning opportunities.

In addition to this, the school has a class set of netbooks, a number of desktop computers and other programmable ICT hardware e.g. beebots and remote control devices

Each classroom has a large interactive screen and a visualiser which are used for the delivery of lessons and for interactive activities. Further resources include control and monitoring equipment, and cameras

THE WILLOWS PRIMARY SCHOOL

SUBJECT LEADER
Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/SeeSaw portfolio scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand