Richmond Hill ICT Policy 2023 - 2024

At Richmond Hill we believe:

Every child has a right to a broad, balanced, coherent, consistent curriculum driven by high expectations of behaviour and achievement enveloped in a rich spectrum of experiences.

Our Golden Rule:

'We always live by our values and always strive to do our best'

Our intent:

Technology is everywhere in the lives of our pupils and it will play a pivotal role in their futures. We therefore must educate students on how to navigate it in a safe, positive way. The intent of our Computing curriculum is to teach computer science, information technology and digital literacy in a way which reflects this.

Curriculum:

As a school, we have chosen the Kapow Computing Scheme of Work from Year 1 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. Furthermore, it gives excellent supporting material for less confident teachers

Our Aims:

In our school we use Kapow scheme of learning as we believe that every child should have the right to a 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.

- Provide an exciting, rich, relevant and challenging computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- 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
- 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.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

KAPOW scheme of learning:

The Kapow Primary scheme of learning is organised in to 5 key areas creating a route in which children can develop their computing knowledge and skills by revisiting and building on previous learning. The 5 key areas are:

- Computing systems and networks
- Programming
- Creating media
- Data handling
- Online safety

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 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.
- 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.
- 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:

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.

Monitoring, Evaluation and Feedback:

Monitoring standards of teaching and learning within Computing is the primary responsibility of class teachers and the computing leader. All teachers are expected to keep evidence of computing work and track children's work and progress.

Monitoring will be achieved through:

- Learning walks
- Observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback
- Learning environment monitoring
- Dedicated computing leader time

Online safety:

A relevant up-to-date online safety curriculum which is progressive is key to ensuring children have an in depth understanding. Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns. Data policies which stipulate how we keep confidential information secure. A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils. Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available. Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils. Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with. Scheduled pupil voice sessions and learning walks steer changes and inform training needs. Filtering and monitoring systems for all our online access.

Signed: Miss Airey

Date: September 2023

To be reviewed: September 2024