

**St Bartholomew's Church of England Controlled Primary School**  
**Vision Statement**

The school's Vision Statement was revised and agreed by staff, governors and parent representatives in January 2002 and January 2006. We hope the Vision Statement defines what the school stands for and what it is seeking to achieve. We value the Statement and wish to share it with pupils, all staff, governors, parents and the local community. The Vision Statement will influence our future decision making, provide a reference point for the school and draw everyone together to understand and achieve the school's common purpose to educate its pupils for life long learning.

The Vision Statement will be shared annually with all stakeholders.

**Give Your Best**

At St Bartholomew's Church of England School we believe that a stimulating, challenging and supportive learning environment will enable all children to enjoy learning and to fulfil their potential. The school will preserve and develop its religious character in accordance with the principles of, and in partnership with our local churches. We believe success and individual responsibility will prepare our children for future education and to operate as successful citizens in our, changing world. We strongly encourage children to care and value themselves, each other and their school and their community. We promote and celebrate high standards of behaviour and achievements in academic, sporting and creative work. We believe in a close and effective partnership between parents, and the community.

Adult Version

At St Bartholomew's:-

- we believe everyone should be polite and considerate, respecting other peoples thoughts and feelings.
- we expect everybody to be kind, caring and co-operative and expect to take responsibility for our actions.
- our school should be a safe, healthy and happy place where people enjoy learning.
- we should aim to always give our best in all that we do and should feel confident to face a challenge.
- we enjoy learning, caring and succeeding.

Child's Version

# INFORMATION AND COMMUNICATION TECHNOLOGY POLICY

## 1. Introduction

- The study of Computing is an essential part of the school curriculum, which aims to develop skills and use Computing to improve teaching and learning across the curriculum.
- It enables children to develop Computing capability in order to write algorithms, locate, evaluate and use information.
- It encourages questioning skills and the function of Computing at all levels.
- This policy was developed following consultation with the Head teacher, staff, Governors and parents.
- The implementation of this policy is the responsibility of the teaching staff.

## 2. Teaching Aims

- To develop Computing skills and encourage confidence in the use of computers and other electronic equipment and how they can be used to develop their learning.
- To identify situations and opportunities where the use of Computing is appropriate.
- To recognise that Computing affects the way in which people live and work.
- To enable pupils to appraise their own work and recognise where they have met the objectives of the lesson and where they have not.
- To make pupils aware of safe use of the internet and health and safety aspects (time, posture etc)

## 3. Teaching Content

- Children experience a diverse range of Computing equipment.
- Creating and de-bugging algorithms
- Communicating information involves choosing the best way to get a message across to a particular audience.
- Handling information involves collecting, organising, recording, processing, analysing, presenting and evaluating information.
- Controlling information involves using information technology to control events, ranging from operating a television remote control to programming a lengthy sequence of actions for a screen turtle or floor robots, using Roamer, BeeBot and other programmable toys.

- Monitoring and Measuring involves using information technology to follow changes in the environment e.g. temperature, light and darkness, something crossing a light beam or standing on a pressure pad.
- Modelling involves exploring computer representations of ideas and real or imaginary situations e.g. simulations, adventure games.
- Children are encouraged to save their work in their pupil folder and develop their independence and personal competence.
- Printers are linked to pcs and children are sometimes encouraged to print their work independently.

#### **4. Equal Opportunities**

- The school is committed to working towards equality of opportunity to all aspects of school life. Our aim is to offer all our pupils a Computing Curriculum that is relevant and differentiated to pupils' needs and abilities so that all our children may reach their full potential.
- We endeavour to provide specialist equipment for children with disabilities.

#### **5. Inclusion**

- We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work teachers take into account the abilities of all their children. For some children we use the objectives from programmes of study from earlier key stages.
- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time and provide computers and other specialist Computing equipment to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- Teachers will ensure that the pace of work and learning, together with assessments, are appropriate for the individual needs and abilities of the children.
- All children are encouraged to develop skills and knowledge in Computing.
- Software is chosen with care and shows a variety of multi-cultural experiences.

#### **6. Definition of Computing**

- Computing comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but, also includes I pads, programmable robots, sound recorders, calculators, video cameras, CD Roms, digital cameras, DVD recorders and the radio station.

#### **7. Role of Co-ordinator**

- Computing throughout the school is co-ordinated by the Computing Co-ordinator. This involves giving strategic direction and leadership to the subject. It also involves using professional knowledge and skills to lead staff in effective teaching

and learning and efficient and effective use of resources. The co-ordinator has responsibility for purchasing software and resources. The Co-ordinator also has a monitoring and evaluation role (see 13).

- Teaching staff to ensure they teach the appropriate computing skills and incorporate computing across the curriculum.
- Computing Co-ordinator oversees termly teacher assessment, monitored by SMT.
- The teaching staff liaise with the bursar who then liaises with the IT technician to manage, fix and develop the school network pc systems.

## **8. Planning**

- Planning needs to incorporate both Learning Objectives and assessments so that there are clear intentions for both the teacher and the children. This will assist in monitoring and assessing children's progress as the teacher will be able to compare intentions with achievements attained.
- Planning in computing is a process in which all teachers are involved. Staff plan their topics to ensure that they are carefully balanced to ensure full coverage of the National Curriculum for computing.
- Planning in the Foundation Stage uses the Early Learning Goals for technology.
- Planning for computing activities is supported by the 'Switched on Computing' scheme of work and where possible is integrated into all subject areas.

## **9. Organisation**

- Teachers will allocate time to ensure that children develop their computing capability.

Teachers and classes will have access to a group of PC's and Ipads and are able to 'book out' the class set of netbooks.

- The development of children's computing capability will be, where possible, integrated into the termly topic work in other subjects.

## **10. Teaching Methods**

- Children will have equal access to computing.
- Computing will be taught through activities where the focus shall fall into *one* or all the categories below:
  - ⇒ focusing primarily on development of computing capability;
  - ⇒ focusing on both the development of computing capability and on the skills, knowledge and understanding of another subject;
  - ⇒ using computing but focusing primarily on the development of skills, knowledge and understanding of another subject.

## **11. Assessment, Reporting, Recording**

- Assessment is used to monitor the progress of individual pupils in computing. It involves identifying each child's progress in each area of the computing curriculum and determining what each child has learnt. This assessment *a/so* informs future planning.

- Teachers make ongoing formal assessment of attainment in computing, which are recorded to ensure continuity and progression of learning.
- Assessment is mostly carried out informally by teachers in the course of their teaching. The 'Switched on Computing' programme provides a series of 'I can' statements to accompany each unit of work. Suitable tasks for assessment may include:
  - ⇒ small group discussion usually in the context of a practical task;
  - ⇒ specific assignments for individual pupils;
  - ⇒ individual discussions in which children are encouraged to appraise their own work and progress.

## **12. Staff Training**

- Staff will be encouraged to attend courses, review resources and update themselves on information and approaches relevant to the teaching of Computing. The computing co-ordinator will have access to specific training to develop and support their role. Staff INSET will be organised as appropriate.
- Staff are responsible for checking EIS (Electronic Information Store) and Affinity Alliance bulletins to access information regarding computing courses.

## **13. Monitoring Computing**

The effectiveness of the teaching and learning of computing is monitored and evaluated by the Computing Co-ordinator. It involves:

- a) sample lesson observations;
- b) monitoring short and medium term planning to ensure National Curriculum and QCA scheme coverage;
- c) work sampling by the Computing Co-ordinator and SMT;
- d) focused governor visits.
- e) pupil interviews

## **14. Internet Safety**

- Please refer to the Internet Policy.

## **15. Reviewing the Policy**

This policy will be reviewed every three years.