

School vision for the teaching of ICT

We believe that the use of information and communications technology (ICT) encourages students and staff to become active and independent learners, who collaborate, plan, analyse and solve problems, communicate more effectively with each other and the wider local, national and global communities of which we are a part and develop the skills to use the new technologies we will inevitably encounter.

We envisage our school as an environment where the use of ICT is an integral part of our everyday teaching, learning and administration. We aim to provide our staff and pupils with the skills to allow them to gain the benefits of new technologies so that they can impact positively on learning outcomes for all students, through both the planned and the negotiated curriculum.

We aspire to provide such technology as will enable 'anytime, anywhere' access to ICT resources and tools for all of our learning community.

Computing

Computing and ICT at Holy Family Catholic Primary School

Computing

The new Computing Curriculum 2014 has a greater focus on coding and online safety. It ensures the children know about the workings of the internet and computer systems. Online safety is now embedded within the subject and taught in all year groups. How the subject is taught. Computing has an increasingly significant impact on all aspects of modern living. We want our children to become aware of this both in and out of school.

We aim to ensure that the children at Holy Family receive a fully rounded education which takes into account of the importance of Computing in the wider world.

Computing at Holy Family is taught in a cross curricular approach. This means the subject does not stand alone but is taught through other curriculum areas such as history, literacy, geography etc. There are different strands in Computing such as computer science, presenting information, finding information and communication. These all link perfectly to all the other curriculum subjects. Our pupils have access to computers, laptops, iPads and software that develops their skills at their own level and ability.

Foundation Stage

In the foundation stage Computing curriculum is taught through the specific area of Understanding the World (Technology). The children are taught in small groups and use their experience during role play situations. The foundation stage encourages the children to experience Computing through real life situations such as using household equipment (toy irons, microwaves, vacuum cleaners etc) as well as toys to explore the wider world.

Key Stage 1

In KS1 the children learn each area of Computing through a skills-based teaching session which they then put into practise at a later date. The children are taught age and ability appropriate skills which are differentiated according to their needs. The children learn and revise aspects of safety to make sure they are aware of their importance of keeping safe when online although this is an ongoing thread that ties into all work in the subject.

Key Stage 2

In KS2 the children develop their skills further to make them more capable in using Computing and being able to transfer skills across other pieces of software and hardware. Coding is a very important aspect of the national curriculum and the children are able to use a wide variety of resources to develop their knowledge and understanding. Children use a range of resources to make sure they are prepared for life in the wider world and moving onto secondary schools.

How is this subject assessed?

Ongoing assessments are used by teachers to identify each child's progress. The children assess themselves according to their capability. Skills are reviewed throughout the year ensuring the children are successful and have the required skills to move on in their work in the following year group. Children who are more confident are given the chance to extend their learner in greater depth. Computing capability will be assessed using these methods and will take place at the end of each unit. Pupils keep a portfolio of their work on the school network and can see the development of skills as they look through work from previous years.

Resources

A bank of iPads is available for KS1 to enhance Technology Enhanced Learning opportunities.

A bank of laptops is available for KS2 to support their learning.

Interactive Touchscreen Televisions are available help teaching and learning in all classrooms.

Priorities for future development.

- To fully embed the new scheme of work, including the open-ended challenges.
- To develop further embed coding across the school.

Online Safety

Children at Holy Family use the internet on a regular basis as part of their learning. In school, we have online safety activities to remind children of the importance of keeping themselves safe online.

At home, many children are often given unsupervised access to the internet. This, potentially, allows them to access all kinds of society (both good and bad) and bring them into their homes.

We believe that internet safety is a shared responsibility between the school and parents and we are committed to developing the link between home and school. Should you have any comments, we will be happy to discuss them with you further. Please see your child's class teacher about any ideas you have or any matters that you are concerned about.

Click on the links to find important information regarding Online Safety and how to deal with issues such as cyber-bullying or reporting abuse.

<http://www.ceop.police.uk/safety-centre/>

<http://www.childnet.com/>

<http://www.thinkuknow.co.uk/>



Online safety sites

Please look at the links below where you will find age appropriate content for you to look at with your child.

<http://www.vodafone.com/content/digital-parenting.html/#>

Simple rules for keeping your child safe.

To keep your child safe they should:

- ask before using the internet.
- only use websites you have chosen together or use a child friendly search engine.
- only email people they know (why not consider setting up an address book for them?)
- ask permission before opening an email from someone they don't know.
- not use internet chat rooms.
- not use their real names when using games on the internet (use a nick name).
- never give out home address, phone, mobile number or where they go to school.
- never arrange to meet someone they have "met" on the internet.
- only use a webcam with people they know.
- tell you immediately if they see something they are unhappy with.

Did you know?

- Many online games have their own chat rooms
- If your child plays on these and enters these chat rooms, do you really know to whom they are talking?
- You can load software onto your computer which will alert you to anything inappropriate which your computer has accessed.

We know how important it is to protect and educate young people on using the Internet, and we want to provide all of our users with a safe experience.

When it comes to family safety, we aim to:

- Provide parents and teachers with **tools** to help them to choose what content their children see online
- Offer **tips and advice** to families about how to stay safe online
- Work closely with **organisations** such as charities, others in our industry and government bodies dedicated to protecting young people

http://www.thinkuknow.co.uk/5_7/hectorsworld/

<http://www.google.co.uk/safetycenter/families/start/>

Childnet International

Childnet International is a non-profit organisation working with others to "help make the Internet a great and safe place for children".

This website gives news and background to Childnet's work and serves as a portal to Childnet's award-winning project:

<http://www.childnet.com/>

Digizen

The Digizen website provides information for educators, parents, carers, and young people. It is used to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible DIGItal citiZENS. It shares specific advice and resources on issues such as social networking and cyberbullying and how these relate to and affect their own and other people's online experiences and behaviours.

<http://www.digizen.org/>

Kidsmart

Kidsmart - a fantastic web site for teaching your child all about e safety with lots of useful links to other web sites.

<http://www.kidsmart.org.uk/>

BBC Own It

Worried about your kids getting their first phone? You're not alone. The BBC Own It app is a new, free app designed to support, help and advise children, in the moment, when they use their phones to chat and explore the online world. Take a look at the expert's view on the challenges facing kids online and how the BBC Own It app can help children to stay safe and make smart choices.

<https://www.bbc.com/ownit>

National Curriculum for ICT

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work 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 World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact