



Squirrel Hayes First School: ICT Policy March 2026 UNCLASSIFIED



Squirrel Hayes First School

Policy Reviewed on	Feb 2016	Feb 2017	Feb 2018	Feb 2019	Feb 2020	March 2021	March 2022	March 2023	March 2024	March 2025	March 2026
Policy Owner Signature	Mrs A. Harris	Mrs A. Harris	Mrs Helen Johnson-Allen	Mrs Helen Johnson-Allen	Mrs Helen Johnson-Allen	Mrs Rebecca Percival	Mrs Rebecca Percival	Mrs Rebecca Percival	Mrs Rebecca Percival	Mrs Rebecca Percival	Mrs Rebecca Percival
Policy adopted by the Governing Body on	March 2016	March 2017	March 2018	March 2019	March 2020	March 2021	March 2022	March 2023	March 2024	March 2025	March 2026
Policy Reviewed Date	Feb 2017	Feb 2018	March 2019	March 2020	March 2021	March 2022	March 2023	March 2024	March 2025	March 2026	March 2027
Version	07	08	09	10	11	12	13	14	15	16	17

ICT Policy

1 This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



ICT Policy

Introduction

The introduction of Curriculum 2014 redefined Information communication and Technology (ICT) as Computing for academic provision. At Squirrel Hayes we believe that the broader term of ICT is relevant, in the broader view of professional use and child protection, for setting out the school's policy. Computing will refer to curricular provision.

At Squirrel Hayes First School we believe that Computing is central to the education of all learners and we aim to give each pupil the opportunities to develop and apply their capability.

Aims

It is the aim of Squirrel Hayes First School:

- To provide all pupils with their National Curriculum entitlement
- To develop competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- To develop the ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- To provide the learners with the understanding that permissions should be gained for photographs and that copyright means that photographs should not just be snipped and copied.
- To develop the ability to collect, organise and manipulate data effectively.
- To develop the use of technical language
- To enhance learning in other areas of the curriculum using Computing
- To equip pupils with the confidence and capability to use Computing for lifelong learning.

2 This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Why We Teach Computing

- Through teaching Computing with the use of J2E, we aim to equip learners to participate more effectively in a rapidly changing world where work and leisure activities are increasingly transformed by technology
- To give learners the opportunity to use Computing to develop their language and communication skills
- To develop learners' Computing capability in finding, selecting and using information as well as monitoring and controlling events both real and imaginary
- To apply their Computing skills and knowledge to their learning in other subject areas as well as enhancing the teaching & learning of other subjects by using Computing
- To explore their attitudes towards Computing and its value to them and society in general.
- To celebrate their success in the use of Computing because we recognize Computing skills are a major factor in enabling learners to be confident, creative and independent learners.
- To raise learners' awareness of the risks and responsibilities connected with using Computing and the internet, and allow them to make informed, responsible and safe use of these resources.

How We Teach Computing:

- As the aims of Computing are to equip learners with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible.
 - We develop the understanding of how to apply Computing skills purposefully, safely and responsibly in learning, everyday life and employment.
 - We encourage the learners to explore ways in which the use of Computing can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about or by using a the most appropriate program etc.
 - Teachers are encouraged to use a variety of teaching styles in order to introduce new programs and skills. Learners are given the opportunity to work in
- 3 **This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.**



Squirrel Hayes First School: ICT Policy March 2026 UNCLASSIFIED

small groups, pairs, individually and as a whole class. It should be noted that different groupings are flexible to ensure equal opportunities and that appropriate differentiation is maintained at all times to meet the needs of individual learners.

- The Computing curriculum is taught through a mixture of explicit skills Computing lessons and application of skills throughout the curriculum with the use of J2E, Espresso and scratch.
- We explicitly focus on E-safety as learners learn to connect by communicating safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school

Pupil Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT in a range of contexts, including outdoor play. IT is not just about computers. Early years develop fine motor, coordination and language skills through opportunities to 'paint' on the whiteboard or programme a toy. Recording devices are also an effective tool for children to develop their communication skills. This is particularly useful for SEN children or children who have English as an additional language. *We will also provide suggested activities that will build skills and knowledge that will go on to form the basics of the KS1 computing curriculum. They are provided to give inspiration to where technology can be built into and enhance other areas of learning in the early years.*

By the end of 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 a sequence of instructions
- Write and test simple programs
- Use logical reasoning to predict and computing the behaviour of 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.

- 4 *This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.*



Squirrel Hayes First School: ICT Policy March 2026 UNCLASSIFIED

This is a spiral curriculum with well-structured units in terms of depth and detail that prepare learners for remembering and applying their knowledge and skills. Decide which order the units will be delivered throughout the year to maximise on wider curriculum opportunities so that skills learned in Computing can be applied in other subject areas.

Topics are returned to over the year and built upon to support learners to remember more, so we recommend you deliver any units labelled Part 1 first, **before** its counterpart Part 2, but they do not need to be delivered consecutively.

Digital Literacy lessons should run throughout the year to deliver important safety messages to reduce the risk of harm when online. These lessons should be planned in conjunction with Relationships Education and Health Education and meet the needs of your learners and context of the school. As explained on the Home Page, the digital literacy lessons from project evolve are found at <https://projectevolve.co.uk/>

Key Stage 2

By the end of key stage 2 pupils should be taught to:

- Design and write 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; generate appropriate inputs and predicted outputs to test programs
- 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 world-wide 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

5 This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Squirrel Hayes First School: ICT Policy March 2026 UNCLASSIFIED

- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.

Progression

Personalised learning under the broad objectives is planned for with clearly identified new learning alongside ongoing skills as they continue to progress.

Equal opportunities/Multicultural Education

All pupils have equal access to Computing and all staff members follow the equal opportunities policy. As with all resources we ensure software is not gender or culturally biased. Resources for SEN learners and higher attaining learners will be made available to support and challenge appropriately.

Special Educational Needs

All learners have the right to access Computing. In order to ensure that learners with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the Computing curriculum for some pupils. Where appropriate, Computing can be used to support SEN learners on a one to one basis where learners receive additional support. Additionally, as part of our Dyslexia Friendly approach to teaching & learning we will use adapted resources wherever possible such as Visual Timetables, different coloured backgrounds and screen printouts.

Continuing Professional Development (CPD)

As an exponential resource for teaching, learning and professional practice, all teachers are required to engage with ongoing CPD to teach a legislative Computing curriculum and to support efficient working practices. CPD will be offered on the topics such as google classrooms, using J2E and Scratch.

Resources

All consoles will be stored in each classroom where they will have 15 each so they are able to access these machines throughout the day, including mice and chargers. During a computing lesson the devices are moved to each classroom and carried

- 6 This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Squirrel Hayes First School: ICT Policy March 2026 UNCLASSIFIED

carefully. Memory sticks and ink cartridges will be stored in the office as a communal area. The Computing coordinator is responsible for making sure that the equipment is safe and well maintained. A maintenance agreement with Entrust is currently in place to help support the coordinator to fulfill this role. Teachers are required to log any faults by emailing admin to forward to the ICT technician for his half termly visits. **Each class will have a minimum of 15 laptops that learners can access throughout the day. For example: the use of TT Rockstars, Numbots or Bug Club.**

Health and Safety

(Detailed **Risk Assessments** are produced for Computing lessons)

The following guidelines are in place to promote high standards in health and safety:

- Learners should not put plugs into sockets or switch the sockets on
- Trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- The maximum time a child should work at a computer is 2 hours a day
- All hardware will undergo a safety check annually, including PAT (Portable Appliance Testing)
- Safety Guidelines in relation to IWBs will be displayed in the classrooms
- E-Safety guidelines will be set out in the **E-Safety Policy & IAP**
- Safeguarding learners will be set out in the **Image & Photography Policy**

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the Internet, including social media, to share their messages.

- The filtering systems used in our school blocks inappropriate content, including extremist content.
- An advanced Policy Management, Internet Filtering and Computer Monitoring System monitor all computer use. Any concerns are logged and flagged up for further investigation.

7 This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Squirrel Hayes First School: ICT Policy March 2026 UNCLASSIFIED

- We also filter out social media, such as Instagram. Searches and web addresses are monitored, and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.
- Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.
- The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.
- Pupils and staff know how to report Internet content that is inappropriate or of concern.

Wi-Fi Use in School

Squirrel Hayes First School is aware of information about **Wi-Fi** use in school. The school has taken advice from the LA. The LA said that the information is inconclusive and that there is no evidence of risk to health.

Cross Curricular Links

Computing capability is achieved through core and foundation subjects. Where appropriate, Computing should be incorporated into schemes of work for all subjects. Computing should be used to support learning in other subjects as well as develop Computing skills.

Parental Involvement

Parents are encouraged to support the implementation of Computing where possible by encouraging use of Computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home. They will also have this opportunity using google classrooms and using this for blended learning.

Liaison outside our school

We aim to utilize and build on the expertise of the wider community, the Staffordshire Computing team, Computing coordinators in other schools and

- 8 This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Squirrel Hayes First School: ICT Policy March 2026 UNCLASSIFIED

professional support services to continually develop and improve the Computing curriculum at Squirrel Hayes First School.

Assessment and Record Keeping

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the National Curriculum.

Evaluation and Review

We see our policy as a working document and we plan to review this policy periodically.

DOCUMENT CHANGE LOG

Version No.	Date of review	Reviewer	Changes Made
01	2.12.10	D Guy	
02	2.2.11	David Guy	How we teach COMPUTING Staff Objectives. SEN Health & Safety Assessment & Record Keeping
03	08.03.12	Kate Follett	Reference to learners using the school website for home-learning.
04	04.03.13	David Francis	Why we teach COMPUTING How we teach COMPUTING Resources Health & Safety
05	14/01/14	David Francis	Resources - SLT/Entrust re-engaged.
06	25.2.15	Amanda Harris	New National Curriculum requirements Removal of basic ICT skills required by teachers, replaced by a professional duty to engage in CPD to deliver the legislative curriculum.

9 This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Squirrel Hayes First School: ICT Policy March 2026 UNCLASSIFIED

Version No.	Date of review	Reviewer	Changes Made
07	16.2.16	Amanda Harris	Clarified the use of terminology for ICT and Computing. Arrangement of learning Updated aims with more explicit links to the National Curriculum 2014 Details of E- safety under the 'To connect objective' Included details of monitoring for potentially harmful activity
08	1.2.17	A. Harris	No changes
09	26.2.18	H. Johnson -Allen	Permissions for images. Middle schools allowing use of computer rooms.
10	15.2.19	H. Johnson -Allen	Reviewed
11	10.02.20	H. Johnson-Allen	Reviewed
12	7.03.21	Mrs R Percival	Change of how we record any issues, how many devices each class will have.
13	1.03.2022	Mrs R Percival	Additional information on parental involvement. Updated storage of devices and CPD for staff. Incorporated the use of J2E.
14	March 2023	Mrs R Percival	Reviewed no changes made
14	March 2024	Mrs R Percival	Pupil outcomes
15	March 2025	Mrs R Percival	Reviewed no changes made
16	March 2026	Mrs R Percival	Updated information of storage of devices, use of devices. Addition of curriculum update to EYFS and KS1.

10 This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.