

Dunstone Primary School



Parent Handbook 2020-2021



Dear Parents and Carers

Welcome to Dunstone Primary School. We are very proud of our school, our children and their achievements. Our highly dedicated and skilled teaching team work hard to ensure that your child is provided with a high quality education based upon relevant and memorable learning experiences.

When your child starts at Dunstone Primary School they become a member of our school community. We aim for your child to learn in a safe and happy environment. We promote an ambitious culture of achievement for all our children, through a curriculum that is relevant and engaging, enabling all our learners to achieve the highest standards.

We believe education is about life-long learning and aim to provide children with as many opportunities as we can.

This handbook is designed for families with children at Dunstone Primary and for parents/carers who are considering enrolment at our school. It is intended to provide you with details about day to day life and information about policies and procedures.

If you have any further questions about anything outlined within this handbook, please do not hesitate to get in touch. We would welcome the opportunity to show you around our lovely school and share with you what we have to offer for your child.

Yours sincerely



Mrs Claire Duncan
Head Teacher



Contact Details

Telephone: [01752 401293](tel:01752401293)

School Email: office@dunstoneprimary.co.uk

Dunstone Primary School

Shortwood Crescent

Plymstock

PL9 8TQ

Staffing 2020-2021

Head Teacher	Mrs C Duncan
Deputy Head Teacher	Mrs L Archer
Phase Leaders	Miss H Prynne, Mr R Oaten and Mrs V Bateson/Mrs F Sluman
Willow	Mrs F Sluman, Mrs A Carpenter and Mrs S Dodimead
Rowan	Mrs T Dauny, Mrs R Loze and Mrs L Nottley
Elm	Mrs V Bateson and Mrs J Mathews
Beech	Mrs L Thomas, Mrs K Stickley and Mrs R Tucker
Sycamore	Mr R Oaten and Mrs L Dorman
Ash	Mrs L Archer, Mrs K Huggins and Mrs S Law
Oak	Miss H Prynne and Mrs S Geary Law
Music	Mrs K Stickley
Spanish and Wild Tribe	Ms K Lyon
Learning Support	Mrs K Sims
Office staff	Mrs S Evans and Mrs S Dannan
Children's Wellbeing	Mrs Gibson
Caretaking and Cleaning	Mr M Graham, Mrs R Richards and Ms A Churchward
Lunchtime Support	Mrs L Faulkner, Mrs E Alderson, Mrs H Purdy and Ms A Churchward
Before & After School Club	Mrs K Sims, Mrs M Prue, Mrs R Cadoux, Mrs J Botwood and Miss K Alderson

Term Dates 2020-2021

Autumn	Tuesday 1 st and Wednesday 2 nd September Thursday 3 rd September Friday 23 rd October Thursday 22 nd October Friday 18 th December	Non Pupil Day First Day of Term Non Pupil Day Half Term Last Day of Term
Spring	Monday 4 th January Tuesday 5 th January Monday 14 th February Thursday 1 st April	Non Pupil Day First Day of Term Half Term Last Day of Term
Summer	Monday 18 th April Monday 3 rd May Monday 31 st May Friday 17 th July	First Day of Term Bank Holiday Half Term Last day of term

Governors

Mrs Claire Duncan	Head Teacher
Ms Kay Bailey	Chair of Governors
Mrs Kate Luxford	Vice-chair of Governors
Mr Nigel Churchill	Co-opted Governor
Miss Katie Warren	Co-opted Governor
Mrs Amy Miller	Parent Governor
Mrs Laurie Archer	Staff Governor
Mr Phillip Buchan	Parent Governor
Mrs Sarah Evans	Clerk to Governors

Safeguarding

If you have a concern about a child, or wish to talk, please speak to one of our Safeguarding Leaders.

Mrs Claire Duncan	Designated Safeguarding Lead
Mrs Laurie Archer	Deputy Designated Safeguarding Lead
Mrs Adele Gibson	Deputy Designated Safeguarding Lead
Mrs Susie Dannan	Deputy Designated Safeguarding Lead
Ms Kay Bailey	Safeguarding Governor

Academy

Dunstone Primary School is part of Westcountry Schools Trust (WeST). The Trust is split into three hubs. We are partners in Hub A with Coombe Dean School Academy Trust, Plymstock School, Oreston Community Academy, Wembury Primary School and Sherford Vale School. Hub B partners, Heles School. Callington Community College, Borringdon Primary School, Woodford Primary School, Glen Park Primary School, Chaddlewood Primary School and Plympton St Maurice Primary School. Hub C partners, Ivybridge Community College, South Dartmoor Community College, The Atrium School, Ashburton Primary School, Buckfastleigh Primary School, Yealmpton Primary School, Holbeton Primary School, Stowford Primary School and Woodlands Park Primary School.

Admissions

Dunstone Primary School is a single form entry. This means we have one class per year group. The school has approximately 190 pupils from Foundation to Year 6. The school follows the Admissions Policy of the Local Authority (LA). Pupils are admitted to our Foundation (Reception) class in the September of the school year (1st September to 31st August) in which they will be five years of age.

The criteria for admissions in priority order are as follows:

- Looked After Children
- Children with exception medical or social grounds
- Children with a sibling already attending the school at the time of admission.
- Children whose parent/carer is a member of staff employed at the school
- Other children.

Welcome to School Arrangements

If it is necessary to distinguish between children in a particular category, priority will be determined on the basis of distance from the school measured by a straight line on the map – the shorter the distance, the higher the priority.

Before children start school for the first time, parents are invited to a meeting to share information. The children are then introduced gradually to school life, with half days attended during the first week, leading up to full time attendance. The Class teacher and Teaching Assistants make home visits as part of the induction process.

Assessment

The Education Reform Act requires schools to carry out a statutory assessment (SATS) through the National Curriculum tests in English and Maths at the ages of 7 and 11. Numerous other forms of assessment take place all of which provide the child and the teacher with information about where they are and what they need to do next. An annual report to parents is sent home every year and parents evenings are held twice a year, where you are invited to share and discuss your child's learning and development.

Attendance

Dunstone Primary School promotes the view that regular attendance is important to ensure the best possible learning outcomes for all our children. We feel that the whole school community takes responsibility for attendance. Parents and carers are required to contact the school office by phone or in person if their child needs to be absent from or late to school. Authorised absences include genuine illness, *unavoidable* medical/dental appointments, days of religious observance, and exceptional circumstances such as bereavement, or seeing a parent who is on leave from the armed forces. Medical appointments should *always be arranged if possible outside the school day*. Where this is not possible it is expected that pupils only miss part of the day. It is the Head Teacher, using DFE guidelines (Education Pupil Registration Regulations 2006, amended June 2013) who makes the ultimate decision to authorise absence. From September 2013 the law does not grant parents the automatic right to take their child out of school during term time. Schools will only consider requests from a parent and absence will only be authorised in exceptional circumstances.

If the school refuses a request and the child is still taken out of school, this will be recorded as an unauthorised absence and may make a parent liable to a fine per parent, per child. All holiday requests must be made in writing to the head prior to the holiday being taken. Parents/carers can apply (in exceptional circumstances) for leave of absence by contacting the school for the appropriate form.

If any child has not been registered or the school has not been notified about a child's absence, the office will contact the parent carer on the first morning. If an absence is unexplained it will be classified as unauthorised. Any absence considered

not to be a justified reason will remain unauthorised. A series of unauthorised absences may trigger a referral to the E.W.O. (Education Welfare Officer).

School starts at 8:50 am, school doors open from 8:40 and the gates are locked at 8:50 which is the official start of the day. Lateness is classed as any child coming into school between 8:50 am and 9:10 am. All children arriving after 8:50 am must report to the office and be signed in by parent/carer for fire and evacuation purposes. At this point lunch arrangements must also be confirmed by the parent/carer. After 9:10 am it is classed as an unauthorised absence. Lateness is monitored. Where children have persistent lateness problems the head will invite the parents into school to a formal meeting.

Behaviour

Rationale

Positive relationships and behaviour makes our school a safe, pleasant place to be and allows effective learning to take place. Communicating a clear and consistent approach with high expectations ensures that poor behaviour does not interrupt the flow of learning. This maintains an ambitious culture of achievement for all our children and staff where everyone takes responsibility for their own choices. This is a whole school approach which relies on all staff using it in a fair and consistent way, supported by parents. Positive relationships are crucial in our school to build trust and respect so that we have the best learning for our children.

Aims

At Dunstone Primary School, we aim to ensure:

- the emotional health and well-being of children and staff is promoted.
- a positive ethos within the school is promoted to facilitate high quality teaching and learning.
- all individuals are respected and are encouraged to respect each other so that everybody feels valued and supported.
- all staff are consistent in the delivery of the policy.
- all members of the school community have an understanding of what constitutes expected behaviour and this is clearly displayed throughout the school.
- that children understand 'right and wrong', show initiative and take responsibility for their choices.
- children are expected to wear our correct uniform to promote a culture of high expectations and readiness for learning.
- parents share responsibility for maintaining high standards of behaviour and learning through the regular attendance and punctuality of their child.

Implementation

To ensure that this happens:

- there is a set system for rewards and sanctions within our school, with clear boundaries.
- expected behaviour is described in the 'Show me 5' posters which are shared with all children. This is constantly reinforced in class, during assemblies and displayed around our school.
- children are able to voice their opinions through class discussions and via the School Council.
- all staff in the school share the responsibility for the implementation of this policy.
- all children agree to the behaviour expectations within our school through a handprint.

School Behaviour Expectations



Show Me 5

Rewards

Emphasis is on rewards to reinforce good behaviour, positive relationships, achievement and efforts in learning. Rewards have a motivational role, helping children and parents to see that we celebrate and value a commitment to achievement and ambition.

Rewards used at Dunstone Primary are:

- positive praise verbally;
- Learner of the Day stickers;
- Dojo points for learning behaviours;
- House points for sporting successes;
- Stickers;
- Star of the Week certificates for learning achievement;
- Class of the Week certificates for most Dojo points;
- Attendance certificates;
- Enrichment afternoons for 'Show Me 5' consistence;
- Celebration assemblies;
- Dunstone Delight texts to inform parents of successes.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is also a need for sanctions which highlight that there are clear consequences for unacceptable behaviour. This helps to develop children's responsibility for their behaviour choices and develop their understanding of 'right and wrong'. Each class promotes use of a class recognition board. Our behaviour 'steps to success' and the behaviour flowchart (Appendix 1) makes the steps in sanctions clear to all. During lunch times, mealtime staff will reward children with positive play stickers and refer any behaviour concerns to the senior leaders within our school.

Parents will be informed through discussions and more formally through letters, clearly showing where the child is in relation to the behaviour flow chart. This ensures that both school and home are clear about any possible future consequences if inappropriate behaviour continues. It also ensures that both school and home agree actions to support the child in amending their behaviour and making positive choices.

Support

All children in our school are expected to show an understanding of the expectations of behaviour so that all can achieve success and be happy. Just as we support curricular SEND (Special Education Needs or Disability) we also support Behavioural SEND through making reasonable adjustments and using positive de-escalation strategies.

We do this through:

- Pastoral support programs for individual pupils;
- 'Wobble' support plans;
- Parent meetings;
- Referral to outside agencies (Educational Psychology/Multi Agency Support Team/ Communication and Interaction Team).

Child Protection

It is a legal requirement that each school should have a named Designated Safeguarding Lead (DSL). At Dunstone Primary School the DSL is:

Mrs Claire Duncan (Head Teacher)

supported by

Mrs Laurie Archer (Deputy Headteacher)

Mrs Adele Gibson (Children's Wellbeing Champion)

Mrs Susie Dannan (Attendance Assistant)

The school follows the guidelines laid down in the City of Plymouth's *Multi-Disciplinary Child Protection Handbook* and the Department of Health's *Working Together to Safeguard Children* Guidance.

Children's Records

Records on each child are kept in the school office. Information includes: Admission information, reports from outside agencies to which the child may have been referred e.g. Educational Psychologist and any information that might have been given by the parent. All records are kept in a locked cupboard. Please see the school website for our GDPR privacy statements.

Collective Worship

This is part of a school assemblies each day. Collective Worship at Dunstone Primary School provides each child with a period for quiet reflection and physical calm. It should foster a sense of personal and social responsibility and become a focal point of the school.

Curriculum

Children in our Foundation class, follow the Framework for the Early Years Foundation Stage. There are seven areas of learning, which are all equally important and interconnected. The three prime areas are:

- * communication and language
- * physical development; and
- * personal, social and emotional development.

All Yr 1-6 children follow the National Curriculum subjects: English, Mathematics, Science, Information Communication Technology, History, Geography, Art, Design and Technology, Music, Religious Education and Physical Education and at KS2 a modern foreign language (Spanish). The school follows the Plymouth Syllabus on Religious Education. Arrangements need to be made with the Head Teacher if parents wish to withdraw their child from Religious Education. Children start on the National Curriculum after the Foundation (Reception) year. At Foundation children follow the Early Years Foundation Stage (EYFS) Curriculum.

Educational Visits/Visitors

We feel that visits and visitors are particularly beneficial to all children. Educational visits and visitors will provide an opportunity to enhance and inspire children's learning. You will be informed of activities by letter and monies will be collected via SchoolMoney to cover the charges incurred. For Year 6 children, residential visits are organised where possible. Such experiences are educationally worthwhile and children gain from them socially whilst learning to be more independent. Detailed risk assessments are carried out. Your consent will be sought for visits that include foreseeable risks. Whilst it is our wish to take *all* children, we reserve the right to refuse any child who is for any reason likely to cause harm to himself/herself or anyone else and any child who requires a disproportionate amount of individualised adult supervision. Details and costs are sent out beforehand. Consent forms are collected for all trips when your child starts the school. Most visits are funded by parental voluntary contributions and in the event of a significant shortfall of contribution the visit will be cancelled. We also encourage many varied visits to school by outside speakers and groups or theatre companies.

Equal Opportunities

It is our policy that training will be given to our staff to overcome discrimination. This includes ensuring all staff are fully aware of their responsibilities towards the promotion of equal opportunities, racial and sexual equality and that they will be properly equipped to take account of the different and special needs of particular groups and thus make provision for those needs.

Extra-Curricular Activities

Children have the opportunity to take part in a range of activities during the mid-day break and after school. Details of the clubs operating will be sent home at the beginning of each term. We would welcome offers from parents to run interest/activity clubs, particularly if they are qualified or experienced in their particular area of leisure pursuit. An enhanced DBS check would be required for any volunteer helpers. If a child is attending an after school club or is representing the school, a permission slip is required.

First Aid

Should children need first aid to be administered, staff act in 'loco parentis' (as caring parents) and follow school procedures. If there is concern about an injury, the child is referred to our qualified first aiders, who decide the action that needs to be taken. All first aid applied is recorded in our school accident book and the child may be given a green slip to inform the parent and alert them to any possible delayed reaction. If a child receives a minor bump to the head parents will receive a text. Injuries that we deem serious will be reported to the parents/carers immediately. It is therefore essential that we have two contact numbers for parents or carers during the day.

Health and Safety

Sometimes children have head infestations (head lice/nits). In which case, a text is sent to all children in the class and parents are informed in confidence if it is observed that their child has the problem. If head lice are 'live', parents are contacted to take their child home to apply treatment, so that we can hopefully avoid the problem spreading. Staff may notice head lice on the surface of children's hair and around the collar and may monitor recurrences. This is of course done discretely and parents are informed if the head infestation is present.

Occasionally, young children have 'accidents' due to not making it to the toilet in time. If garments are wet, we provide clean clothing, which the child changes into. Should a child be unwell or clothing is badly soiled, we will contact parents.

Parents are asked to park considerably outside the school and **not use the staff car park** during the start and end of the school day, for the safety of the children.

Dogs, except guide/hearing dogs are not allowed on the premises.

Dunstone Primary has in place a non-smoking policy, this includes e-cigarettes. Smoking is not permitted either in the building or anywhere in the grounds.

A copy of the Health and Safety Policy is available from the School Office.

Home School Partnership

All schools are required to have an agreement which defines the vital roles, responsibilities and expectations of all those involved, enabling an effective partnership for the benefit of all the children.

Inclusion Opportunities

At Dunstone Primary School, we welcome all children. Where a child has a recognised disability, we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school. The school's Special Educational Needs co-ordinator is Mrs Laurie Archer.

Lunch

School meals are prepared in our kitchen and served in the multi-use hall. Children have a choice of menu both with main course and dessert and a vegetarian option is always available. Children are encouraged to make healthy choices and information posters are displayed around the dining area to reinforce this message. A drink of milk or juice is served with meals. Packed lunch children, must bring in their own drinks, but not fizzy or highly coloured drinks please. Lunch money must be paid in ADVANCE using the online payments system, The school does not accept cash for school lunches. All Foundation and Key Stage 1 (Years 1 & 2) children are currently entitled to a universal free school meal. Free school meals are supplied to children whose parents are in receipt of Income Based Job Seekers Allowance or Child Tax Credit, with no Working Tax Credit and an annual income not exceeding £16190. Further information is available from the school office. Children may bring a packed lunch if they prefer, but all containers for food and drink must be 'non-breakable' and clearly named.

Medication

We regret that we are only able to administer medicines which are prescribed by a doctor and need to be taken more than twice, or for the treatment of asthmatic or similar conditions.

Such requests need to be made to the School Office and a parental consent form completed. All medicines must be clearly labelled with the owner's name, dosage details of when and how often it should be administered.

On sunny days we advise parents to apply sun cream before a child comes to school.

Morning Break

Foundation and Key Stage 1 are provided with a free piece of fruit each day and cold water is available. Children may bring in fruit or other healthy snacks for their break, but sweets, highly flavoured crisps, chewing gum, biscuits and chocolate bars are not permitted, as these have an adverse effect on children's concentration and behaviour. We encourage children to be 'healthy eaters' and seek parents' support with this.

Outdoor Learning

At Dunstone Primary School we believe that play is very important to children's learning. It helps them interact with the world around them and that making time for play in outdoor sessions is important. We understand that play is a central part of the essence of a child's life and is important for their physical and social and emotional well-being. There are many theories, ideas and methods about teaching children. There are however three main ways that children take in information on which they base their learning experiences. They are visually, what the child can see and what they are shown, auditory, what the child can hear and what they are told and kinaesthetically, what the child can experience through tactile learning and doing. 'Wild Tribe' activities are taught to the children and facilitate the experience of 'doing' and learning through the outdoors. We aim for outdoor learning to take place as much as is practicable, across all ages and across all areas of the curriculum.

Organisation

At Dunstone Primary School, we cover 2 stages of the National Curriculum and the Foundation Stage.

Foundation Stage (Reception)	4-5years
Key Stage 1 (Years 1 and 2)	5-7 years
Key Stage 2 (Years 3, 4, 5 and 6)	7-11 years

Each class has a Teaching Assistant in the mornings and the school also welcomes a peripatetic music teacher, therapists and family support workers.

Parental Involvement

Our school has a PTA known as 'Friends of Dunstone School' (FDS). We are always looking out for parents to help assist with PTA events. For more information on how to help please contact the School Office.

All parents are encouraged to spend time at home with their children in school related activities; sharing home learning, reading, spelling, multiplication tables, research work and so on, with children provides encouragement and continuity to the learning process.

An enhanced DBS check will be required for all volunteer helpers.

Class assemblies are held during the year, when we welcome you to come to see what your child has been learning during the term. The Head Teacher and staff are always pleased to meet parents before or preferably after school, to discuss their child's progress and welfare. Problems can usually be resolved and we request that if you have any concerns you let us know, at the earliest opportunity.

Photographs/Publicity

Parents/grandparents sometimes take photographs and videos of their children in school activities e.g. Celebration of Christmas and Class Assemblies for their own use only. On occasions we contact, or are requested by, media (newspaper, media, TV, School Website) for a school activity to be publicised. Such requests must always be approved by the parents through the photo consent form. If parents do not wish for their child to be in any such photograph/videos, this should be indicated on the photo consent form.

School Council

The School Council consists of 2 representatives from each class, who meet at least every 6 weeks. The meetings are chaired and minutes are taken. The children's views and ideas are very important to us and their ideas are passed on to staff to be discussed and put into action.

Secondary Transfer

Children complete their primary education at the end of the school year in which they are 11. Parents may express a preference for a place at a local comprehensive school or elect for their child to take the 11+ selective procedures. Information is sent home in the Summer Term of Year 5 for preferences to be made in the Autumn Term of Year 6. Information and support is given to the children and parents before they transfer and we work closely with both local comprehensive schools. Pre visits and inter-staff communication all helps to ensure a smooth transition.

Sex and Relationship Education

At Dunstone Primary we have introduced a whole school PSHE scheme called Jigsaw. Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Special Needs

Children who have special needs are identified and assessed at an early stage. Specific support is provided in line with the Department of Education Code of Practice. This references five areas of special needs: communication and interaction; cognition and learning; behaviour; emotional and social development; sensory and or physical. The Code of Practice specifies two levels of support for children identified with special needs. The first is called SEN Support and involves providing something different or additional for a child, firstly within the classroom and secondly within the school. The emphasis is very much on increasing the range and variety of differentiation for the individual child. Education Health Care Plan (EHCP) is the second level of support and this involves providing something different or additional with substantial and additional support from external agencies (e.g. Educational Psychologists, Speech Therapist, Behaviour Support). Those pupils who have particular Special Educational Need are accommodated within their mainstream class with care taken to ensure that work is appropriate to their needs. The Local Authority's Special Needs Support Services and Plymouth Psychology Service may be called upon to assist. At all times parents will be informed and involved.

Uniform

Girls

Grey skirt, pinafore or trousers
White polo shirt Foundation/KS1
White shirt and school tie KS2
School sweatshirt or cardigan
Pink/red and white checked summer dress or grey shorts
Grey tights or white socks
Black school shoes

Boys

Grey trousers/shorts
White polo shirt Foundation/KS1
White shirt and school tie KS2
School sweatshirt
Grey socks
Black school shoes

P.E. Kit

Shorts - black
T-shirt – house colour
Track Suits (optional but recommended) - black
Trainers/plimsolls

- Please name all clothing
- PE kit to be kept in small draw string bag

- Stud earrings only
- No toys or valuables
- Inexpensive watches are encouraged

Hair

Conventional hairstyles and natural colours only are acceptable. Grade 1 or 2 cuts or word shapes/patterns engraved into hair are not acceptable. Only small hair bands and ribbons are permitted.

Jewellery

Only watches and stud earrings may be worn at school. On the grounds of safety, these must be removed for PE, games and swimming. These items (as with other personal belongings) remain the responsibility of the child at all times. Please do not let your child wear expensive items, as the school will not accept responsibility for loss or damage or injury. If a child is unable to remove ear studs for physical activities, then ears must be covered (e.g. with a plaster). Other than earrings, body piercing is not acceptable.

Mobile Phones

Only children in Years 5 and 6 are permitted to bring mobile phones to school and MUST complete a mobile phone consent form before it is brought into school. The mobile must be handed in at the start of the school day and collected at the end of the school day from the school office. These are expensive items and the school insurance does not cover their replacement in the case of damage, loss or theft. The phones must be clearly labelled with the child's name. We encourage parents to carefully consider whether their child needs to bring their mobile phone to school.

Computing

The school's aims are to:

Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.

- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Meet the requirements of the national curriculum programmes of study for computing at Key Stage 1 and 2
- To respond to new developments in technology
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly

The National Curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- 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.

Rationale


The school believes that IT, computer science and digital literacy:

- are essential life skills necessary to fully participate in the modern digital world.
- allows children to become creators of digital content rather than simply consumers of it.
- provides access to a rich and varied source of information and content.
- communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- can motivate and enthuse pupils.
- offers opportunities for communication and collaboration through group working both inside and outside of school.
- has the flexibility to meet the individual needs and abilities of each pupil.

Security

We take security very seriously. As such:

- the computing technician will be responsible for regularly updating anti-virus software.
- use of IT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the schools AUP.
- parents will be made aware of the 'acceptable use policy' at school entry and KS2.
- all pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.

 the agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all computing areas.

Parental involvement

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home for pleasure, through home-learning tasks and use of the school website. Parents will be made aware of issues surrounding e-safety and encouraged to promote this at home. The Safeguarding page on the school website has information for parents on online safety.