Computing Policy

Introduction

- This policy document sets out the school's aims, principles and strategies for the delivery of Computing for learning and teaching and management purposes. It will form the basis for the development of computing in the school over the next three years.

What do we understand by the term Computing?

As well as being an important curriculum requirement and tool for the enrichment of teaching and learning, the ability to use technology effectively is a vital life skill in modern society.

We interpret the term 'Computing ' to include the use of computers, tablets, cameras to acquire, organise, store, manipulate, interpret, communicate and present information. Computing is also seen by the school as an important communication aid towards effective management within the school.

The school's aims

Our aim is to develop staff and children who are confident, responsible and effective users of IT both within Computing lessons and across the curriculum. Through the use and teaching of computing the school aims to:

- Meet National Curriculum requirements in Computing through the development and implementation of a relevant, challenging and enjoyable curriculum.

- Use Computing as a tool to enhance learning throughout the curriculum.

- Ensure all children to gain confidence in, and enjoyment from, the use of IT equipment.

- Develop specific computing skills in order to become autonomous users of IT.

- Develop children's skills in using hardware and software independently and effectively.

- Help children appreciate the relevance of IT in our society, and be aware of its advantages and limitations.

- Give children the knowledge and confidence to use the Internet responsibily and safely.

- To ensure all children to reach the highest possible standards of achievement

- To develop children's literacy and numeracy skills as appropriate

- To respond to new developments in technology

- To develop partnerships beyond the school

- Celebrate success in the use of Computing.

The school also aims to maximise the benefits available through IT for management purposes.

The school's curriculum organisation

As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in computing is for individuals or groups of children to use computers to help them in whatever they are trying to study.Therefore, we aim to incorporate Computing in the planning of each scheme of work.

- All children receive at least one Computing focused lesson per week
- Computing is also taught across the curriculum.

The Computing Subject Leader monitors the school schemes of work to ensure that where appropriate the children are staying safe and healthy. At the start of every term the teachers will deliver lessons on e-safety to help the children keep themselves safe at school and in other environments, e.g. staying safe when working on the Internet. In addition, opportunities for outside agencies to talk to the children about e-safety are arranged (e.g. Police Officers).

The Computing Subject Leader consults with staff to ensure that the Programme of Study for Computing is comprehensively taught with opportunities for children to reinforce their learning and further extend this learning through challenges which demonstrate mastery via greater depth thinking.The Subject Leader or members of the Senior Leadership Team will also monitor the teaching of computing on an ongoing basis.

Roles and responsibilities

The roles and responsibilities with regard to Computing within the school should be read in conjunction with the School's GDPR Policy and are as follows:

The head teacher carries out the following responsibilities:

- Data Protection and compliance with other legal requirements under GDPR.
- Ensuring staff access to IT equipment
- Health and safety policy and practice
- Ensuring the effective use of IT for management and administrative purposes

The following responsibilities are carried out by the Computing co-ordinator:

- Reviewing the Computing policy
- Identifying what IT support is needed by individual staff and providing/organising CPD as appropriate.
- Liaison with feeder schools and or receiving schools
- Overseeing equipment maintenance
- Ensure Computing progression
- Ensuring continuity between year groups
- Curriculum development

Everybody carries out the following responsibilities:

- Assessment of children
- Ensuring the consistent implementation of the Computing policy
- Ensuring that children use IT appropriately across the Curriculum and are safe when using the equipment .
- Meeting statutory requirements

Learning and Teaching styles

Staff are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate.

These will include:

- using the computer/visualier to demonstrate to a group of children or the whole class.

- leading a group or class discussion about the benefits and limitations of IT.

- individual or paired work which might include the use of worksheets and help cards.

- collaborative writing and design work in groups.

- where one pupil is used to demonstrate or teach a skill to others, the teacher will ensure that this is of benefit to all those involved.

- groups that are selected to ensure that all children are equally active and involved in the task, and that all have equal access to the IT equipment.

- activities using IT equipment are planned in order to allow different levels of achievement by children or to incorporate possibilities for extension work.

- teacher intervention, where appropriate, to reinforce an idea or teach a new point.

Access to ICT

Our IT equipment is deployed in the following way:

- Each class teacher has access to a laptop, which is networked

- Networked computers in the computer suite.

- Class sets of IPads and laptop.

- Colour printer facilities are available in the computer suite., the Year 4 and Year 5 areas.

- Each classroom has its own visualiser, CleverTouch board and camera.

- Control and data logging equipment is available in and stored in the appropriate Year Groups.

In addition

- Children are able to access our IT facilties as part of the CAT Club which takes place after school; interventions such as touch-typing; homework club and Computing club which takes place at lunch time.

- For management and administrative purposes IT equipment and software is available and is located in the offices.

Online Access

- The school encourages use by children of the rich information resources available on the Internet, together with the development of appropriate skills to analyse and evaluate such resources. These skills will be fundamental in the society our children are entering.

- The school expects that all staff will investigate the possibilities of using such information where appropriate within the curriculum and that staff will provide guidance and instruction to all children in the appropriate use of such resources. Staff must ensure that all information published on Intranets/ Internet does not contain information that is likely to compromise a pupil or member of staff.

- All members of staff need to be aware of the possible misuses of on-line access and their responsibilities towards children. The school will use firewalled services to try to ensure that undesirable material is unavailable to children.

- The school uses the CEOP guidelines for Internet use by children. All staff are responsible for explaining the rules and their implications. However, independent pupil use of telecommunications and electronic information resources is not advised and will only be permitted upon submission of permission and agreement forms by parents of children and by children themselves. To that end the school supports and respects each family's right to decide whether or not to apply for independent access.

- The school complies with all appropriate legislative requirements such as those contained in the Data Protection and Computer Resources Acts.

Use of digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and childen instant use of images that they have recorded themselves or downloaded from the internet. However, staff, carers and children need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- When using digital images, staff should inform and educate children about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet eg on social networking sites.

- The recording and distribution of videos or digital images of children at school events should strictly comply with the school GDPR policy guidelines.
- Staff are allowed to take digital or video images to support educational aims, but must follow school GDPR policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment and deleted once they are of no more use.

- Photographs published on the website, or elsewhere that include children will be selected carefully and will comply with the school GDPR policy on the use of such images.

Equal opportunities

- All should have equal access to IT in order to develop their personal IT capability.

- When children are working in groups, we endeavour to ensure that their hands-on experience is equitable.

- The SENCO and Computing co-ordinator jointly advise teachers on the IT support that can be provided to individual children with particular educational needs.

- Where appropriate an external specialist is used to assess a pupil's specific need.

- Where appropriate resources are provided to support a pupil with a specific need.

Recording, assessment and reporting

- Our school practice for Computing reflects the school's policy on recording, assessment and reporting.

- Children are assessed in Computing as:

  Having met National Curriculum expectations for their year group
  o Working within Age-Realated Expectations (EXS)

  Not meeting National Curriculum expectations for their year group
  o Working Towards Age-Related Expectations (WTS)
  o Growing Development (PKG)

  Exceeding National Curriculum expectations for their year group
  o Working at Greater Depth (GDS)

Managing resources

The budget for Computing resources is determined:

- annually

- through long term budgetary arrangements to meet new and emerging concerns

and the purchase and deployment of hardware is determined

- through discussion with staff

Software resources are identified, acquired, updated and deployed through

- discussion with staff each year

- audits and reviews

We ensure that all staff have the appropriate skills to use ICT resources effectively through:

- Skills audits and appraisal

- Staff loan of equipment

- Continual professional development training based on identified needs

We use the LA's services and other appropriate providers to support Computing in the work of our school.

Mastery

Effective mastery in Computing encourages all pupils to consider the real world application of the subject, both in and out of school.

Children are able to apply their skills and knowledge that they have learnt in Computing lessons and apply these independently.

Open-ended questioning and investigations during lessons ensures that pupils can develop problem-solving skills, logical thinking and demonstrate resilience when the task is demanding.

Pupils who are demonstrating mastery in Computing are able to select from a range of high quality technologies and multimedia devices to complete their task and explain their choices to others.

As a result of this, pupils have a resilient attitude towards Computing and its applications across a wider curriculum. They are able to confidently use a range of IT resources and develop their analytical minds through research, investigations and collaborative learning.

Monitoring and review

Policy Date: Summer 2019

Review Date: Summer 2022