Furzeham Primary & Nursery School
Computing Policy
May 2015

Computing Policy

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of and with ICT. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the scheme of work for ICT which sets out in detail what pupils in different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

This document is intended for:

- All teaching and support staff
- School governors
- Parents
- Inspection teams

Copies are of this policy are kept centrally and are available from the subject coordinator.

Introduction

Information and Communications Technology and Computer Science prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Computer Studies are an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enable them to use appropriate computing resources effectively as powerful tools for teaching & learning.

Aims

- To enable children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities,
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the Computing National Curriculum,
- To use computing technologies as a tool to support teaching, learning and management across the curriculum,
- To provide children with opportunities to develop their computing capabilities in all areas specified by the Curriculum Programmes of Study,
- To ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities,
- To maximise the use of computing technologies in developing and maintaining links between other schools, the local community including parents and other agencies.

The aims of Information and Communication Technology and how these contribute to the school's aims

The school aims to:

- meet the requirements of the National Curriculum Programmes of Study for ICT;
- use ICT as a tool to enhance learning throughout the curriculum;
- respond to new developments in technology;
- make ICT a valued environment in our school, which promotes the public image of the whole school and assists pupils in developing a positive self-image;
- use ICT to create the flexibility needed to meet the individual needs and abilities of all pupils;
- promote access for pupils with learning difficulties to otherwise inaccessible areas of the curriculum such as group work and collaborative learning
- ICT capability available in all classrooms

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups,
- the systematic progression through key stages 1 & 2,
- that the National Curriculum Programmes of Study and their associated strands, level descriptions and attainment target are given appropriate coverage,
- that all children have access to a range of computing resources,
- that computing experiences are focused to enhance learning,
- that cross curricular links are exploited where appropriate,
- that children's experiences are monitored and evaluated,
- that resources are used to their full extent,
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date.

Curriculum Development & Organisation

Once a term a class will work on completing one or two units of work based on the 2014 Programme of Study descriptions. The study will last for half a term where appropriate. Extended studies will be considered where beneficial in meeting the 2014 curriculum.

Medium term plans for computing will be highlighted with: Learning objectives, activities, vocabulary and assessment details. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken.

Each class is allocated time to complete computing studies to accomplish activities and objectives in the Computing scheme of work units. Where possible this scheme will be integrated to ensure that delivery of Computing is linked to subjects and takes on board the statutory requirements of other national curriculum subjects. However due to the nature of some elements of the scheme of work isolated study will need to be adopted.

Mobile devices are used to support the development of computing capability by enabling further development of tasks; encourage research, and allow for the creative use of ICT in subjects.

Digital projectors (ceiling/board mounted) and interactive whiteboards are located in all classrooms and used as a teaching resource across the curriculum.

Teaching & Learning

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task,
- Different pace of working,
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support,
- Different outcomes expected.

The ICT / Computing coordinator will review teachers' Computing plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of computing capability.

Equal Opportunities

All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability. It is our policy to ensure this by:

- ensuring all children follow the scheme of work for computing,
- monitoring children's computer use to ensure equal access and fairness of distribution of computing resources,
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased,
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for ICT and how they can support their children.

Internet Safety

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. This forms part of studies in Computing and is discussed as part of some PSHE provision.

Management Information Systems (MIS)

Computing enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school complies with LEA requirements for the management of information in schools.

We currently use SIMs Terminal Server which operates on the school's administrative network and is supported by SCOMIS. Only trained & designated members of staff have authority and access rights to input or alter the data.
The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment

ICT is assessed both formatively and summatively using achievement criteria based on the Programme of Study.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the school's scheme of work. These are conducted informally by the class teacher and are used to inform future planning.

A collection of students' work builds a portfolio over the unit enabling summative assessments to take place where children's computing capability is assessed. Assessment summarises children's computing capability at three different levels:

- Most children will…
- Some children will not have made much progress and will…
- Some children will have progressed much further and will…

We aim to build on this process by developing and maintaining electronic portfolios of pupils work, holding moderation meetings and using the summative assessments to assign levels to pupils work at the end of each key stage.

School liaison, transfer and transition

The school is connected to the LA's systems which enable the transfer of information electronically. Email is now used frequently to liaise with the LA, governing body, other schools and, where possible, parents.

Inclusion

We recognise computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.
Computing can cater for the variety of learning styles which a class of children may possess.

Using computing technologies can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of computing technologies as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Roles & responsibilities

Senior Management

The overall responsibility for the use of computing technologies rests with the senior management of a school. The Head, in consultation with staff:

- determines the ways computing should support, enrich and extend the curriculum,
- decides the provision and allocation of resources,
- decides ways in which developments can be assessed, and records maintained,
- ensures that computing technologies are used in a way to achieve the aims and objectives of the school,
- ensures that there is a Computing Policy, and identifies an Computing Co-ordinator.

ICT / Computing Coordinator

There is a designated ICT / Computing Co-ordinator to oversee the planning and delivery of ICT within the school. The ICT coordinator will be responsible for

- raising standards in ICT as a national curriculum subject
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources

- monitoring the delivery of the ICT curriculum and reporting to the headteacher on the current status of the subject

The Subject Coordinator

There is a clear distinction between teaching and learning in Computing and teaching and learning with computing technologies.

Subject coordinators should identify where computing technologies should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their
Computing studies and are applying those skills within the context of another curriculum subject.

Subject coordinators work in partnership with the Computing Co-ordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of computing technologies within curriculum subjects.

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co- ordinator in the monitoring and recording of pupil progress in ICT.

Monitoring

Monitoring computing will enable the Computing Co-ordinator to gain an overview of computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of computing teaching and learning the Computing Co-ordinator will:

- Scrutinise plans to ensure full coverage of the ICT curriculum requirements,
- Analyse children's work,
- Observe computing teaching and learning in the classroom,
- Hold discussions with teachers,
- Analyse assessment data.

Health & Safety

We will operate all computing equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers.

Computing rules are also on display within the Computing room for reference along with specific rules for the use of Internet and E-mail. The school also has an 'Acceptable Use Policy' for Staff, visitors and pupils.

The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

Appropriate legislation, including copyright and data protection

- All software loaded on school computer systems must have been agreed with the Network Manager / ICT Technician
- All our software is used in strict accordance with the licence agreement.

Please refer to the school's Data protection policy.

Effective and efficient deployment of ICT resources

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.
To support the cross curricular nature of computing at least one computer is also located in each class. This is also used for additional tasks which require the use of computing technologies.
Individual staff laptops and iPads are available, in each classroom, for presenting teaching materials on interactive whiteboards.
The school's digital projectors are located in all classrooms. They are permanently mounted.

A curriculum network enables internet access on all machines as well as storage and access to shared files.