Computing Policy

October 2015

Claregate Primary School - Computing Policy

Rationale

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 all other foundation subjects, 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.

National Curriculum 2014

Aims of Computing

Claregate Primary School aims to ensure that all our 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 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

Present resource provision

The school has 4 x 15 laptops situated in charging trollies which can be used in different areas of the school. Some classrooms also have a desktop PC. There are also desktop PCs in the Music Room. The school also has 7 iPads for pupil use. All member of teaching and support staff have a laptop for their professional use. All members of SLT also have an iPad for their own professional use. Each machine has internet access and all the relevant applications needed to teach computing in school. The school employs the services of an ICT technician via a Local Authority SLA who currently works in school two afternoons per week.

Classroom Provision

There is a variety of software is available for all machines in facilitate delivery of the curriculum. To ensure that copyright laws are adhered to, staff, pupils and parents are not permitted to run software brought in from outside school on school machines. An Acceptable Use Internet Policy has been developed in order to allow the safe and efficient use of the Internet for both staff and pupils in an educational context.

The new computing curriculum will be fully implemented in September 2014. As staff confidence increases and relevant training disseminated, a more personalised/bespoke scheme of work and long term plan will evolve.

In Computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice should be planned throughout the school.
Staff confidence and expertise will be developed if requested through training sessions provided by the Computing Leader, and external agencies.

Special Educational Needs

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teachers use a range of strategies to meet children's special educational needs to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Entitlement to the Computing curriculum

All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of these technologies. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

Planning for Computing in the early years needs to be considered carefully if children are to begin to gain confidence in the use of a variety of technologies as soon as they start attending school. A range of appropriate hardware, software and activities needs to be offered.

Attitudes

Through Computing we endeavour to foster the following qualities: excitement, curiosity, perseverance, open-mindedness, self-discipline, sensitivity to others, independence, adaptability, co-operation, and care for living things, in addition to 'Habits of Mind'.

Assessment and record keeping

- On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.
- Computing skills capability should be monitored regularly in relation to the Computing curriculum as outlined in the 'The National Curriculum' for England.
- Samples of work should be kept for groups of children stored in classrooms or on the school network within relevant class folders.
- For Reception it may not always be practical to keep samples of work, but observations and discussions could be recorded as part of a Learning Journey.

Links to the school development plan

- An audit of resources is undertaken yearly to ensure that hardware and software are kept as up-to-date as possible by the school ICT technician. Broken equipment is scrapped once it has been reported to Governors and removed from the whole school inventory.

Staff training

Needs will be met by:

- Auditing staff skills and confidence in the use of information technologies regularly;

- Arranging training for individuals as required;
- The Computing Leader should attend courses and support and train staff as far as possible.
- Annual e-safety training must be arranged and completed by all staff working with children
- All staff must be trained on professional conduct and safer working practices regarding technologies such as Twitter, Facebook etc. Further information is detailed in the School Handbook which all staff receive on an annual basis

Health and Safety

Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present. All portable computing equipment should be PAT tested and display a current valid label. If no label is present then this equipment should not be used and it should reported the Deputy Headteacher.

Food and drink should not be consumed near computing equipment.

- It is the responsibility of staff to ensure that classroom computing equipment is stored securely, cleaned regularly and that their class or they leave the equipment clean and tidy after use.
- Any computing equipment that does not work correctly should be reported to the ICT technician as soon as possible.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).
- An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are advised to take great care on the content accessed by children and are ultimately responsible for information accessed by pupils.

Review and evaluation procedures

The everyday use of communication technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised periodically. The Computing Leader will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the Computing curriculum. Meetings with subject leaders will also ensure that the use of information technologies across the curriculum is planned for and evaluated.

D J Saunders – October 2015
Deputy Headteacher