St. Thomas' CE Primary School

Computing Policy

Written by Rebecca Aitken   October 2023
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Introduction

At St Thomas CE Primary School, we believe that computers are valuable tools, which may be used to further enhance the curriculum already in place within the school. We believe the computer acts as another resource in the classroom and enables another teaching approach, which we can use to stimulate and inform the learner. It is an essential tool for supporting children's learning. All technologies, including computers, iPads and other digital technologies

are good motivators which can heighten pupils' interest and enjoyment, especially in those subjects children find difficult. Information Technology can also provide opportunities for teachers to extend the basic curriculum by embracing it fully in their teaching.

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 enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

Aims
- To enable children to become independent users of ICT, gaining confidence and enjoyment from their Computing activities
- To develop a whole school approach to Computing ensuring continuity and progression in all strands of the Computing National Curriculum and the Technology aspect within the Revised Early Years Foundation Stage Framework
- To use Computing as a tool to support teaching, learning and management across the curriculum
- To ensure Computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEND and disabilities

Objectives
In order to fulfill 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 Foundation Stage, Key Stage 1 & Key Stage 2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment targets are given appropriate coverage
- that all children have access to a range of Computing resources
- that Computing experiences are focussed 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

Entitlement
Computing is a national curriculum subject but also appears in all other National Curriculum subjects. The fundamental skills, knowledge and concepts that children need to use Computing effectively are currently set out in the National Curriculum orders. The orders for Computing define the requirements for pupils as follows:
- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information
- Reviewing, modifying and evaluating work in progress.

Strategies
- Although Computing is taught as a discrete subject, it is also seen as a tool to be used as appropriate throughout the curriculum to support and enrich children's learning, in order to ensure that valuable areas of experience are covered.
- All classes offer children experience in each of the strands of Computing.
- Computing receives a specific mention in the policy documents for all subjects of the curriculum.

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- Computer use is carefully managed so that all pupils are given equal access opportunities. Computing use is offered as an entitlement to all pupils.
- Pupils using Computing generally work individually or in pairs and are usually of mixed ability.
- Adult helpers are used in Computing for the reading involved in some programs and the support to children with special educational needs or disabilities in the classes.
- Pupils with Special Educational Needs have the same entitlement as all other pupils and are offered the same curriculum with differentiated activities where necessary. Pupils of high ability may be extended through the use of programs that offer challenges and opportunities for investigation.

Curriculum Development & Organisation

Our school Scheme of Work is 'Teach Computing' ran by the National Centre for Computing Education. It will be used by each teacher and they will make adaptations to ensure the plan is progressive in developing pupil Computing capability. Teachers use the computing overview to locate the topic and skills to be taught each half term. Teachers use the Tech Computing website to locate the appropriate planning and resources for each lesson. Each class is allocated time with the iPads. We ensure that delivery of Computing is linked to subjects and takes on board the statutory requirements of other curriculum subjects.

iPads can be moved into any classroom, which encourages research, and allows for the creative use of Computing in all subjects. Other forms of digital technology are available to use within school hours. Individual computers in classrooms support the development of Computing. In addition to this, Interactive White Boards are located in all classrooms and these are used as a teaching resource across the curriculum.

Each class is allocated a time with chrome books to accomplish their Computing scheme of work units. This scheme is integrated to ensure that delivery of Computing is linked to subjects where possible and takes on board the statutory requirements of other national curriculum subjects.

Teaching & Learning

Teachers' 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.
- The Computing Subject Leader will review teachers' Computing plans to ensure that skills are being taught correctly and that the Computing scheme of work that is in place is covered regularly over the year.

Equal Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability". Staff will keep a record of children's ICT use to ensure equal access and fairness of distribution of ICT resources; provide curriculum materials and software which are in no way class, gender or racially prejudiced or biased.

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. ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT 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 ICT 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 individuals or groups of children.

E-Safety
Internet access is planned to enrich and extend learning activities. St Thomas' CE Primary School has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. E-Safety awareness is embedded in every computing lesson and is also celebrated across the school on Safer Internet Day, assemblies and PSHE.

An e-Safety Policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access. The Computing Subject Leader works alongside the Designated Safeguarding Lead to ensure that internet safety remains a high priority.

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.

Assessment, Recording and Reporting
Feedback to pupils about their progress in Computing is usually done while a task is being carried out through discussion between child and teacher.
Formative assessment is carried out by teachers in the course of their teaching. Suitable tasks for assessment of Computing work are included in the scheme of work.
The Electronic Portfolio through Google Drive will contain annotated and levelled pieces of work from each year group, for each topic in the scheme of work.
Reporting to parents is done on a termly basis through interviews and annually through a written report. Reporting on Computing will focus on the level achieved and on their confidence and competence with Computing across a variety of applications.

Resources
- SMART Interactive Whiteboards in all classrooms.
- Projector linked to computer and sound system (with loop system) in Hall.
- Stand alone computers in Nursery and Reception classes.
- 60 chromebooks to be used in classrooms
- 30 iPads to be used in classrooms
- Programmable robots (Roamers & Bee Bots)
- Calculators available as required.
- Headphones
- Central resources such as master copies of software kept in the Server Room.
- Licences are kept in the safe.

Staff are responsible for the care and day to day maintenance of the equipment available in school. Any faults can be reported to the Headteacher or Computing Subject Leader who will inform MGL.

Staff are encouraged to use their school laptops in order to prepare resources and develop personal competence and confidence in the use of ICT.

Health and Safety
- Keeping working conditions clean and free of dust
- Electrical safety
- Regular electrical testing
- Teaching of appropriate posture when working at a computer.

Roles & Responsibilities

Senior Management
The overall responsibility for the use of ICT rests with the senior management of the 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 ICT is used in a way to achieve the aims and objectives of the school; ensures that there is a Computing policy, and identifies an Computing Subject Leader.

Computing Subject Leader
There is a designated Computing Subject Leader to oversee the planning and delivery of Computing within the school. The Computing Subject Leader is responsible for raising standards in Computing as a national curriculum subject facilitating the use of Computing 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 Computing curriculum and reporting to the headteacher on the current status of the subject.

The Subject Leader
There is a clear distinction between teaching and learning in Computing and teaching and learning with Computing. The Subject Leader should identify where ICT 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 study and are applying those skills within the context of another curriculum subject. Subject Leader works in partnership with the Computing Subject Leader to ensure all Foundation Stage Framework and National Curriculum statutory requirements are being met with regard to the use of Computing within curriculum subjects.

The Classroom Teacher
Even though whole school coordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the subject leader in the monitoring and recording of pupil progress in Computing.

Monitoring
Monitoring Computing will enable the Computing Subject Leader 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 Subject Leader will:

- Scrutinise plans to ensure full coverage of the Computing curriculum requirements
- Analyse children's work
- Observe Computing teaching and learning in the classroom
- Hold discussions with teachers
- Team teach lessons if necessary
- Provide appropriate CPD opportunity for all staff
- Conduct pupil voice questionnaires
- Analyse assessment data
- Share information with governors