St. Thomas' CE

Primary School

Computing Policy

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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.
- 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 follows the MGL Scheme of Work. It will be used by each teacher and they will make adaptations to ensure the plan is progressive in developing pupil Computing capability. Each class is allocated time with the iPads/Chromebooks. We ensure that delivery of Computing is linked to subjects and takes on board the statutory requirements of other curriculum subjects.

EYFS

- Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.

KS1

- Pupils will be taught to:
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify
- where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

KS2

- Pupils will be taught to:
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that
- accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise
- acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

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

It is the responsibility of all teachers to ensure that all pupils have access to the curriculum and make the greatest progress possible.

In order to ensure that children with SEND achieve to the best of their ability it may be necessary to adapt the delivery of the Computing Curriculum. We do this by setting suitable learning challenges and responding to each child's different needs.

In order to meet the needs of children the methods below may be used:

- Grouping pupils by ability and setting different tasks for each ability group.
- Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments, or making resources available in a pupil's first language where they use English as an additional language.
- Assigning adult support to individual/groups of pupils, where appropriate, to enable greater one-to-one support.

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. An Online 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 Child Protection Officer 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

- Pupils' knowledge and understanding of the primary computing curriculum will be assessed termly using the **MGL End of Unit Assessment Quizzes**
- Summative assessment will be noted in the MGL Assessment Spreadsheet.
- Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.
- Samples of work will be kept for groups of children, stored in both classrooms and on the school network, within relevant class and pupil folders.

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.
- 32 chromebooks to be used in classrooms
- 60 iPads to be used in classrooms
- Programmable robots (Roamers & Bee Bots)
- ***3 x 7 ipads in each key stage (These can be found in Years 2, 3/4 and 5/6)***
- 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

Headteacher

- Meeting statutory Computing requirements.
- Ensure that there is a Computing Policy and that it is implemented.
- Review and update the Computing Policy with the Computing Coordinator.
- Ensuring that the Computing Co-ordinator is effectively line managed and supported.
- Monitoring and evaluating the purchase of Computing equipment.
- Receive and respond to online safeguarding reports

Computing Subject Leader

- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep the headteacher and other stakeholders, such as parents, informed about the implementation of the primary computing curriculum.
- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

Teachers

- Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.

- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of Computer Science, ICT And Digital Literacy across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.

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