



# Edwards Hall Primary School

## COMPUTING POLICY

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### **Introduction**

Computing (principally but not exclusively computers) is used in many ways for the presentation, analysis and storage of information, but also to model, measure and control external events, to solve problems and to support learning in a variety of contexts, not least through the use of the internet, across the whole curriculum. The term computing is understood to incorporate ICT.

The use of computing is an integral part of school life and is a key skill which is used every day. Computers, programmable robots, digital and video cameras and tape recorders can be used to acquire, organise, store, manipulate, interpret, communicate and present information. As such, Edwards Hall Primary School recognises that its pupils are entitled to relevant hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

The purpose of this computing policy is to state how the school intends to make this provision. The new computing curriculum refers to four main areas of learning: Digital Literacy, Computer Science, Information Technology and E-Safety. These are defined as:

- Digital literacy is the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies.
- Computer science is the scientific and practical approach to computation and its applications.

- IT (Information Technology) is a term that encompasses all forms of technology used to create, store, exchange, and use information in its various forms (business data, voice conversations, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived).
- E-Safety is an awareness and understanding, through the medium of all fixed and mobile technologies, of possible encounter, both now and in the future, which exposes them to content and communications that could raise issues or pose risks to their wellbeing and safety.

### **Aims**

Our aims in using computing technologies are that all pupils will enjoy using computing facilities, choose and use appropriate applications with confidence and a sense of achievement, develop practical skills in the use of computing, be able to apply these skills to the solving of relevant and worthwhile problems, understand the capabilities and limitations of computing and the implications and consequences of its use.

### **Rationale**

The school believes that computing:

- Gives students immediate access to a rich source of materials
- Can present information in new ways which help pupils understand, assimilate and use it more readily
- Can motivate and enthuse pupils
- Can help children focus and concentrate
- Offers potential for effective group working
- Has the flexibility to meet the individual needs and abilities of each student aims

The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for computing for all children
- Meet the requirements of the national curriculum programmes of study for computing
- Use computing as a tool to enhance learning throughout the curriculum
- To respond to new developments in technology
- Provide regular access and use of technology relevant to a task
- Work as individuals or in small groups
- Practice skills which occur discretely while using computing to support work across the curriculum

### **Principles for the use of computing**

Computing is important because its use is widespread in the modern technological world and is likely to continue to grow.

Computing skills are recognised as cross-curricular within the national curriculum and their use is called for or assumed in all subjects to enrich pupils' learning. It is also a knowledge

and skill area in its own right. As in other areas of the curriculum, we incorporate the requirements and recommendations of the national curriculum into our planning and assessment at class, year and school level.

### **The role of the information and communication technology coordinator**

The computing coordinator is responsible for reviewing and updating the school's policies relating to computing and monitoring standards of achievement and progression. The role also involves liaising and supporting the network manager, much of which will involve maintenance of the school network, the management of the school's hardware and software and the coordination of repairs. The computing coordinator will also offer advice on and demonstrate new peripherals as well as appropriate software when requested or appropriate, liaise with other curriculum coordinators to ensure effective use of computing in their areas and keep abreast of new software, particularly that which could be appropriate for pupils with special educational needs.

- Mr Unett is the computing coordinator and will be responsible the implementation of the computing policy across the school, ensuring adequate subject coverage and monitoring progress across the subject.
- James Casbolt is the network manager and will be responsible for the running of the school network, computers and other computing equipment. Any problems should be reported to him via the request book located in the Computing suite.
- A governor will be invited to take a particular interest in computing in the school.
- Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing skills and using computing across the curriculum
- The school is corporately responsible for ensuring that copyright regulations are not infringed.

### **Strategies for the use of information and communication technology**

In order to ensure that pupils gain experience, computer use is integrated into the curricula and is followed throughout the school, including early years. Pupils will have experiences of a variety of software that allows teachers to provide for progression of skills, concepts and applications. The software map shows the software available to teachers to deliver the requirements of the new curriculum. All classes will have equal access to the ICT suite for whole class work.

Excellence in computing is celebrated in school through displays around the school, especially in the ICT suite, of text, pictures, graphs and charts produced by pupils using computers.

## **Resources**

The school acknowledges the need to continually maintain, update and develop its computing resources to keep up with the pace of new technologies. The school will do this by:

- Investing in software that will effectively deliver the strands of the computing curriculum
- Investing in software that will support the use of computing across the curriculum
- Investing in new hardware as appropriate to support effective teaching and learning
- Engage in a rolling programme of hardware replacement to ensure that school hardware remains functional

## **Inclusion**

Computer use is carefully managed by the class teacher to ensure equality of provision for all children. This will be achieved in part by:

- All pupils developing positive attitudes towards computing; they should develop an understanding of the potential of computing and show confidence and enjoyment in its use.
- Ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class. Those who are most proficient with the technology will be encouraged to share their expertise and confidence. All will have the opportunity to make the most of their own potential, within this field.
- Allowing pupils who experience difficulty with mastering the technology, or just work more slowly, extra time or opportunities to work with computers.
- Allowing computer access to pupils outside school hours in a Computing / Homework club.

## **Health and safety**

- The school is aware of the health and safety issues involved in children's use of computing and the school will dispose of redundant computing equipment responsibly, safely and appropriately.
- Computing equipment should be treated with the same care as any other electrical equipment.
- Pupils should be encouraged from the earliest age to sit appropriately, without spinning on chairs, whilst working at the computer.
- Staff should consult the SENCo with regard to any implications of the use of computing for known medical conditions e.g. Epilepsy, visual impairment.
- Staff using projectors should be made aware of the safety guidelines and follow the safety guidelines in them. Further details can be obtained from the network manager.
- Staff should familiarise themselves with the risk assessment for the computer suite and notify the relevant personnel as required should any issue arise.

### **Security / copyright / ownership**

All our software is used in strict accordance with the licence agreement.

### **Responsible Use**

All members of the school community are bound by the terms of the acceptable use and e-safety policy. All network users are required to sign an acceptable use agreement before being granted access to the school computing facilities. Further details can be found in the acceptable use and e-safety policy.

Users are reminded of the following:

- No CDs, DVDs, flash drives from outside school should be allowed in machines without permission from the class teacher
- Use of computing equipment will be strictly in line with the school's 'acceptable use policy'
- Parents will be made aware of the 'acceptable use policy'
- All pupils and parents will be aware of the school rules for responsible use of computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of computing equipment and the internet will be displayed in all computing areas.
- No user should attempt at any time to install any software of any kind onto the school's network or onto any workstation connected to it. If a member of staff wishes to have software installed the agreement of the computing coordinator, network manager or head teacher should first be sought, the licence checked and the relevant media handed to the network manager to arrange for installation.
- All users of the network must be aware that their user areas and individual files may on occasion be accessed by the network administrators and files which contravene any part of this policy will be removed.
- All use of the school's computing resources should be in line with this policy and the rules laid out in the school's acceptable internet use policy.

### **Planning, assessment, recording and reporting**

#### **Planning**

The school will follow the program of study provided by ICT Inspires which provides a framework for teachers to create stimulating lessons which are flexible to the topic of the class. In addition to this, the school have invested in tool kits to help aid the delivery of the new curriculum.

As the school develops its resources and expertise to deliver the computing curriculum, topics will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Pupils will save work on the school network following a set procedure (File, Save As, Shared P Drive, Year Group, Academic Year, Class, Folder of work and their name or in the pupils own

user area or in the children's own area as directed by the member of staff). Other work may be printed and filed within the subject where the task was set.

Planning for the use of cross-curricular computing is a process in which all teachers are involved, wherein computing activities which take into account the breadth of study and knowledge, skills and understanding pupils should acquire and the software they should become familiar with are integrated into the whole curriculum. Subject coordinators, supported by the computing coordinator where appropriate, are responsible for identifying needs and opportunities for the use of computing within their subject area.

### **Assessment, Recording and Reporting:**

Overall responsibility for monitoring and development of the Computing curriculum will lie with the head teacher and the Computing co-ordinator. However, as Computing is a statutory part of all subjects within National Curriculum, it is expected that individual subject co-ordinators will also be looking for ways of developing Computing within their subject areas and sharing this information with colleagues. This is done through the topic planning and training. In accordance with the school policy on assessment, recording and reporting, children's Computing skills are regularly monitored and evaluated. Annual reports on coverage and progression are sent to Governors. The children are assessed during each area of learning with the end of phase expectations in mind. As with other subjects, AFL allows teachers to identify where levels of support and coverage are required.

### **Monitoring and evaluating**

#### **Staff monitoring and evaluating**

Using the ICTinspires framework, teachers will make judgements based on end of year expectations and the confidence that pupils have on a particular subject. The ICTinspires framework relies on the collaboration between year groups as the skills taught are covered over two years, with the exception of the Foundation Stage. Progression of skills taught are developed further through application in other areas of the curriculum i.e. changing font size for a headline in a piece of literacy. At the end of each term staff will review their plans through the completion of a monitoring document which allows them to identify what needs to be covered to ensure a breadth of coverage. Teachers will also be able to review what worked well and what they would change next time, thus creating a supporting document to reference from for future planning. End of year assessments are to be reported back to the computing coordinator and to be passed on to the next teacher.

#### **Coordinator monitoring and evaluating**

The computing coordinator, through planning trawls, review of monitoring documents and examples of work, will ensure that the pupils are receiving the full curriculum and identify why if not. The coordinator will support members of staff in their development to ensure coverage of the curriculum and confidence in their own subject knowledge is complete. Throughout the year the co-ordinator will use release time to monitor ICT within school to ensure adequate implementation of the policy and to evaluate the effectiveness of the ICT within the curriculum and identify the strengths and areas for development. The outcomes of the monitoring will then impact on Professional Development meetings within school to

ensure that all staff have the necessary knowledge, skills and software to teach a varied and high quality Computing curriculum.

**Professional Development:**

There is a provision for personal access to the Computing software and hardware; all teaching staff have a school computer and all staff have access to the school computers and Learn pads. These computers allow staff to have access to the Internet, e-mail system and applications for planning, monitoring and recording. Training is also provided for new technology and updated software.

- The computing coordinator will assess and address staff training needs regularly or in response to individual needs and requests, throughout the year.
- Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator.
- Teachers are encouraged to use computing equipment to produce plans, reports and communications where possible.
- Routine opportunities for Support Staff to develop confidence with technology and how they use it within the classroom.

Jeffrey Unett - Computing Coordinator

Assisted by – Andrew Forrest, Lyn Campbell and Gerald Brook

Effective From: January 2016