The Reddings Primary and Nursery School

Computing Policy

Introduction

Computing skills are essential for life long learning. This enables learners to achieve, make progress and develop specialised skills and understanding. Computing makes an important contribution to learning across the curriculum.

Learners use and apply their computing knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.

Aims and objectives

Learners will:

- find and select information from digital and online sources, making judgements about accuracy and reliability

- create, manipulate and process information

- using technology to capture and organise data, in order to investigate patterns and trends, explore options using models and simulations, and combine still and moving images, sounds and text to create multimedia products

- collaborate, communicate and share information

- using connectivity to work, with and present to a range of audiences, within and beyond the school

- refine and improve their work

- make full use of the nature of digital information to explore options and improve outcomes

- British values are promoted through the Computing curriculum

Roles and Responsibilities

The Role of the Headteacher

The Head Teacher has overall responsibility for the safe use of computing.

The Computing Subject Specialist, in consultation with the Senior Leadership Team and the Head Teacher:

- sets the on-going development of computing for both the administration and the curriculum at the school.
- ensures best value in any computing purchasing deploying resources to support the strengths of the teaching staff
- agrees and writes a computing training plan, accounts for any training needs that may arise from their decisions and must ensure that these training needs are met
- understands the application of computing to teaching and learning and management
- ensures that the computing curriculum is inclusive

COMPUTING Subject Specialist

The designated teacher should:

- agrees and writes a school development plan by setting the strategic direction of computing in the school, based on their vision for the school and how computing contributes to that vision
- embed and monitor a scheme of work for the computing curriculum
- develop and monitor the embedding of computing across the curriculum
- monitor planning and assessment; termly outcomes to be fed back to the Head Teacher
- observe lessons, and monitor and support staff in the confident teaching of computing ensuring that the teaching of computing is always effective
- write an computing training plan, taking into account any training needs that may arise from monitoring and ensure that training needs are met
- ensures that the computing curriculum is inclusive
- identify appropriate and sustainable resources to meet the needs of the computing curriculum
- encourage colleagues and allow sufficient time to develop the confidence to apply new technology
- act as a contact point between the school and support agencies
- work closely with the contracted technician to solve any technical problems
- inform staff of new developments in the curriculum and feedback on best practice in computing

- coordinate the evaluation and review the school's Computing Policy

Role of Teaching Staff

Teaching Staff should:

- plan computing as an integral part of each curriculum area ensuring skills and knowledge are embedded throughout all national curricular subjects

- integrate the computing learning objectives into the schemes of work for other subjects

- choose the appropriate technology to support and extend learning within other subjects

- identify and assess the computing learning objectives within the lesson, and support other adults to assess computing in the classroom

- teach discrete computing skills within the context of work drawn from other subjects.

Equal Opportunities and Inclusion

In line with the schools Equality Scheme, planning should take into account the needs, gender, race and religious beliefs, within each year group so that all learners find the work accessible, stimulating and, whenever possible, appropriate to their interests.

Teachers give every learner the opportunity to experience success in learning and to achieve as high a standard as possible.

Learners with special needs may well find it easier to express their ideas and feelings in a visual way and will benefit from 'open ended' tasks and activities.

It is also a subject not necessarily governed by academic ability and provides all learners with an opportunity to succeed. Each learner is encouraged to feel their work is respected and of equal value to the work of others. Each learner's work is celebrated and displayed – thus helping to promote self-esteem.

We aim to give all learners the opportunity to develop an appreciation of computing and digital technology available within the wider world through topic work. Teachers present learners with a large variety of digital technology to try, use and program to enable them to develop an understanding of the digital world around them.

We enable pupils to have access to the full range of activities involved in learning Computing. Where learners are to participate in activities outside the classroom, for example, a museum or factory trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Computing can:

- address children's individual needs

- increase access to the curriculum

- enhance language skills

Health and Safety

The following guidelines are in place to promote high standards in Health and Safety:

- trailing leads should be made safe behind the equipment

- liquids must not be taken near the computers or be taken into the computer suite

- magnets must be kept away from all equipment

- the computer must never be switched off when removable storage are still in the computer

- the recommended guideline for the maximum time a child should work at a computer is two hours a day with frequent breaks

- computer keyboards are a recognised source of RSI, and suitable advice is available from the Health and Safety Leader

- all hardware will undergo an annual safety check

- appropriate risks assessments are carried out and reviewed annually for the use of computing equipment e.g. computer suite, projectors

- safety notices on using Interactive Whiteboards (projectors) are positioned by all boards (see appendix 1)

- all staff carry out necessary risk assessments when using additional computing equipment

- individuals are trained to manage their own safety and respect the safety of others

- individuals whose safety is compromised know the avenues and strategies that are to be followed in order to effectively tackle any inappropriate behaviour

eSafety

It is essential to educate, empower and prepare children and adults for the potential risks that are associated with technology. Upon entering the school pupils and their parents are required to sign an Acceptable Use Agreement for Students for computer use and internet access at school.

All staff starting their employment at The Reddings are also required to agree to an acceptable use policy. The policy is agreed and formalised for staff, students, parents and governors (see 'Acceptable Use Policy')

Website Letter

Due to curriculum changes parental permission is required regarding access to American websites

Teaching and Learning Styles

Learners have widely differing computing abilities. Some learners have additional access to computing equipment at home, which is not available to all. We provide suitable learning opportunities for all learners by matching the challenge of the task to the ability and experience of the learner.

We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses

- setting tasks of increasing difficulty (not all learners complete all tasks)

- grouping children by ability in the room, and setting different tasks for each ability group

- providing resources of different complexity that are matched to the ability of the learner

- using peers to support the work of individual children or teaching assistants to support groups of learners

Early Years

Children will have computing experiences indoors, outdoors and through role play in both child-initiated and teacher directed time.

Computing developments and achievements are shared and a positive relationship fostered with home, school and the wider community. This will be reviewed though school website in the light of emerging technologies and Government guidelines.

Assessment

Formative assessment of computing will take place during the teaching of discretely taught computing sessions and cross curricular sessions. Summative assessment will be carried out termly (through an integrated project), and will reflect the development of children's computing capability. Clear Learning Intentions both in computing and in subject context will support the focus of assessed activities.

The computing Subject Specialist organises the collection of samples of computing work following staff moderation. These pieces form part of the school computing portfolio. This is maintained in order to obtain consistency across our school. It is updated by the computing Subject Specialists on a termly basis.

Monitoring, Evaluation and Review

The monitoring of the standards of the learner's work and of the quality of teaching in computing is the responsibility of the Computing Subject Specialist who reports to the Leadership Team. This is achieved through: work sampling, monitoring of planning and lessons, discussion with staff and pupils and looking at computing displays.

The Computing Subject Specialist is also responsible for:

- supporting colleagues in the teaching of computing keeping informed about current developments in the subject

Resources

Resources are purchased and deployed effectively to meet the requirements of the Early Years Foundation Stage Curriculum and National Curriculum. Hardware and software resources are stored centrally.

The Computing Subject Specialist is responsible for auditing and maintaining a computing software and hardware inventory. Following the purchase of new resources, teaching staff are encouraged to discuss

their training needs with the Computing Subject Specialist. Time is allocated in staff meetings to support the development of computing.

All members of staff have the responsibility to ensure the correct use of computer hardware and software and informing the contracted technician of problems experienced with any equipment.

Safety Notice When Using Interactive Whiteboards

The following are guidelines for the safe use of computer projectors in a classroom:

- Staring directly at the projector beam is avoided at all times.

- Standing facing the beam is minimised. Users, especially learners, should keep their backs to the beam as much as possible. Using a pointer to avoid the user to enter the beam is recommended.

- Children to be supervised at all times.

- Use the room blinds to reduce the light levels.