

# Devonshire Park Primary School

## Computing Policy



**September 2019**

## **Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning within Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the long and medium term planning for Computing which sets out in detail what pupils in different classes and year groups will be taught and how Computing can facilitate or enhance work in other curriculum areas.

This document is intended for

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

## **Introduction**

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use Computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ Computing to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users within Computing so that they can develop the skills, knowledge and understanding which enables them to use appropriate Computing resources effectively as powerful tools for teaching & learning.

## **Aims**

- To enable children to become autonomous, independent users of technology, 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 Curriculum
- To use Computing as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their Computing capabilities in all areas
- To ensure Computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of Computing in developing and maintaining links between other schools, the local community including parents and other agencies.

## **Objectives**

In order to fulfil 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 Phase & KS2
- that all children have access to a range of Computer 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

### **Curriculum Development & Organisation**

Each year group is given a long term plan with key objectives and opportunities for a wide range of Computing resources to be used discretely as well as providing many cross curricular opportunities. Staff then adapt these into daily lesson plans to ensure progression in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. 'Building Learning Power' is embedded within our school ethos and Computing offers many opportunities for children to become independent learners, make links with skills and distilling information needed for lessons. During lessons, children stretch their learning muscles and skills learnt during activities are then transferred into the real world.

External consultants come into school regularly to support staff and further develop their subject knowledge.

Laptops are readily available to children throughout the school day and staff liaise with each other to ensure equal opportunity is taking place.

### **Learning By Questions**

Year 4, Year 5 and Year 6 use laptops daily to aid their learning in maths. A rota is in place to ensure laptops are available for each lesson.

Interactive Whiteboard's are located in all classrooms and are used as a teaching resource across the curriculum.

### **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.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected

The Computing coordinator will review teachers' Computing plans termly to ensure a range of teaching styles are employed to cater for all needs and promote the development of Computing capability.

## **Equal Opportunities**

It is our policy to ensure:

- All children follow the scheme of work for Computing
- A record is kept of children's Computing use to ensure equal access and fairness of distribution of Computing resources
- Curriculum materials and software which are in no way class, gender or racially prejudice or biased
- We provide an after school club and lunch time clubs to pupils who do not have access to technology at home

## **Internet Safety**

Internet access is planned to enrich and extend learning activities.

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An acceptable use policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed around school.

Discrete Computing lessons are taught that solely focus on the importance of e-safety.

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.

## **Management Information Systems (MIS)**

Computing enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school's protection of MIS data is fully compliant with GDPR.

The school complies with LA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the LA.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided. This is fully aligned with the school's data protection policy.

## **Assessment**

Most assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes within planning. These are conducted informally by the class teacher and are used to inform future planning. Formal assessment is recorded half termly on Target Tracker.

## **School liaison**

All staff have access to Google Drive. Email is used frequently to liaise colleagues, governors and other schools.

Twitter is used daily to connect with parents.

## **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.

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

Computing 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 Computing 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 individual or groups of children.

## **Roles & responsibilities**

### **Senior Management**

The overall responsibility for the use of Computing rests with the senior management of a school, the Computing lead. 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 Computing is used in a way to achieve the aims and objectives of the school;
- ensures that there is a Computing policy

### **Computing Coordinator**

There is a designated Computing coordinator to oversee the planning and delivery of Computing within the school.

The Computing coordinator will be responsible for

- raising standards in Computing as a discrete 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 and external consultants on the current status of the subject

### **The Subject Coordinator**

There is a clear distinction between teaching and learning in Computing and teaching and learning with Computing. Subject coordinators should identify where Computing 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 coordinators work in partnership with the Computing coordinator to ensure all key objectives are being met with regard to the use of Computing within curriculum subjects.

## **The Classroom Teacher**

Even though whole school co-ordination 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 co-ordinator in the monitoring and recording of pupil progress in Computing.

## **Monitoring**

Monitoring Computing will enable the subject coordinator to gain an overview of the 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 subject coordinator 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
- Hold discussions with pupils
- Analyse assessment data

## **Health & Safety**

We will operate all Computing equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers.

The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. Hi Impact manages the intranet using 'Surf Protect' for security and safety. The files and network system are backed up regularly. The virus checker is updated regularly when possible.

## **Home school links**

We have a school website which will promote the school's achievements as well as providing information and communication between the school, parents and the local community. Twitter is used daily in order to communicate with parents. Parent drop in sessions have taken place offering the opportunity to discuss and ask any questions relating to technological issues.

## **Appropriate legislation, including copyright and data protection**

All software loaded on school computer systems must have been agreed with the designated person in the school.

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

We don't allow personal software to be loaded onto school computers.

Please refer to the school's Data protection policy.

## **Effective and efficient deployment of Computing resources**

Computing resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular and whole class teaching of Computing staff ensure a timetable is in place to ensure each class has access to equipment.

With the exception of Ipads and laptops, all equipment is kept within the media suite and staff must use Google Calendar to book out to stop clashing and so the Computing coordinator can monitor use of equipment.

All equipment is 'collected in' at the end of year and checked on the equipment & software audit. Ipods and Ipads are collected in and updated regularly.