



Computing Policy

1: Strategic Management

1.1 Introduction to the Policy

William Stockton's computing policy is reviewed annually by the Computing co-ordinator, Head teacher, Governors and Senior Leadership Team.

Computing has a vital role to play in the achievement of these aims.

This policy will:

1. Ensure that the requirements of the 2014 National curriculum are met.
2. Define the place of computing in the curriculum, supporting all other subjects whilst integrated in other subjects.
3. Ensure continuity and progression in the teaching and learning of computing skills.
4. It will support staff in the planning and delivery of pupils' computing experience.
5. It will form a basis of information for teachers, parents and governors.

1.2 Aims of using computing

We realise that modern technology relies heavily on the use of computing. Children accept new technology readily and situations arise when they need to make decisions about whether to use computing to accomplish tasks.

We aim to ensure that:

- We will provide pupils with the experience necessary to enable them to gain confidence in dealing with the areas of computing capability, appropriate to their age and ability within the Primary curriculum.
- We help them to develop an understanding of the strands of computing capability in the National Curriculum. (Finding things out, Developing ideas and making things happen, Exchanging and sharing information, reviewing, modifying and evaluating work as it progresses.)
- The development of this capability is in conjunction with the subject attainment targets, through integration and experiences in all areas of the curriculum.
- Pupils with learning difficulties are motivated and stimulated. Basic concepts and skills can be reinforced using the computer and appropriate software packages.
- Teachers and pupils use computing as much as possible, wherever it can add real value to the process of teaching and learning.
- Pupils and staff recognise the benefits afforded by use of the internet but are aware of the associated hazards and are equipped to deal with instances of inappropriate use by others.
- That parents and governors are given the opportunity to be informed of the benefits afforded by use of the internet and are made aware of the associated hazards.

1.3: Roles and responsibilities

The key responsibility for computing within the school lies with the computing co-ordinator and the Senior Leadership Team. The success of this policy depends on the participation of all staff in its development and implementation.

The roles of the computing co-ordinator (Head teacher and SLT)

- Annual review of the schools computing provision, the school's computing Policy, Internet policy and Development plan. (Software and hardware Audit.)
- Liaison with computing supports staff.

- Implementing the computing curriculum in respect of structure and progression between phases and classes.
- Ensuring the security and safety of equipment/security marking.
- Arranging the provision of technical and network support.

The role of the Computing Technician

- Support and maintain the school computing facility.
- Provide advice and support to all staff in the everyday use of hardware and software.
- Liaise with suppliers of hardware and software products.
- Advise and assist the Computing Co-ordinator in the procurement of software, hardware and infrastructure.
- Where required to support staff involving computing.

The roles and responsibilities of other staff classroom teachers are to ensure that there is a spread of accessibility for each Key Stage to a range of systems and applications by:

- Enabling each child's computing experiences and skills to develop according to the school's policy and NC requirements.
- Ensuring that computing is incorporated in the planning of each subject's Scheme of work.
- Identifying some activities in which the emphasis is on the development of computing capability and others which the emphasis is on the subject being supported by computing.
- Monitoring, recording and assessing each child's experiences and achievements.
- Ensuring that each child has equal access to appropriate resources.
- Caring for classroom equipment with regard to security and children's safety.
- Informing the computing co-ordinator or computing technician of any defective or missing equipment.
- Developing his or her own professional competence to teach the subject.

2: Curriculum organisation

2.1 How National Curriculum capability is planned, monitored and delivered for all pupils.

"The most recent programmes of study for computing at Key Stages 1 and 2 have now been disappplied and are no longer statutory. This means that schools are free to develop their own curriculum for computing that best meet the needs of their pupils, or to continue to follow the existing programmes of study if they so choose. Computing remains a compulsory National Curriculum subject at all four key stages. Revised programmes of study for computing will come into force in September 2014."

(<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199028/computing>)

In the context of the development of the two computing strands, it is envisaged that computing will enhance the process of the teaching and learning in all areas of the curriculum. In particular, children should achieve the following skills and abilities:

- confidence in handling hardware, software and other computing equipment
- the ability to use computing equipment to manipulate and present written word, images and sounds so as to convey a message effectively
- the ability to use a computing equipment to store information, and retrieve then present it in ways which enhance interpretation and analysis
- an awareness of the role of computing encountered in daily life in the control of equipment
- to be able to talk about their use of computing and its place within real live contexts

computing is taught using the following:

- computing 'Progression of Skills', integrated into year group termly planning, and there is software to support all curriculum areas.
- computing skills are taught in a progressive way to support the national curriculum and integrated into subject areas where appropriate.
- Skills or a program introduction can be taught on the single classroom computer with the aid of the interactive whiteboard, before the children have their entitlement lesson in the computer room.

- Research during lessons via the Internet, access to programs to support lessons and access to individual personal folders is available in class by use of the mobile computer suite.
- Work can be stored on the server and completed later in the classroom.

2.2 How computing is used to support the curriculum and integrated with it.

Computing equipment is distributed through the school to ensure an even spread of accessibility through each key stage to a range of systems and applications. Interactive whiteboards are used as a teaching tool across all subject areas in the curriculum. All classrooms throughout the school have been equipped with Smart interactive boards. A fully integrated visual/sound projection system has been installed in the main hall. This facility offers internet access and high quality sound system.

Audits are carried out annually to determine which subject software is needed to support the computing policy and to support individual and integrated subject areas. Software is grouped into subject areas and suitable age ranges in the two Key Stages.

A curriculum audit will be carried out annually to determine if extra software is necessary and which site licences need updating.

Differentiation within computing to support NC subjects is by means of outcome and by differentiated task.

It has been found that success in computing leads to higher self-esteem and increased motivation, in some cases pupils who have special needs in other areas are quite adept at using the computer and can help their fellow pupils to good effect.

2.3 How progression is planned, monitored and supported

Skill progression requirements are monitored, developed and up-dated by the computing co-ordinator. Computing skills are linked whenever possible to support and enhance other subject areas. Monitoring and assessment are ongoing.

3: Equal opportunities

In line with all of our school policies, all pupils will have equal opportunities to use computing according to their needs. Staff will support and ensure that all children have the access to the computing curriculum in order to enable them to realise their full potential.

The computing co-ordinator and SENCO will advise teachers and parents on the computing support which can be provided to individual children with particular educational needs, including high ability children.

Children are also allowed access to computers in classrooms at break and lunchtimes to complete work and research according to the discretion of the class teacher. (For guidelines on Internet access see Internet Access Policy)

There is flexibility within the computing suite timetable for pupils with special needs. A range of special needs software has been identified and purchased for use in all areas of the school.

Children who have computers at home are encouraged to use them for educational benefit and parents are offered advice where practical.

4: Curriculum administration

Computing is taught as formal class teaching often to introduce a skill or a new program, as one to one, or as a group, for example in a maths data-handling lesson. Pupils learn skills in a variety of ways depending upon the situation in which computing is being used and the content of the work being carried out Maths and English skills will form an integral part of these experiences.

Computing elements will be written into all subject schemes as they are reviewed.

As all staff will be involved in the program of computing training this should provide an appropriate vehicle for the monitoring, moderation and evaluation of teaching and learning.

4.1 Internet Safety

Photographs will only be used with parental/guardian permission, they will not allow identification of individual children.

Children will only be allowed to use the Internet with a member of staff present.

All children from Year 1 upwards, will be taught an awareness of the potential dangers of internet use. The government's 'Think You Know' internet site will be used as a guide.

Staff / governors will receive internet safety training and updates when necessary.

William Stockton will provide the opportunity for internet safety instruction for parents

William Stockton also has its own Internet Safety Policy.

5: Resource management- Human

5.1 Professional Development

Computing training is usually carried out in Inset time or staff meetings. This training is identified by staff needs and driven by the requirements of the NC. The Computing Technician and co-ordinator are available for on-going advice and training.

Technical Support

Technical support is provided by:

1. The Computing Technician
2. Computing co-ordinator

6: Resource Management – Physical

6.1 Managing Resources

All computers and other computing equipment are presently located in classrooms and in the computer suite. iPads and laptops are stored in a trolley and returned there at the end of the day.

6.2 Hardware Resources

A review of hardware is being carried out continually. This is discussed with the computing Technician, computing co-ordinator, Head teacher and senior leadership team.

1. All computers in the school are connected to the internet
2. Replacement/upgrading of computers to cope with more modern programs is on-going
3. One mobile trolley of 30 laptops assist in the integration of computing in all areas of the curriculum.
4. Two mobile sets of 6 iPads also assist in the integration of computing in all areas of the curriculum.
5. Fully integrated sound/visual system in place in the main halls.
6. Information display screen for keeping parents and visitors up to date with events is located in the entrance area of the school.

6.3 Software Resources

A software audit is carried out annually and we have an on-going policy to purchase any software necessary to support the NC. Subject specific software is selected by the subject leader after consultation regarding compatibility and trial.

6.4 Access to Information Technology

Each classroom has a suitable computer which is connected to an interactive white board. Staff or suitable adults supervise use and children follow guidelines set out in the Internet usage policy.

6.5 School Website www.williamstockton.com

The school website is continually being developed by the computing Technician. The site offers pupils, parents and staff relevant information and links to other useful sites.

6.6 Health & Safety

Use of computing equipment in school will conform to Health and Safety guidelines.

Introduction of the wireless network facility (for use with mobile suite and teacher's laptops) followed consultation and advice from experts
All plugs and other electrical equipment are checked on a regular basis to PAT standards by a qualified electrician.
A fire extinguisher is in place in the computing room.

7: Evaluation

7.1 Assessing, Recording & Reporting

Assessment is on-going and recorded on yearly skills and records, which are passed to the next class teacher. Pupils keep a record of their work in their own folders; these are located on the server.

All other pupil reports will be compiled, processed and printed each term, using statements compiled from appropriate learning objectives. Individual class teachers will undertake this task.

7.2 Monitoring, Evaluation & Review

This policy will be monitored and reviewed at regular intervals. This will be the primary responsibility of the computing co-ordinator who will liaise with the SLT and staff.

This Policy will be reviewed annually.