COMPUTING POLICY

Review Programme	
Policy adopted:	**Summer 2019**
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Signed – Headteacher:	**Mrs. P. Campbell**

Computing Policy

Purpose

The purpose of this document is to provide Governors and Staff with clear guidance in the delivery of Computing at Sketchley Hill Primary School.

This document links closely with the detailed National Curriculum and both documents should be used in conjunction to ensure the delivery of a broad and balanced Computing curriculum.

The policy reflects the aims of the school and will help to assure that all children have equality of access, continuity and progression within the teaching of this subject area.

Introduction

Computing is concerned with the processing of electronic information for a wide variety of purposes, which can include communicating ideas and storing data, or else controlling events or processes. It also includes the use of the internet, email, digital camera, video recording and programmable robots such as DigiBlue, as well as learning how digital systems work and how to put this knowledge to use through programming.

This area of knowledge is characterised by extreme rate of change and development, and it is by providing the children with a thorough grounding in transferable knowledge skills that we allow them to respond confidently, flexibly and positively to this situation and what follows is a means to this end.

Aims

To enable children to become confident and competent computational thinkers.

To provide opportunities for children to develop their computing capabilities and become knowledgeable about the nature of information and new technology and to exploit its potential.

To develop computing capability through cross-curricular experience.

To encourage independent learning by using a range of technology.

To develop skills that will prepare them to accept the challenges of a rapidly developing and changing technological world.

To encourage the use of new technology in order to stimulate pupils' interest and enhance visual learning.

Teaching and Learning Strategies

Teaching

Effective teaching is linked to a flexible use of a variety of strategies appropriate to the given learning objective.

Learning

Effective learning is linked with a range of factors. These are -

- using a range of groupings within the class.

- differentiation by support, task and/or resource.

- delivering Computing in a range of styles to support the preferred learning styles of different children.

It is the responsibility of the teacher to ensure that Computing is delivered through a range of opportunities that meet these criteria.

Planning

Each class teacher will be responsible for the delivery of Computing to their class, whether directly or delegated to an appropriate teacher. The Computing Leader should be consulted for advice on teaching, learning, assessment, marking and recording and the availability of resources.

The Long Term Planning identifies areas of study across the key stages and follows the sequence of learning objectives set out in the new National Curriculum (2014).

The Scheme of Work/Computing Curriculum Map outlines skills, knowledge and resources in year groups and provides a sequence of learning. Teachers need to plan strategies for delivery of the curriculum with specific reference to the new objectives set out in the new Curriculum.

Teachers will outline their work for a half-term on medium-term plans and every week on a short-term plan that specifies details of grouping, resources and differentiation. At Sketchley, we teach through a creative cuuriculum programme and teacher will plan Computing topics making links to the half termly themes being taught in their year group.

Organisation

Computing will take place -

(a)   As a classroom activity in its own right.
(b)   As a means of supporting other curricular work in the classroom.
(c)   Within the Computer Suite with a focus on developing skills, knowledge and capability.
(d)   In and around the school where appropriate (as a means to enhance learning).

Teachers will organise their teaching and classroom environment to ensure that children work as a whole class, in small groups, in pairs and as individuals, as appropriate to learning objectives.

Each class has a timetabled period in the Computer Suite. Also, each year group has opportunities to use the laptops or android tablets for Numeracy, Science, Literacy, R.E. or Topic related activities. (A trolley is located in the Year 3/4 Double Decker and Year 5/6 mobiles. Each teacher has been given a IPad.)

Additionally, each classroom has a laptop and an Interactive Whiteboard to be used in conjunction with any appropriate activity.

The use of these resources will ensure that children receive their entitlement in Computing and pursue its use in cross curricular activities.

S.E.N.D

For pupils with learning difficulties, Computing can enhance access to the curriculum and this in turn encourages motivation and the development of skills.

The school utilises opportunities that arise from Computing to -

(a)   Give access to the curriculum for those with learning difficulties.

(b)   Heighten motivation, let children take responsibility for their own learning, improve accuracy and appearance of work and develop creativity.

(c)   Practice and develop literacy and numeracy skills, using appropriate software and trained S.E.N.D staff support and supervision.

Role of Headteacher

The Headteacher should promote the value of Computing when relevant by -

- supporting the Computing Leader in the development of the subject area within school.

- being a good role model and making personal use of I.C.T.

- ensuring that the school has a clear policy statement on I.C.T.

- positively encouraging staff and pupils to use I.C.T.

- stimulating discussion about the contribution I.C.T. makes to teaching and learning, both formally at Staff Meetings and informally.

- incorporating I.C.T. initiatives into the wider vision of the school's development.

- being explicit about explanations for the use of I.C.T.

- enable the Computing Leader to provide adequate in-service training for all staff.

Role of the Computing Leader

The Computing Leader should offer some degree of expertise in this area and be able to offer help, advice and encouragement to other members of staff. He/She, with support from the Computing technical support staff, should hold regular workshop sessions to introduce new software, present resources and deal with problems. The following areas are considered vital for effective co-ordination.

- To enable each member of staff to be responsible for the use of I.C.T. within their classroom.

- To support in-school and external activities aimed at staff development.

- Review S.O.W. and Curriculum Mapping.

- Support all curriculum groups in their planning, assessment and resourcing of the curriculum.

Role of the Teacher

(a) To plan carefully the delivery of Computing across the curriculum.

(b) To provide sufficient opportunities for the children to use technology in the timings identified above.

(c) To support pupils sufficiently to ensure an acquisition of skills and knowledge.

(d) To provide a positive role model for the children.

(e) To respond positively to in-service initiation.

(f) To seek the support of the Computing Leader whenever necessary.

(g) To ensure that all children have equal access to technology.

Resources

The school has the following I.C.T. equipment:

- 20 computers in a purpose built suite with printing, Internet connection and standard curriculum software.

- One Interactive Whiteboard in each classroom.

- Each teacher has a laptop.

- 1 computer in Library for Library research and S.E.N.D use, with Internet access.

- Programmable computer vehicles such as Roamer and BeeBots.

- C.D. players.

- A set of class android tablets (secured in the charging trolley in the Suite as well as in the Double Decker)

- Data leads (light, sound and temperature loggers).

- Digital Microscopes.

- Listening centres.

- Electronic keyboards.

- The children could also have access to the school Fax system and telephone, if required.

- Visualisers.

Assessment, Recording and Reporting

We need to carry out careful assessment to determine -

- the progress of the children in their Computing activities.

- the suitability of the planned programme.

- individual pupil's strengths and weaknesses.

- what to report to parents indicating attainment against the end of year group statements.

The information obtained will show -

- specific knowledge and understanding gained by children from the activities and programmes of study undertaken.

- the progression and development of skills gained by each child from the activities and programmes of study undertaken.

- changes of attitude will be noted.

The Computing Leader may keep samples of children's work and teacher's plans in a portfolio.

Links with other Subjects

- We are continually better placed to integrate technology with Literacy, Numeracy and Science activities.

- Our short term planning format allows the opportunity to integrate Computing. into other curriculum areas when and where appropriate Computing will be planned into each year group's theme for the half term.

- We have a variety of software with specific cross curricular complexions and the Subject Leader will recommend and/or acquire software requested by other Subject Leaders.

- Staff have been trained to incorporate I.C.T into lessons through use of the Interactive Whiteboard – for example through use of ITPs in Numeracy. These are used as a visual learning tool within Numeracy lessons.

Health and Safety

Children should not plug in computers. The teacher has responsibility for plugging into sockets and making a visual safety check on the equipment.

Children must be taught the correct procedures for running programs and for closing down to prevent accidental damage.

Equipment will be checked as part of the Health and Safety Policy for electrical equipment.

Computing equipment/resources should be regularly inspected for damage and discarded if found to be cracked.

Equal Opportunities

It is important to give equality of access and opportunity to all children whatever race or gender in all aspects of Computing.

Staff must consider the need for strategies to support both girls and boys in their I.C.T. work. These strategies may include -

(a)   working in appropriate groupings for I.C.T. activities.

(b)   single sex groupings where appropriate.

(c)   ensuring the work set is appropriate and challenging and that equal demands are made on both girls and boys.

Monitoring and Evaluation

Staff will be given the opportunity to discuss and exchange views and ideas about Computing teaching during curriculum group meetings and during specific training sessions.

Support will be provided through training sessions and individual support in the classroom from the Computing Leader.

This policy will be reviewed on an annual basis or whenever events or curriculum needs dictate.

The Computing Leader will monitor the quality of teaching through discussion with staff and/or by looking at work samples.

The Computing Leader will have access to medium-term plans from all curriculum groups and will be there to monitor continuity and progression.

Liaison with other schools/outside agencies

The school should look towards developing links with institutions or individuals who have I.C.T. expertise. The School link with the Affinity Teaching Alliance enables the Computing Leader to meet with colleagues to keep up to date with Computing information.

- The terms of our Hardware Lease provide technical support in the event of problems.

- We participate in TELA initiatives in relation to Computing.

- Locally run courses for Computing.

E-Safety

There is an additional e-safety policy which outlines the importance of staff and pupils using I.C.T. safely within the school.