

# Computing Policy



## School Mission Statement

Applebee Wood Community Specialist School is an inclusive school where we work together to provide a caring and supportive environment to meet and celebrate the diverse abilities and needs of all our pupils, enabling them to fulfil their personal, social, moral and academic potential.

## School Aims

- To provide a broad, balanced and relevant curriculum differentiated to meet individual needs.
- To encourage and promote understanding of each pupil's individual needs.
- To raise self-esteem through a positive approach to teaching & learning.
- To develop and enhance appropriate social skills in a range of contexts.
- To increase independence for life.

## Introduction

### 1. COMPUTING CURRICULUM

The computing curriculum has three key aspects

- Computer Science - understanding of computers system and how their work.
- Information Technology - the creative use of technology.
- Digital Literacy - office software, multimedia, search engines and online safety.

### 2. AIMS OF COMPUTING

At Applebee Wood Community Specialist School our aims are that:

- Computing is presented as a creative and absorbing process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills.

- Pupils appreciate the significance of computing in our society and regard it as a necessary tool for learning, communication, finding information and for controlling and understanding their environment.
- Pupils receive equal opportunity to develop their computing ability, with the use of ICT being planned for in line with its status as a core NC subject.
- Staff raise attainment amongst participating pupils.
- Parents are encouraged to take further responsibility for their children's learning.
- Aspiration levels for KS3 and KS4 performance are realistically raised.
- Social and emotional development of participating pupils is accelerated.
- Further interest in pursuing a career and or participation rates in further education post sixteen are stimulated.

In order to achieve these aims, the school curriculum will:

- Use computing curriculum to deliver aspects of the NC effectively in all curriculum areas (b-squared targets if needed).
- Provide appropriate support for subject areas to develop their use of ICT and computing.
- Provide opportunities for pupils to gain experience of computing through subject specific activities in a variety of contexts.
- Provide the opportunity to use computing in all classes and subjects.

Computing is a discrete subject and is delivered across the curriculum and is developed and coordinated by the subject leader. The discrete lessons are delivered by subject specialist teachers in timetabled lessons.

Primary classes and Key Stage 3 have one discrete timetabled lesson each week; Key Stage 4 pupils have two discrete timetabled lessons each week.

- Codes of practice regarding the use of computer resources and individual contracts are signed by pupils and their parents/carers.

A new Computing sensory curriculum is running alongside the national Computing. This will be a tailored curriculum which suits the individual needs of each pupil on the lower.

It is important in the foundation stage to give children a broad, play-based experience of IT and Computing in a range of contexts, including off-Computer activities and outdoor play. Computing is not just about Computers.

Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

## EYFS

Computing will be experienced in reception as an integral part of topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the aspects of the children's work to objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged nought to five. Children will be provided with play and practical situations to encourage their experience of technology and develop their skills in its use.

Specific areas of learning	
<b>Understanding of the world</b> involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	
<b>ELG 15</b>	<b>Technology:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<b>Explanatory note:</b> <i>Through discussion, play and practical application the child demonstrates that he or she knows about technology and its use in his or her life and local environment. The child chooses the technological opportunities around him or herself as a tool to enhance and extend his or her learning.</i>	

## 3. RESOURCES

The school has a curriculum network accessible from any teaching room. There are currently three complete computing suites with a number of other networked computers distributed around other classrooms. In every teaching room there is an interactive whiteboard or a large LCD touch-screen TV which is on the curriculum network and at least three networked computers.

There are over 130 stations on the window 10 (network) curriculum network which is complete with enough pre-loaded software to deliver the Computing Curriculum.

Departments have added their own subject specific software in order to meet the needs of the computing subject. Every machine has internet access.

We have 300Mb Broadband from BT and various online systems are present including Purple Mash, Espresso and Education City.

Within school we also have 15 iPads which can be moved from classroom to classroom. The iPads are linked to the school internet, printers and interactive whiteboards. Individual apps for subjects can be added to the iPads.

20 Windows 10 Laptops are also available to use within school to any class.

Additional hardware and software is purchased as need is identified by subject action plans.

### **Printing Policy**

To keep printing costs within reasonable limits it is the task of teachers in all subjects to monitor and control the amount of pupil work sent to the printer.

- Pupils should ask the teacher before they print anything.
- Unless draft copies are required for the learning objectives to be met, only final copy work should be printed.
- Teachers should ensure that the use of colour in pupils' work to be printed is appropriate and necessary. Use of colour in backgrounds should be restricted.
- Teachers when allowing pupils to print should monitor the print queue to ensure that only authorised pupils' print work and they send their work to the printer **only once.**
- Staff, when printing work for use in lessons, should whenever possible send their printing to the photocopier in the staff room using the PC in the staff room. (The cost of this is less than one twentieth of printing on deskjet printers.)

## **4. HEALTH AND SAFETY**

Children should not be responsible for moving heavy equipment around the school. They do not load software but are allowed to switch machines on / off when instructed by a responsible adult.

Food and drink should not be consumed near computing equipment.

It is the responsibility of all staff that use the suites to ensure that computing equipment is stored securely in a locked stock room, cleaned regularly and that classes and staff leave the computing suites clean and tidy after use.

All staff that use computers must ensure that the pupils are seated comfortably and be aware of the dangers of continuous use (e.g. eye / wrist strain etc).

When pupils are accessing the Internet for information, they should be supervised by an adult. Every effort is made to ensure that pupils always access only suitable materials.

## **5. ASSESSMENT**

On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.

Computing capability should be monitored regularly in relation to the statutory requirements. Teachers should assess module requirements with reference to pupil's knowledge, understanding and skills. Other opportunities for assessment will arise from cross-curricular work.

Pupil progress is monitored on a weekly basis using Assessment for Learning type activities built into short-term plans. Progress is mapped using B-squared software and tapestry (for EYFS pupils).

Levels of attainment are recorded, collated and analysed in January, April and July. This allows target setting, tracking of individual and group progress and identification of areas which may need additional re-enforcement through teaching and/or additional resources.

All pupils will be given the opportunity to accredit themselves to functional skills in ICT is also accredit for a level 2 or level 3.

Samples of work are kept for each pupil and these are stored on either the hard drive in a folder or as a hard copy. Staff should annotate samples or keep a written record.

## **6. EQUAL OPPORTUNITIES**

All children regardless of gender, race, class, disability or special needs will be given equal access to the curriculum within the classroom environment. It is recognised

however that effective teaching can involve some withdrawal of pupils from the classroom, but the teacher should always be aware of the school's emphasis on inclusion and equal access to the curriculum for all.

## **7. THE LEADER OF THE COMPUTING SUBJECT**

The role of the Computing Co-ordinator will be defined to include:

- The co-ordination, development and implementation of the school's written policy on Computing.
- Liaise with staff from all curriculum areas to promote the development of computing across the school.
- Develop and ensure delivery of a computing curriculum appropriate to the abilities and skills of the pupils, which is challenging, innovative and relevant.
- Identification of training needs.
- Lead a team of teachers in the delivery of computing in taught lessons throughout the school.

## **8. THE COMPUTING TECHNICIANS**

The Computing coordinator looks after the networks at Applebee Wood Community Specialist School.

## **9. INSET**

- Training is delivered to whole staff and/or individuals as need are identified. Training can be provided by computing specialists in school (including the Computing Subject Leader).
- A staff skills audit has allowed identification of areas for development and the timetabling of training in staff meetings.
- External courses and/or trainers can be sourced as and when need is identified and there are not the skills/knowledge within school to respond.

### **Review**

This policy is reviewed yearly by Computing Subject Leader and is made available to all staff. It will be reviewed in July 2023.

Signed: \_\_\_\_\_ (Headteacher)

Signed: \_\_\_\_\_ (Subject Leader)

Signed: \_\_\_\_\_ (Chair of Governors)