

Computing Policy

April 2019



Introduction

At Delph Side we believe that a high quality computing education equips pupils to use computational thinking and creativity to understand and change the world. We believe that an engaging and motivating Computing curriculum will enable our learners to:

It is important that children are taught computing skills, knowledge and understanding that will prepare them for the future. It is essential that the computing skills taught are equipping the students for jobs that may not currently exist in today's world.

Background

This policy expresses the school's purpose for the teaching and learning of Computing. It sets out the aims; planning of the curriculum and assessment and monitoring. It should be read in conjunction with our schools Online Safety Policy and Cyber bullying policy.

Aims

- The Computing Subject Leader and leadership team support staff to deliver a high quality computing education.
- Pupils become responsible, competent, confident and creative users of information and communication technology.
- Pupils have a growing awareness of how technology is used in the world around them and of the benefits that it provides. They are supported to evaluate and use information technology, including new or unfamiliar technologies.
- Opportunities for communication and collaboration develop understanding of the purposes for using technology and these are used to bring together home and school learning experiences.
- Technology is used imaginatively to engage all learners and widen their learning opportunities,
- Pupils have access to a variety of devices and resources and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
 - Develop computing skills, knowledge and understanding
 - Develop an understanding of the wider applications of computer systems and communication technology in society
 - Develop independent and logical thinking through reasoning, decision making and problem solving
 - Develop imagination and creativity
 - Work independently and collaboratively



Curriculum

- Planning for Computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Long term planning has been developed using the Somerset eLIM Computing Progressions and demonstrates coverage and progression of the attainment expectations at the end of Key Stage 1 and Key Stage as identified in the Computing POS.
- Medium term planning takes account of differentiation and progression and is based on Somerset progressions in Programming, Online Safety, Multimedia, Handling Data and Technology in our Lives.
- Exemplification planning by the Somerset Wessex Computing Project has been used to support short term planning.
- The computer science aspects of Computing are taught discretely through the Programming and Technology in our Lives threads of Somerset's computing model.
- Key skills in information technology are developed through Multimedia and Handling Data threads and are integrated into learning in other curriculum areas.
- Online Safety is taught using Active Bytes, Online Safety planning . It is also developed through Jigsaw and, together with the threads of Technology in our Lives and Multimedia, builds the skills and understanding of Digital Literacy. The schools also supports Safer Internet Day, each February .
- Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning.

In school classes are following Lancashire creative curriculum for Foundation subjects. The topics for the exemplification planning do not link directly with these topics. However these topics can be incorporated into the objectives on the planning. Lancashire planning has ideas for computing which may be able to link with objectives in the school's computing plans, or be used by class teacher as part of their cross curricular teaching.

Assessment

- Formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. This occurs on a lesson by lesson basis and it is conducted informally by the class teacher. Children's confidence and difficulties are observed and use to inform future planning. Teachers use Class Track (on Otrack) to highlight objectives as they are achieved.
- At the end of each half term the class teacher makes a judgement as to whether a child is working at the level, working towards the expected level or working at a greater depth(achieving above). This data is entered into O track for subject leaders.

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- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Children's work can be printed out and stored in children's learning journeys, or other class books. Seesaw is being introduced as another way to store children's work.
- Children in Year 3 – 6 have their own individual folders to save their work to build up an electronic portfolio
- In Reception and Key Stage 1 teachers support children to save work and will save work together in a folder, or online on Busy Things sever.
- Information is shared with the school community through the school website, Facebook, Seesaw, display, celebration events, newsletters, and end of year reports.

Early Years

It is important in the Foundation Stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.

ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or programme a toy. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

Online Safety

The school ensures all students have an awareness and understanding of Online Safety. This will ensure that all technology is used safely, respectfully and responsibly.

- A progressive online safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- The ActiveBYTES scheme is used to ensure progression and coverage; and provides positive rewards for responsible use of technology.
- Opportunities for learning about online safety are part of Jigsaw (PSHE curriculum) and reinforced whenever technology is used. The school supports the international Safer Internet Day each February.
- Clear rules for online safety are agreed by each class at the beginning of every year. Parents and pupils sign an acceptable user policy together when a pupil first starts at the school.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.

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- We have an online safety policy in place that details how the principles of online safety will be promoted and monitored

We take our 'Prevent' responsibility seriously and ensures pupils are not at risk to radicalisation or extremism as pupils are monitored whilst using the internet by a member of staff at all times. Any concerns by staff will be reported to the headteacher or deputy headteacher under the school's safeguarding procedures.

Monitoring and Evaluation

The impact of the computing curriculum is monitored regularly by the Computing subject leader through learning walks, pupil discussion, samples of work, children's electronic portfolios and discussion with teachers.

Data from O track is used to examine individual attainment in each class and to analyse whole school progress in Computing, considering the percentage of children working below, at and above expected levels and takes into consideration different pupil groups.

Equal Opportunities

The school maintains its policy of equal opportunities as appropriate for Computing. All children are entitled to equal access to all computing equipment in order to develop their personal computing capability. Computers and related technology are made available to all pupils regardless of gender, race or abilities.

The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met. When children work in pairs or groups, care will be taken to ensure that all children are active and have equal access to the computer keyboard. The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.

Inclusion

At Delphside we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

We recognise Computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and/or children with

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English as an additional language. Computing can cater for a variety of learning styles which a class of children may possess.

Using 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 the 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 of groups of children.

Resource and Access

- The school has a range of resources to support the delivery of the Computing curriculum, the Early Years Framework and learning across all areas of the National curriculum.
- Online tools such as Busy Things are part of the experience of pupils.
- The Computing subject leader keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider.
- Hardware and software faults are reported to the ICT technician.
- The Computing Action Plan expresses the school's priorities for future expenditure and is reviewed by the Computing subject leader, governors and senior management who consider its impact on all learning.
- Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.
- Old resources are disposed of in line with Lancashire County Council's environmental disposal policy and the school's data protection policy where these are applicable.

Roles and Responsibilities

The school community works together to ensure the implementation of the Computing policy.

- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation.
- Subject leaders in other curriculum areas are responsible for recognising the links between computing and English, Mathematics, Science and foundation subjects; and planning to use these to support learning across the school.

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- The Computing subject leader provides an annual report to governors on the impact of the Computing curriculum. Governors may include Computing in their learning walks around the school.
- The class teacher is responsible for delivering an effective Computing curriculum and integrating this into their planning for other subject areas where this is appropriate.
- The school receives technical support from Phil McCauley and Aiden Roberts and they are responsible for the maintenance of computers, printers, the school network and keeping software up to date. The subject leader liaises with the technician to ensure that the systems are running efficiently.

Security

- The ICT and computing technician will be responsible for regularly updating anti-virus software.
- Use of ICT and computing will be in line with the school's 'acceptable use policy'. (All staff, volunteers and children must sign a copy of the schools AUP.)
- Parents will be made aware of the 'acceptable use policy'.

Date: February 2019

Written by: Mr Fyne

Signed Governors: _____

To be reviewed Spring 2021