Computing Policy

Park Community Academy

Created February 2018
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This Policy reflects the school's Aims and Objectives in relation to the teaching and learning of computing and its use across the curriculum, throughout Park Community Academy.

Park Community Academy is committed to ensuring all pupils have the opportunity to experience learning outside the classroom. **Our vision is……**
"to provide all of our children with rich and varied learning experiences through which they can reach their full academic and social potential, develop their self-esteem and also to encourage a commitment to life-long learning.
As a staff we strive to ensure all pupils have at least one learning outside the classroom experience per half term and that LOtC progressively develops knowledge, skills and understanding depending upon a pupils' individual needs."

Introduction:
This policy expresses the Park Community Academy's purpose for the teaching and learning of Computing. It sets out the aims; planning of the curriculum and assessment and monitoring. It was developed in *February 2018* by the Computing subject leaders through discussion with teachers and the leadership team and based on Computing Programme of Study (POS): Key stages 1 and 2 (*DfE September 2014*), the WJEC Entry Level in IT specifications and Pearson Edexcel Functional Skills.

Purpose:
We believe that an engaging and motivating Computing curriculum will enable our learners to:
- Use computational thinking and creativity to understand and change the world.
- Make deep links with Mathematics, Science, PHSE and Design and Technology.
- Build knowledge of principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- Become digitally literate – able to use, express themselves and develop ideas through information and communication technology in order to support their everyday lives.

Aims:
- The Computing Subject Leaders and leadership team support staff to deliver a high quality computing education.
- Computational thinking – the ability to solve problems in a creative, logical and collaborative way – is developed through repeated programming opportunities and opportunities to build understanding and apply the concepts of Computer Science.
- 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 coverage and progression:

- Planning for Computing is implemented using: The National Curriculum Programme of Study for Computing, the Statutory Framework for Early Years Foundation Stage, the WJEC Entry Level Pathways Information Technology specifications and Pearson Edexcel Functional Skills.
- We have had a bespoke scheme of work written especially for our Key Stage 1, 2 and 3 pupils which takes into account the Early Learning Goals and each key stage's rolling programmes along with the hardware and software available throughout the school.
- Online safety units are also included which will be regularly covered throughout each year. By following this program, the staff will ensure that all areas of the computing curriculum will be covered and the key skills built upon.
- Some of the more able year 9 pupils and the Key Stage 4 students are working towards their Entry Level qualification by completing units such as Presentation, Imaging Software, IT Fundamentals, Spreadsheets and Word. Online safety is also taught alongside these units.
- In Key Stage 5 the pupils work towards an Entry 1, 2 or 3 in Functional Skills qualification in Information and Communication Technology. If appropriate the pupils may also try Functional Level 1 ICT. Online safety continues to be taught within the computing lessons.
- Online safety is embedded throughout the computing lessons and also developed through PSHE and we have a separate online safety scheme of work which staff follow throughout the year.
- Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning.

Assessment:

- Each term the teacher updates the B-squared assessment for computing which ensures teachers are aware of individual pupil's progress.
- Formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and used to inform future planning.
- Throughout the school the children's work is stored within their own files saved on the computers networked system so that they can access their work wherever they are in the school.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Information is shared with the school community through the class blogs, the school's Twitter account, display, newsletters, and end of year reports.
- At the end of Year 11 the pupil's work is entered for an Entry Level qualification and they receive either a level 2 or 3 award or certificate.
- At the end of Year 12, 13 or 14 some pupils in Key Stage 5 will have worked towards gaining a qualification in Edexcel Functional Skills (Pearson).

Early Years:

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.
- Pupils in Nursery/Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.

Online safety:

- A progressive online safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- Opportunities for learning about online safety are part of PSHE and reinforced whenever technology is used.

- Clear rules for online safety are agreed by each class at the beginning of every year and there are regular reminders about this throughout the year.
- The school supports the international Safer Internet Day each year and provides opportunities for pupils to consider online bullying as part of Anti-Bullying week in the autumn term.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.
- PCA has an online safety policy in place that details how the principles of online safety will be promoted and monitored.

Monitoring:

- At the start of the year the class teachers set a target for the pupils to achieve that year. This is then reviewed mid-way through the year and if a pupil is not on track to achieve the target strategies and interventions are put in place to support them. At the end of the year the pupils are assessed and their level is monitored against their proposed targets. The impact of the Computing curriculum is reviewed regularly by the Computing subject leaders when they look at the pupil progress in relation to their B-squared levels and the progress made.
- Regular discussions are held between the Subject Leaders and the other staff who teach computing to monitor how they feel ab
- out the different units being taught.
- Work is scrutinized by the subject leaders and moderation activities are carried about within the school.
- The Computing leader conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in Computing can be part of individual teacher's performance management plan.

The Internet – see also Online Safety Policy

Pupils at Park Community Academy are encouraged to access the Internet to carry out research and also access the online learning platforms. The Local Authority maintains filters on what is available to its schools and the school relies on these filters to ensure that children are not exposed to, or able to gain access to, inappropriate material. Access is possible from any room in the school building, and with the advantages of wireless connection it is even possible from outside the buildings (via the laptops) should this be needed. Park Community Academy has an online safety policy written following the Kent/SWGFL guidelines as recommended by Blackpool Education Authority. At the start of each academic year the pupils are reminded about the school's online safety rules and expectations.

E-mail has rapidly been adopted as a speedy and easy form of communication by both staff and pupils. All staff have access to e-mail through individual accounts managed by the Authority. The pupils also have email addresses which are used in school for educational purposes. Internet Safety lessons about the appropriate use of the internet/email at school/home and wider community are also taught.
Currently pupils are restricted in their use of mobile phones and their use within the school is banned, however the pupils within the sixth form are allowed access to theirs. A mobile phone policy has been implemented within Park Community Academy to reflect this.

The Local Authority now hosts our servers. Passwords are changed every 30-90 days, there is now a 2 step ID process for emails and our documents are now off Dropbox and are more secure on Google Drive.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for Computing.
- 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 all pupils are met.

- The school is aware that not all pupils have the same access to technology at home and this is considered by staff in the planning and delivery of the curriculum.

Resources:

- Within the school there are over 30 interactive screens, over 100 iPads and more than 100 computers and laptops.
- The Computing subject leaders keep 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 technician.
- Hardware and software faults are logged with the IT technician who endeavors to rectify any problems as soon as he is aware of them.
- 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 Bug Club, Education City, RM EasiMaths qnd Espresso are part of the experience of pupils.
- The school has a sensory studio with an interactive floor and a wall which can be projected on.
- The IT technician keeps a record of all the hardware and software and the dates they were purchased/installed.
- The subject leaders are responsible for the computing budget.

Roles and responsibilities:

- The school community works together to ensure the implementation of the Computing policy.
- The subject leaders are 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 their subject and then planning how technology can be used to support learning across the school.
- The Computing subject leaders provide a termly report to governors on the impact of the Computing curriculum and how resources are being effectively deployed.
- The school's IT technician is 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.

Health and safety:

- Where appropriate all classrooms display the PCA SMART rules which are signed by the class at the beginning of the year.
- Equipment is maintained to meet agreed safety standards with annual electrical safety checks.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- Further guidance can be found in the school's health and safety policy, the internet and online safety policy and the social media policy.

Review:

- This policy will be reviewed annually by the Computing subject leaders and leadership team and shared with the school community.