



# Computing Policy

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## Computing Policy

### Purpose of Study

“A high quality computing education equips pupils to use **computational thinking** and **creativity** to understand and change the world.”

Information Technology capability is concerned with the storing, processing and presenting of information by electronic means. The development of IT is changing the home and workplace and not least the school. Its impact on the lives of people and the economy continues to grow. It is therefore essential that pupils can take advantage of its opportunities and understand its effects. IT in the National Curriculum will, it is hoped harness this new and exciting development in education and in the process equip the children to meet the needs of the future.

### A view of ICT in the National Curriculum

Information Technology exists within the National Curriculum in two different but complementary forms: as a cross curricular element in other subjects and as a specific subject with its own Attainment target and appropriate level descriptions. There are eight levels and most pupils at Key Stage 1 will be in the Level 1 to 3 range, whilst at Key Stage 2 most will be in the 2 to 5 range.

Regarding the programmes of study there are two main elements at KS1; communicating and handling information (using text, number, pictures, sound for example) and control (Roomer and Logo activities and modelling adventure games etc), whilst at Key Stage 2 we have the same elements but with the addition of a monitoring element. This includes using devices for example for detecting change of temperature in science and geography. At KS2 children should be taught to extend the range of IT tools used at KS1 using multimedia presentations for examples, and becoming more discerning as to the suitability of software for a specific purpose.

### What is IT capability?

A child who had developed IT capability will:

- Be confident in his/her use of IT
- Select and use IT as appropriate to the task in hand
- Identify situations where the use of IT would be relevant and beneficial
- Be able to reflect and comment on the use of IT he/she made
- Recognise that IT affects the way in which people live, work and communicate

IT capability will be developed progressively over a child's school life through a range of experiences matched with opportunities for reflection on the appropriateness and relevance of its use in and out of school.

Incorporating IT into the curriculum may achieve two objectives:

- To extend and enhance learning in all the curriculum areas of the National Curriculum and beyond
- To help the child develop throughout the curriculum. A range of resources e.g. multi-media PC will enable children to choose the most appropriate technology as they practise their IT skills and develop IT capability.

Children in both Key Stages have access to a multi-media PC with appropriate software operating through the medium of Windows 95 and 98. All classrooms have computers for the children to access during lesson time. In addition, iPads are available in school.

Both Key Stages have the capability to access the internet via iPads. All classes (and Hall) have an interactive whiteboard installed.

### **School objectives**

#### **Foundation Stage:**

Pupils will have access to IT as outlined for KS1 and software appropriate to their needs. However, much of the early work developing IT capability involves children working on activities which do not necessarily involve the use of ICT. For example in learning to handle information, they will spend time sorting and arranging objects in different ways which will help them to understand how a computer database will classify and sort data. iPads are a permanent fixture in Foundation stage and are used to aid curriculum delivery, notably in maths and phonics.

#### **By the end of KS1 pupils will:**

- Be at ease with different methods of input, e.g., mouse, keyboard
- Be able to use a simple word processing package and retrieve and store with help
- Be able to use a simple database
- Be able to use basic Logo or control a Roamer
- Be able to use a simple drawing package
- Be able to use IT models to investigate aspects of real or imagined situations

They should also be able to use IT to help them generate and communicate ideas in different forms e.g. musical composition.

#### **By the end of KS2 pupils will:**

- Have consolidated and developed the objectives from KS1
- Have used appropriate software to establish monitors
- Be able to use word processing/desktop publishing packages
- Be able to use a variety of software with instruction rather than supervision
- Be able to use software in musical composition
- Be able to use Logo
- Be able to use a database
- Be familiar with the use of IT in the outside world

### **IT and special needs**

Not every child learns in the same way or at the same pace. Information Technology can be very successful with pupils whose attention span is short and whose motivation is slow. Lack of basic skills prevents children from progressing and can deny children access to some areas of the curriculum. The computer can remove some of the obstacles and open up new areas of learning; for instance reluctant writers can be encouraged to put together stories using multi-media systems which allow them to use sound and pictures as well as text. The advantages to using a computer are:

- Working at a pace suited to the pupil's needs
- Allowing a student to go over work privately

- Judicious use of appropriate software can provide teaching material tailored to individual needs
- The pupil has immediate feedback
- The computer is non-judgmental

The SSMAT has achieved full Dyslexia Friendly Status, which demonstrates good practice for children with specific learning difficulties.

### **Equal Opportunities**

It is the policy of the school to provide equal learning opportunities for all children, regardless of sex, race, health, belief or academic ability.

### **Record Keeping and Assessment**

A record will be kept of the software used and objectives being covered by the pupil/class and collated at the end of each academic year with the information being passed on to the subsequent class teacher in order to achieve continuity and progression. Pupils will be observed using IT and their progress as appropriate.

### **The role of the Co-ordinator**

To ensure that the IT hardware and software is carefully managed throughout the Trust order to implement school policy successfully.

Whilst staff must develop their own familiarity with both the software and hardware and recognise the appropriateness of its use, the co-ordinator should assist wherever possible and keep them updated on new developments in this subject area.

- To co-ordinate long term planning throughout the school in order to achieve the objectives at each key stage
- Attend specific training and inset days and represent the school at appropriate cluster meetings
- Monitor and review IT work in practice
- To organise and support resources and prioritise purchases
- To ensure the safety of equipment and its maintenance