

COMPUTING POLICY

INTRODUCTION

This policy was developed by the Curriculum Co-ordinator for Computing in consultation with the whole teaching staff and following guidelines provided by the LEA and information from INSET courses attended.

This policy must be considered in conjunction with other subject policies, as computing is considered a core subject and is an integral tool across the whole school curriculum.

DEFINITION

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. The computing curriculum focuses upon how computers can be controlled and programmed as well as the familiar areas of ICT. Areas of ICT such as finding things out, exchanging and sharing information, and reviewing, work, remain as important now, for a broad and balanced technological education, as they ever were. The new programme of study provides ample scope for pupils to develop understanding, knowledge and skills in these important areas. The curriculum will encompass a range of systems that handle / communicate electronically retrievable information and control electronic devices. These will include: Desktops, laptops, tablet computers, programmable robots, video cameras, multi-track recording systems, communication aids, telephones, kitchen equipment, televisions / radios, mobile phones and fax machines / photocopiers. Developing students' understanding of how to use all computing devices safely and responsibly, is central to all teaching.

AIMS AND OBJECTIVES

Our aims in using ICT are that all children will:

- Enjoy using electronic (ICT) devices and tackle all applications with confidence and a sense of achievement
- Develop practical skills in the use of ICT equipment.
- Develop the ability to apply these skills to the solving of relevant and worthwhile problems thereby developing their self-esteem and self-confidence.
- Understand the capabilities and limitations of ICT and the implications and consequences of its use
- Be enabled to communicate what they have learnt and make choices in a form appropriate to their abilities and age.
- Use ICT to assist their independence in both their communication and learning skills, and in their everyday lives.
- Benefit from the use of ICT to enhance both teaching and learning in a range of subject areas.

POLICY INTO PRACTICE

NATIONAL CURRICULUM / PROGRAMMES OF STUDY

St. Nicholas School uses the National Curriculum Programmes of Study in order to deliver a curriculum that is broad, balanced and differentiated to the individual needs of the pupils. Computing has its own National Curriculum Programmes of Study and Level Descriptors / Attainment Targets, as well as forming part of the Programmes of Study for other National Curriculum subjects. The School also uses guidance from the Equals documentation for using ICT skills with pupils with Profound, Severe and Complex Learning difficulties.

Pupils within Key Stages 4 and 5 follow ICT as part of the OCR Life and Living Skills course. Pupils at the highest level of ability will follow an accredited course in OCR Entry Level Functional Skills ICT Course.

STYLES OF LEARNING

Computing teaches practical skills; namely to use ICT safely and successfully. Pupils may work both co-operatively and independently. Consistent with this is the opportunity for staff and pupils to learn new skills co-operatively. These opportunities for joint learning should be exploited to the full.

CURRICULUM PLANNING AND TEACHING

Computing is planned for and delivered, on both a discrete and cross curricular level. The teaching and learning of all subjects is developed through the use of ICT. Separate computing sessions are timetabled for discrete work and ICT is also used as a teaching resource within other subject areas.

Computing is delivered within individual classrooms and within the dedicated Computing suite in discrete and cross-curricular lessons.

For pupils at Year 10 and above, computing is recognised as a core skill and is used as an integral part in the delivery of a more vocational based curriculum.

RECORDING AND ASSESSMENT

The assessment of ICT should take place across as many National Curriculum subjects as possible from KS1 to KS4. It should also take place across as wide an area as possible for pupils undertaking a Post-16 curriculum.

The formal assessment and recording of pupils' achievements in ICT is carried out by continual teacher assessment, observations and the development of a portfolio of work ("Progress File") for different subjects which demonstrate the use of ICT. Ongoing formal assessment takes place using the SOLAR materials, where progress and performance is measured between Levels P1i and 5 of the National Curriculum. The summative progress in computing is reported via the CASPA programme. The Annual Review Report, IEP / ILP reviews and end of term evaluations are also an important part of the assessment and recording process. Assessment for computing is in line with the whole school assessment policy.

STAFFING AND RESOURCES

All staff teach computing within their classes. The Computing Co-ordinator is responsible for supporting the delivery of computing for pupils throughout the school (as detailed in the Curriculum Co-ordinators job description). Additionally, the computing Co-ordinator provides technical support, organises resources and delivers a significant amount of staff training. The Computing co-ordinator co-ordinates and implements the subject development plan.

The ICT Manager is responsible for moderating the accredited Entry Level materials and the management of the school VLE and Website. The ICT Manager leads the auditing of staff skills and supervises the implementation of and 'hardware replacement & refurbishment plan'.

The ICT Manager, along with the Headteacher, is responsible for line managing the school ICT Systems Manager.

The ICT Manager is responsible for the purchase of ICT resources as part of the ICT budget agreed by the school's senior management and Governing Body. The budgetary planning is part of the annual and strategic "ICT Department Development Plan".

The ICT Systems Manager is responsible for installing all new hardware and software, PAT testing of equipment, managing the school network systems and troubleshooting problems / replacement of faulty equipment when an item cannot be repaired. The Systems Manager is responsible for the hardware and software audits and licencing.

ICT is delivered within individual classrooms and within the dedicated ICT suite in discrete and cross-curricular lessons.

GIFTED AND TALENTED LEARNERS

For pupils at the highest level of ability in KS4 and 5, an accredited course is followed OCR Entry Level Certificate in Functional Skills ICT. These courses are aimed at teaching and assessing the application of ICT Skills everyday life or vocational settings. The course makes up a central part of the school's Foundation Learning Pathway provision.

LINKS WITH THE COMMUNITY

ICT forms part of all our daily lives. Pupils will have contact with ICT as part of their community based activities. ICT also forms part of students work experience, college link courses and residential trips. The school ICT equipment and resources are also a major source of home-school communications i.e. using school fax / e-mail links and school website. Home-school links are also being developed through our developing use of the Kent Learning Zone and our website / learning platform (hosted by Inco systems) - virtual learning environments which promote home study and e-communication.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

E Safety
Website Management Policy
Teaching and Learning
Curriculum

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