Wootton-by-Woodstock CE Primary School

Policy for Computing

Definition

The 2014 national curriculum introduces a new subject, computing, which replaces ICT. This represents continuity and change, challenge and opportunity. It gives the school the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live.

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

Computing involves the use of tools to find, explore, analyse, exchange and present information creatively and with discrimination. 'Tools' include computers, tablets, smart boards, projectors, overhead projectors, photocopiers, printers, televisions, video and audio equipment, calculators and programmable toys.

The E-Safety policy should be read in conjunction with this policy.

Aims

- To enable children to become capable in computing.
- To enable children to use computers as a tool in learning.
- For children to develop an appreciation of computing and its effects in everyday life.
- To equip children with the appropriate technological skills for life.

Guidelines
The Curriculum

The new National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. The introduction makes clear the three aspects of the computing curriculum: computer science (CS), information technology (IT) and digital literacy (DL).

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate– able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

At Wootton-by-Woodstock Primary School, computing will be taught both as a discrete subject, and in a cross-curricular way

The laptops and iPads will be used to help pupils access the Computing curriculum, along with a range of other resources such as programmable toys.

Opportunities to develop ICT capability will be delivered and adapted to sustain new and creative teaching. The assessment skills lists are used to plan lessons for the learning of specific focussed tasks. These will also contribute to assessment records. Evidence is used to assess each child in order to formulate targets.
Reception children follow the Knowledge and Understanding of the World (Technology)
section of the Foundation Stage guidance (Developmental Matters Curriculum).

Teaching and Learning
Progression and Differentiation
Activities will be planned according to different levels of children's skills and previous knowledge.

ICT will be delivered through a variety of teaching and learning methods e.g. whole class, group and individual work. Differentiation and progression will be ensured by a variety of approaches such as:
- Same activity but with different expectations of outcome
- Same theme but different levels of input or support
- Allowing for different pace of working
- Different groupings of children
- Developing different modules of work at different times of the year for different abilities
- Challenging activities for MA children

Assessment
Assessment of children's work in ICT is ongoing. Achievement is reported to parents at PTIs and at the end of each academic year.
Assessment of ICT will take place within all curriculum areas as appropriate through teacher observation and work produced.
Clear learning objectives support the focus of assessed activities.
Evidence of assessment is entered into the assessment folders on a termly basis in line with the school assessment policy.
Individual records with regard to skills and techniques are translated into an overall judgement of computing capability. This forms the basis of the report to parents and is used to set targets.
Children have the opportunity to self and peer assess, and to showcase their work.

Resources
Parents and Friends of the School are welcome to share their knowledge and expertise with staff and children.
The school aims, in as far as its financial resources allow, to ensure that adequate hardware and software is available and accessible to all children. Software and hardware are updated according to the school development plan when need is identified.
Laptops and iPads for teachers are loaned on an annual basis according to the school's laptop loan agreement.

Monitoring and Evaluation
The school monitors and evaluates on a continuous basis through the following:
- Lesson observations and the quality of teaching
- Work sampling
- The quality and effectiveness of long, medium and short term planning
- The quality and consistency of assessing and learning
- The quality of resources to support learning

Professional Development
Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place

Equality and Access
We reflect and promote a child's key rights irrespective of irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background.
All children have equal access to opportunities in computing and we give children who do not have access to a computer or the internet at home opportunities to use school equipment with their parents or carers at a mutually convenient time.
Positive images of computer use by all children will be promoted.
See Equality and Access, Inclusion and SEND policies.

Access
For all pupils, curriculum access is ensured through the schemes of work and individual pupil records. For all pupils, computer access is ensured through careful classroom management and monitoring. Pupil laptops are stored in the Forest Room and all three classrooms have an interactive whiteboard to ensure easy access and integration into general work. There is also an interactive whiteboard in the Forest Room.
Children in Oaks and Saplings classes have access to an iPad each. These are stored in locked cupboards in the classrooms. Children in Acorns class have access to shared iPads which are stored in the locked cupboard in Oaks room.
The internet is available throughout the school. Pupils are required to sign a code of conduct agreement along with their parents before they will be allowed access to the internet and e-mail facilities. Pupils are fully supervised while using the internet and security procedures are in place to prevent unauthorised access.

Security
Confidential information is password protected. School records are kept only on the office computer. Each computer has individual security against access to the management system. Important data is backed up on an external drive or as a printout. The school alarm is set at night and during the holiday periods. All computers and other ICT tools are security coded for easy identification in case of theft. Loaned laptops and iPads are covered by the teacher's home insurance when away from the school premises.

Health and Safety

All equipment will be checked annually under the Electricity at Work Regulations 1989. The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed by all administration staff. Whilst this legislation only applies to people at work, we seek to provide conditions for all children or voluntary helpers which meet these requirements.

Safe practice when handling computers and other electrical equipment is made explicit to children. Staff using VDUs for more than an hour at a time complete a VDU workstation checklist annually to identify risks. Staff are aware of safety guidelines. Eye test vouchers are available from OCC for these staff.

In addition, please see Health and Safety Policy and Display Screen Equipment Safety Policy (Intranet).

Spiritual, Moral, Social and Cultural

The teaching of computing enables children to gain a deeper understanding of the spiritual, moral, social and cultural differences of the peoples of the world.

Spiritual: To think about the questions of communication – big world/small world and wonder at the power of the internet and the uses to which it is put. The internet as a gateway to life issues – asking questions and challenging information.

Moral: To appreciate the need for responsibility in the use of ICT.

Social: To work in groups or pairs co-operatively, communicating effectively and sharing expertise and skills.

Cultural: To develop understanding of multi-cultural awareness, sensitivity and respect for those from cultures different from their own.

Agreed _____   Person responsible:

                                     To be reviewed