

Pensans CP School



Computing Policy

Written : September 2016
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Pensans Primary School

Computing Policy 2016

Vision

For our school community to develop their computing skills and safely understand the potential of technology in their lives.

Introduction and rationale

Technology in the world around us is constantly changing and is increasingly becoming an essential part of our everyday lives. Staff at Pensans School believe that it is important that children's studies should be enhanced by the use of technology throughout the whole curriculum. We actively seek opportunities to use technology to enhance our children's learning and to remove educational barriers. All children, regardless of ability, race and gender will be encouraged to develop positive and safe attitudes towards technology. They will be helped to develop confidence and enjoyment in, and understanding of, the potential of digital and electronic resources.

These values are engrained within the teaching of computer science, information technology, digital literacy, and the safe and appropriate use of technology throughout the curriculum.

Aims

Our principle aim at Pensans Primary School is to provide all pupils with the opportunity to develop their computing capability to their full potential (including provision for gifted and talented) through a stimulating and challenging immersive curriculum where technology is used for a real purpose. They will be nurtured to appreciate how technology, when used responsibly, can help them to work more effectively and efficiently.

Objectives

At Pensans Primary School we will:

- Ensure the specific teaching of knowledge, understanding and skills of computing in all strands of the programme of study.
- Strive to exceed the requirements of the National Curriculum for Computing at Key Stage 1 and Key Stage 2, challenging gifted and talented children.

- Use technology to enrich and extend learning throughout the whole curriculum.
- Help pupils acquire confidence and pleasure in using technology and become familiar with everyday applications: for responsible communication, information finding, controlling events, collecting and presenting information.
- Encourage children to experiment, communicate, and evaluate ideas and information using computing applications through a number of different contexts and situations.
- Provide regular and frequent access to equipment and planned teaching of computing for all children.
- Develop a safe and responsible attitude towards technology within the virtual interactive world and through social forums.

Planning for teaching and learning

Within our Immersive Curriculum, Computing and ICT are integrated into the daily learning taking place in all classes and reflected in the termly topic planning. The use of technology is embedded in class teaching and learning across the curriculum through the use of our student iPads and laptops in every classroom. The emphasis in our teaching in ICT is on the use of computers as a tool to support and enhance learning and the teaching of computing is always expressed through the context of the classes' literacy, numeracy or topic work. As pupils progress through the school, they are given increasing control over their use of technology. Our students are encouraged to express themselves in appropriate software of their choice.

Computing Science is also taught as part of the provision to cover teacher's PPA entitlement by the school's ICT technician using the i-Compute scheme of work and a progressive programme of e-Safety knowledge and understanding takes place in every year in the Autumn term.

Assessment and recording

Teacher's assessments are used to monitor and plan for the children's progress in computing. It involves identifying each child's progress, determining what each child has learned, where they need support and what, therefore, should be the next stage of their learning.

Children's work is stored according to its nature. In Phase 1, work on iPads is stored on individual devices or printed out to be included in project work. Work is also uploaded by teachers to the school intranet to record progress and achievement. In Phase 2 and 3, work is stored

on Showbie. A 'school record' of achievement is kept and updated by the Computing co-ordinator to celebrate and encourage progress. Reporting to parents is done annually through a written report. Computing progression will be determined by children's application of tasks, applying more advanced skills, becoming more independent and confident using technology, and by using more sophisticated software to achieve given outcomes. For this to happen and good progress to be made, reports of children's attainment will need to be accurate and up to date.

Resources

All members of staff have the responsibility to ensure the correct use of computer hardware and software. They are responsible for informing the IT Technician or Computing coordinator of problems experienced with any equipment. Each class teacher is equipped with a laptop and iPad and each classroom has a smart board (in Phase one) or screen (in Phase two and three). Each phase is responsible for identifying apps that will enhance their learning and informing the computing coordinator of their choices.

All PCs and iPads and computers are internet enabled and all communications and searches are protected from unsuitable material by safe filtering supplied by NCI School Internet.

Equal opportunities and special needs in ICT

At Pensans Primary School we believe all our children are entitled to benefit from access to a curriculum which takes account of unequal starting points. Therefore we have embedded the use of specific technologies to meet the needs of our targeted students. All children regardless of ethnicity, gender, disability or physical ability will be given equal access to work and equipment.

Roles and responsibilities

The computing coordinator will organise the development of the policy and ensure the balanced delivery of computing across the curriculum, monitor the implementation of the scheme of work where applicable, evaluate classroom practise in the use of technology and regularly disseminate aspects of good practise to staff.

The computing coordinator will run weekly regular computing training, ensure staff are aware of CPD opportunities and, with the assistance of the ICT technician, order and distribute software and recommend technologies.

Class teachers will be responsible for reading the computing policy document and implementing it into their classrooms. When needing help or advice they will ask the co-ordinator. They will use the schemes of work in all levels of planning. Teachers will check they have, and are familiar with, the software necessary to implement their part of the curriculum.

The responsibility of communicating the safety message to our school community is primarily that of the e-safety committee(including the computing coordinator), although the safety message should be reinforced by the class teacher within a PSHE context. The e-safety awareness message is spread through parent/carers consultation, parental presentations, staff meetings, insets and reporting to governors. Please refer to the E-safety policy for more details.

F. Tokeley, Computing Coordinator, September 2016