COMPUTING POLICY 2015

This policy document is a review of the previous policy document (Information and Communication Technology Policy 2012) and takes into account subsequent changes in Computing and ICT. The policy and scheme were developed after consultations with all staff and are part of the School Improvement Plan. This policy will be reviewed in 2017.

We interpret the terms 'ICT' or 'Information Communication Technology' to include the use of any equipment, which allows users to communicate or manipulate information (in the broadest sense of the word) electronically.

Aims

We aim to equip children with the confidence and ability to use ICT effectively. We enable children to find, explore, analyse, exchange and present information and enable children to understand computer coding. This forms a new key aspect of learning in Computing in school.

We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

The aims of our computing curriculum are to ensure our children:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

We subscribe to a number of online learning resources which are used by children at school. We also encourage our children to access these resources at home to further their learning across the curriculum.

ICT Subject Leaders

Due to the ever-evolving nature and increasing breadth of new technology, the responsibility for leading the subject is shared as follows within school.

Name	Job Title	ICT Lead Area
Karl Ellerbrook	Deputy Head teacher	Strategy/Hardware Resources
Caroline Vasey	Class Teacher (PPA)	Teaching and Learning
Andria Graham	Class Teacher (Y1)	e-Safety/Assessment

The Head teacher, the Senior Leadership Team and the ICT Subject leaders will carry out the following responsibilities:

- ensuring the consistent implementation of the Computing Policy
- monitor the teaching and learning of computing in school
- liaising with our IT support contractor to ensure resources are operational and maintained and all staff and pupil can access our network and resources
- manage email accounts, online subscriptions and licensing arrangements
- ensuring continuity between year groups
- conducting audits of hardware and software to plan the future purchasing and organising of ICT resources
- identifying what ICT support is needed by individual staff and arranging in-service support
- continuously monitor e-Safety within school and beyond
- meeting statutory requirements within the subject
- curriculum development and monitor assessment
- health and safety policy and practice.

Teaching and Learning Styles
As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware and software, the main emphasis of our teaching in computing is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by using an app or they might investigate a particular issue using the internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by editing text and page formats.

We recognise that all classes have children with widely differing computing abilities. This is especially true when most children have access to technology at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks, which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity that are matched to the ability of the child
- enabling teaching assistants to support the work of individual children or groups of children.

Planning
The school has devised its own Computing curriculum in line with the requirements of government in 2014 to deliver high-quality computing education that equips pupils to use computational thinking and creativity to understand and change the world. In the past the school used the QCA schemes of work for ICT as the basis for its curriculum planning – some elements of this have been updated and adapted within our new curriculum to suit the local circumstances of the school.

Computing contributes to teaching and learning in all curriculum areas. Teachers will identify on their short term planning the ways in which ICT will be used to enhance the teaching of other subjects.

We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The ICT subject leaders work this out in conjunction with teaching colleagues in each year group, and the children often study Computing as part of their work in other subject areas. Our long-term ICT plans shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Our medium-term plans give details of each unit of work for each term. They identify the key learning objectives for each unit of work. The ICT subject leaders are responsible for keeping and reviewing these plans.

The class teacher is responsible for writing the short-term plans with the ICT component of each lesson. These daily plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the ICT subject leader often discuss them on an informal basis.

The topics studied in Computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Foundation Stage
We teach Computing in Reception classes as an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers, iPads, digital cameras, roamers and remote controlled cars. They also have the use of Interactive Whiteboards. During the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

Equal Opportunities
We believe that all children should have equal access to develop their computing capability and aim to achieve this by:

- checking resources, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.
- monitoring the organisation of groups so children have equal access. providing support to individuals with particular educational needs, including more able and gifted and talented children.
- encouraging children with technology at home to use it for educational benefit and offering parents advice about what is appropriate but at the same time ensuring that there is equal opportunity for children who do not have access to technology.

Recording, Assessing and Reporting
Each teacher will make informal assessments of the children during the lesson. These will be recorded on the planning for that lesson. Assessment grids will be filled in at the end of each topic indicating how the children have performed.

Where possible, children will be encouraged to store all their work in their individual profile space on the school server. Copies of these folders are accessible to all teaching staff and will be reviewed by the next year group teacher prior to the next academic year.

The Head teacher and ICT Subject Leaders will monitor the planning of Computing to ensure consistency across year groups and full coverage. The ICT Subject Leaders will monitor the planning, delivery and assessment of the Computing curriculum.

Organisation of Resources
ICT equipment is organised as follows:

- Each class is equipped with at least one computer
- All computers link to a networked 'Follow Me' colour printer
- All classes have access to an Interactive Prowise Screen or Interactive Whiteboard
- Children will be given the opportunity to use tablet technology (iPads) and digital cameras.
- Children have access to a number of online learning resources (e.g. Mathletics and Purple Mash)
- Children will have access (supervised only) to the Computing Suite (31 PCs). No child will be allowed in this room without supervision (see e-Safety Policy)
- Staff and pupils sign an equipment release form if they are taking equipment to use at home (See Acceptable Use Policy).

Budget Management
The ICT budget will be determined each year by the SLT and acquisitions will be made depending on the priorities outlined in the School Improvement Plan. Hardware leases are reviewed each year by the SLT and the school's IT support contractor in order to address

resourcing priorities. All consumables will be bought from the general requisition budget as and when they are required. Staff training for any new hardware, software or online teaching resources that are bought will be built in to the School Improvement Plan and opportunities for training will be given during INSET time.

Staff CPD and Support

All staff will identify their own training needs through the performance management process and will be given support time during whole school INSET sessions. The ICT Subject Leaders will support staff where possible and external agencies and resources available through LEA INSET will be accessed. All teaching staff will undertake training within the school INSET plan.The ICT Subject Leaders will attend relevant courses and organise and deliver INSET.

An audit of equipment took place in May 2015 and will be regularly updated. The audit of equipment and software has been used to identify areas that needed to be considered within the School Improvement Plan.

The School Improvement Plan will identify areas that need to be prioritised. Further software needs will be identified through discussion with staff and through audits and reviews. The ICT Subject Leaders will work in conjunction with other members of staff to ensure that each year group has appropriate access and resources.

Management Information System

Although the school's MIS (SIMS) is a separate system from curriculum resources, it is located centrally on the school's server as a virtual server. SIMS is supported, managed and developed by our IT Support Contractor and, together with the Head teacher and Deputy Head teacher, they monitor whether it is used effectively. The School Business Manager, the Administrator, The Head teacher and the Deputy Head teacher are the only people who have access to the MIS.

Reviewed August 2015