Abbey Village Primary School

Computing Policy

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Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information.

At Abbey Village Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Aims

- To provide a relevant, challenging and enjoyable curriculum for IT and computing for all pupils.
- To meet the requirements of the national curriculum programmes of study for IT and computing.
- To use IT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use IT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use IT and computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- 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.

Rationale

The school believes that IT and computing:

- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways, which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils to focus and concentrate.
- Offers potential f or effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Objectives

Digital Literacy

Elements studied will include communicating, collaborating and E safety, multimedia, digital imagery – including Internet services – on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

In **Key Stage One** pupils will be taught to –

- use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

In **Key Stage Two** pupils will be taught to –

- use technology safely, respectfully and responsibly
- recognising acceptable – unacceptable behaviour
- identify a range of ways to report concerns about content and contact.
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Information technology

Elements studied will include data handling, research (using the Internet and computer software)

In **Key Stage One** pupils will be taught to

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

In **Key Stage Two** pupils will be taught to –

- understand computer networks including the Internet, how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select use and combine a variety of software – including Internet services – on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Computer science

Elements studied will include control and monitoring, floor and screen programming, modelling and simulation.

In **Key Stage One** pupils will be taught to…

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs executed by following precise and unambiguous instructions.
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs recognised common uses of information technology beyond school

Key stage two pupils will be taught to

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.
- use sequence, selection and repetition in programmes, work with variables and various forms of input and output.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Resources and Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of IT and computing across the school.

- If teachers notice any issues with the computing equipment, they are required to report faults as soon as they are noticed.
- Specific IT and computing skills are taught as and when required and children are given opportunities to apply these skills with our creative curriculum.
- Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a Teacher.

Planning

As the school develops its resources and expertise to deliver the IT and computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Staff will follow medium term plans with objectives set out in the national curriculum and use the same format for their weekly planning sheet. IT opportunities will be embedded into the creative curriculum.

Assessment and Record Keeping

The following strategies are being developed:

- Differentiated assessment for pupils with high levels of Computing capability, or special needs.
- Progress in Computing will be reported at least once a year and information about the use of ITs within the wider curriculum will inform the annual assessment.

Monitoring and Evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, book/file look or by looking at other data for the subject. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Pupils with Special Educational Needs

We believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the IT and computing curriculum for some pupils. We teach IT and computing to all children, whatever their ability. IT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of IT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate IT and computing can be used to support SEN children on a one to one basis where children receive additional support.

Additionally, as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Equal Opportunities

Abbey Village Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to IT and computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

The role of the subject leader

The subject leader will:

- produce an IT and computing development plan and for the implementation of the IT and computing policy across the school.
- offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- maintain resources and advise staff on the use of materials, equipment and books.
- monitor classroom teaching or planning following the schools rolling programme of monitoring.
- lead staff training on new initiatives.
- attend appropriate in-service training and keep staff up to date with relevant information and developments.
- have enthusiasm for computing and encourage staff to share this enthusiasm.
- keep parents and governors informed on the implementation of IT in the school.
- liaise with all members of staff on how to reach and improve on agreed targets.
- help staff to use assessment to inform future planning.

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning IT and computing skills and using IT and computing across the curriculum. They are required to plan and deliver the requirements of the EYFS outcomes and early learning goals or primary framework for IT to the best of their ability.

At Abbey Village Primary School we set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds. The class teacher ensures success by creating effective learning environments by

- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches
- Setting suitable targets for learning as outlined in the inclusion policy.
- Keeping up to date assessment records

The class teacher's role is a vital role in the development of IT throughout the school and will ensure continued progression in learning and understanding.

Safeguarding/Health and Safety

The school takes health and Safety very seriously and is aware of the issues surrounding children's use of ICT. We ensure that pupils have a safe environment in which to learn. We ensure effective filters are in place to safeguard pupils. As such, we will ensure that:

- All fixed and portable appliances in school are tested by an approved contractor every twelve months.
- Damaged equipment is reported to the computing leaders and office manager who will arrange for repair or disposal.
- E-safety is discretely taught each term by class teachers, and through assemblies delivered by the computing lead and Digital Leaders
- Digital Leaders Support the role of the computing lead in teaching pupils about online safety.
- Children learn about rights and responsibilities when using the Internet.
- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- Software/apps installed onto the school network server must have been vetted by the teacher for suitable educational content before being purchased and installed. No personal software is to be loaded onto school computers.
- The school technician is responsible for regularly updating anti-virus software.

Internet Safety

Internet access is planned to enrich and extend learning activities across the curriculum. However, we have acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies both in school and outside. Online Safety assemblies will take place every other week. In addition to this we will take part in an online safety day each year and a weekly digital leaders group will be run.

To further ensure the safety of the children we will teach each class the rights and responsibilities of using the Internet.

Inclusion

At Abbey Village Primary School we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Cross Curricular Links

As staff we are all aware that IT and computing capability should be achieved through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes of work for all subjects. IT and computing should be used to support learning in other subjects as well as develop IT and computing skills.

Parental Involvement

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

Policy written by: Aaron Birchall

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