

Howden-le-Wear Primary School



Computing Policy

Policy and Practice

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher/Curriculum & Standards Governor
Sub-Committee

Adopted by the Governing Body: 6th February 2018



Howden Le Wear Primary School



Computing Policy

Learning and Teaching Computing Policy

At Howden-le-Wear Primary School we believe that Computing should prepare pupils for the future within a technological era. They should be confident and competent when encountering new hardware and software.

Computing and the use of technology is an integral part of the curriculum and is used to inspire and motivate pupils so that they fulfil their capability and potential. In addition, Computing is at the heart of organisation and management within the school.

1. Rationale

Children are growing up in a technological environment and so are less likely to be intimidated or afraid of Computing than most adults. They approach Computing with keenness and curiosity and quickly become adept at operating the equipment. Computing is playing an increasingly diverse role in all areas of life – the home, the workplace, and leisure pursuits – so children need to be prepared to accept the challenge of a rapidly developing and changing technological world.

Children using technology in schools are usually more motivated and will concentrate on a task for much longer than normal. They develop social and communication skills through collaboration and teamwork. They develop increased confidence and self-esteem as they experience success and acquire a positive attitude to error making. They are able to plan more effectively and are more confident in dealing with problems. In addition, Computing can enhance and extend children's learning in most subject areas. Computers are mentally stimulating, can improve reflexes and hand-to-eye coordination, and can enhance a child's cognitive powers and spatial awareness.

2. Aims

To provide opportunities for pupils' to develop Computing skills in a continuous process available to all children irrespective of age, gender, ethnic origin or ability. To provide a focus for communication with pupils, parents, employers and others by;

- enhancing and developing learning for all children experiencing a range of activities;
- offering children the opportunities to develop a wide knowledge of Computing which can be used in school, industry and leisure activities;
- providing children with the opportunities to make informed choices about their use of technology and to enable them to develop a critical awareness of the advantages and restrictions of Computing applications;
- developing investigative and problem-solving skills which can be applied in a wide range of situations within school and wider contexts.

3. Entitlement

All of our children are entitled to a continuous and progressive Computing curriculum, which meets their individual needs.

The Computing curriculum has been planned for using the National Curriculum guidance and in conjunction with LA advice. It follows a more creative, themed approach to Computing use across the curriculum and has been adopted by the whole school. It is planned by teachers with the support of the Computing coordinator to ensure that:-

- there is a full coverage of Computing skills within the curriculum.
- there are a wide variety of tasks suitable to individual needs.
- there is a maximum utilisation of any available support and resources.
- the use of Computing is across the whole curriculum where relevant.

4. Special Needs and Inclusion

Pupils with Special Educational Needs have the same Computing entitlement as all other pupils and are offered the same curriculum. However, in addition, particular application/tools are used for:

- pupils with learning difficulties need to be motivated to practice basic skills regularly and intensively. They will benefit from the use of programs which practice skills is set in the context of an enjoyable and motivating scenario
- pupils with physical disabilities and communication difficulties
- pupils of high ability who may be extended through the use of programs which offer challenge and opportunities for investigation

5. Equal Opportunities

Staff must be aware of, and guard against any bias based on gender, racial or any other stereotypes. All pupils should have equal access to Computing.

6. Assessment and Monitoring

Children are assessed according to age related expectations at the end of each term. Class teachers judge which description best fits each child's performance. By the end of Key Stage 1 the majority of children should be working at Year 2 age related expectations. By the end of Key Stage 2 they should be within the Year 6 age related expectations.

Computing assessments are ongoing throughout the academic year and samples are collected regularly to ensure consistency in teacher judgements. These samples are stored electronically for all staff to access. At the end of each year, teachers will assess overall pupil achievement linked to age related expectations.

Monitoring activities in line with the termly School Self Evaluation Timetable will also be undertaken during the year by the Senior Leadership Team and Computing Co-ordinators.

In the Foundation Stage, teachers use the Early Years Foundation Stage Curriculum 2012, focusing specifically on the 'Understanding the World' aspect.

7. Reporting

Information about children's progress with regard to Computing is communicated to parents at Parents Consultation Evenings and in their individual Annual Reports.

8. Resources

Hardware and software resources are reviewed annually and an annual replacement . Teachers report any Computing resource shortfalls or possible extension requirements to the Computing coordinator and/or ITSS Shared Technician. The school aims to keep up to date with the latest technological advancements by attending conferences and meeting with other schools.

9. Responsibilities

Class teachers are responsible for:-

- differentiating and adapting lessons to cater for all abilities, ensuring SEND (Special Educational Needs & Disabilities), MAT (More Able and Talented) and EAL (English as an Additional Language) are suitably challenged to meet their needs.
- incorporating Computing, where appropriate, when planning classroom activities in line with the National Curriculum outcomes 2014.
- understanding and utilising the range of software available in school and its use in relation to cross curricular activities.
- loading and running programs from CD-ROMS, internet downloads and programmes on school servers and classroom computers.
- using computer peripheral devices.
- recognising and dealing with common faults and mistakes that can arise when using Computing hardware and software.
- maintaining own knowledge and skills of Computing in accordance with educational developments.

The Computing coordinator is responsible for:-

- assisting Senior Leadership with coordinating, developing and implementing the schools policy on Computing.
- promoting and overseeing staff INSET activities relating to Computing development.
- developing strategies for the efficient deployment of existing Computing resources in the school.
- consultation with the Head Teacher and staff regarding Computing objectives.
- keeping abreast of and understanding and current technology, developments and trends relating to Computing and its use in Education.

- liaising with Durham County staff and other Educational establishments on matters relating to Computing.
- arranging for the upgrading or replacement of hardware and software as appropriate.
- organising/managing the duties of the School Computing Shared Technician who visits school fortnightly.
- reporting other faults to suppliers or to ITSS.

10. Legislation in Computing

When appropriate legislation appertaining to the use of technology changes, the Computing Co-ordinator will discuss this with all members of staff.

Software copyright is a serious issue and is taken seriously by Howden-le-Wear Primary School. Only software which we have purchased the correct user site license will be loaded onto all laptops/ipads in school.

We are aware of Data Protection issues and the Freedom of Information Act and have an awareness of GDPR (General Data Protection Regulations) which come into force in May 2018.

Maintenance

Maintenance is carried out by the school's technician who visits the school once a fortnight to give technical support and maintain the network to its optimum capability. In addition, the technician completes network tasks as designated by the Computing Co-ordinator. Any issues arising from use of Computing equipment/software need to be logged on the portal and reported to the computing co-ordinator. The Computing Co-ordinator will decide on whether issues can be dealt with using co-ordinator knowledge or by the technician.

11. Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- to never look into the projector lens
- the appropriate and safe use of all equipment, especially scanners and photocopiers due to the bright lights.

12. Staff Development

To implement this vision effectively, all staff need to be confident in the use of Computing. Staff who have identified areas of development in Computing will be identified and through communication between the Computing co-ordinator and the Headteacher, relevant course will be located or training brought into/held at school.

Training will also be offered on new hardware and software purchased. In addition, the Computing co-ordinator and/or other staff will be able to support staff members in using various programmes.

13. School Liaison Transition

The school will regularly use Computing to transfer information from school to school. However, it is appreciated that surface mail still has to be used and is, on occasion, the only acceptable method to use.

14. Home/ School Links

To foster these links, the school has its own website that provides significant information about the work we do. In addition, the Durham Learning Gateway should be used by staff and pupils to enhance learning at both home and school. The school posts weekly newsletters on the school website and also e-mails them to parents who have requested this facility.

When taking children on residential visits, parents are updated via SMS/Teacher to Parents using a school mobile phone.

Please also refer to Howden-le-Wear Primary School: E-safety Policy, Laptop Usage Policy and Staff Internet Code of Conduct Policy.

Signed: _____ Governor from
Curriculum/Standards Committee

Date: _____

To be reviewed: February 2019