King Edwin Primary & Nursery School

Computing Policy

This policy was reviewed in April 2018 by: Anthony Bandy
Dick Empson (Governor)
The policy was approved by the SD Committee on 26 April 2018
This policy is reviewed biennially
Date of next review: Summer Term 2020

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 King Edwin Primary & Nursery 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.

Year-on-year curriculum statements for computing can be found on the School's website, under our 'curriculum framework' section.

Aims

- To provide a relevant, challenging and enjoyable curriculum for computing for all pupils
- To meet the requirements of the national curriculum programmes of study for computing (See Appendix 1)
- To use 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 computing throughout their later life
- To enhance learning in other areas of the curriculum using computing
- To develop the understanding of how to use computing safely and responsibly

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 computing across the school. Teachers are required to inform the computing coordinator of any faults as soon as they are noticed. Resources if not classroom based are located in Art Cupboard (lap top trolley), Room 12 (such as cameras, batteries and lap top trolley key) or Science Resources Room (cables, wires, CD's with software). A service level agreement with ATOM is currently in place to help support the coordinator to fulfil this role both in hardware & audio visual. Computing network infrastructure and equipment has been sited so that:

- Every classroom from nursery to Y6 has a laptop connected to the school network and an interactive whiteboard with sound, DVD and video facilities
- There are 2 laptop trolleys in school; one trolley contains 15 laptops with internet access available to use in classrooms, the other laptop trolley contains 25 ipads.
- Each class from Y1 – Y6 has an allocated slot for teaching of specific computing skills using the lap top trolley and/or ipads – other time slots are available for cross-curriculum sessions.
- Pupils may use computing independently, in pairs, alongside a TA or in a group with a teacher
- The school has a computing technician who is in school one afternoon every other week. The technician will come into school if requested to solve whole school issues
- A governor will be invited to take a particular interest in computing in the school

Planning

As the school develops its resources and expertise to deliver the 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. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the national curriculum and use the same format for their weekly planning sheet.

Assessment and record keeping

Teachers regularly assess capability through observations and looking at completed work. Assessing computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of computing.

Computing work is saved on the school network. The Computing co-ordinator does check through some of this saved work to ensure pupils are gaining the skills required for the next step. Other work may be printed and filed within the subject from which the task was set. There is also an evidence folder on the learning platform to keep samples of the children's work in a portfolio.

The role of the co-ordinator

- To produce a computing development plan and to implement the computing policy across the school
- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment
- To maintain resources and advise staff on the use of materials, equipment and books
- To lead staff training on new initiatives
- To attend appropriate in-service training and keep staff up to date with relevant information and developments

Staff training

- The computing coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year
- Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator
- Teachers will be encouraged to use computing to produce plans, reports, communications and teaching resources

Health and Safety (see also the School Health and Safety Policy)

The school is aware of the health and safety issues involved in children's use of computing.

All fixed electrical appliances and all portable electrical equipment in school are tested by an LA contractor (PAT tested) every year. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the senior site technician, or head teacher who will arrange for repair or disposal.

- 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.
- E-safety guidelines will be set out in the e-safety policy and Acceptable Use Agreement

Security

- The computing technician /coordinator will be responsible for regularly updating anti-virus software
- Use of computing will be in line with the school's Acceptable Use Agreement
- All pupils and parents will be aware of the school rules for responsible use of computing and the internet and will understand the consequence of any misuse

Appendix 1:

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

- 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