



COMPUTING POLICY

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Computing Policy

Introduction

We recognise that Computing and Information and Communications Technology are an important tool in both the society we live in and in the process of teaching and learning. Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use Computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ Computing to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of Computing promotes initiative and independent learning; with pupils being able to make informed judgements about when and where to use Computing to best effect and consider its implications for home and work both now and in the future.

This policy reflects Central Park Primary School's values and philosophy in relation to the teaching and learning of and with Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Rising Stars Switched On scheme of work for Computing which sets out in detail what pupils will be taught. Furthermore, as a general requirement, teachers should provide pupils with opportunities to apply and develop their Computing capability in all subjects across the curriculum. For each subject, these translate into specific, statutory requirements to use Computing in subject teaching. Teachers should use their judgement to decide when the use of Computing is appropriate at Key Stage 1 in the non-core foundation subjects

This document is intended for:

- All teaching staff
- All support staff
- School governors
- Parents
- Pupils
- Inspection teams

An electronic copy of this policy is kept in the policies folder of the staff driver of the school server.

Aims

Our vision is for all teachers and learners in our school to become confident users of Computing so that they can develop the skills, knowledge and understanding which enable them to use appropriate Computing resources effectively as powerful tools to enhance and extend teaching and learning in each subject. We aim to ensure all our pupils are able to:

- Use Computing tools for opportunities to develop their Computing capability and understand the importance of information and how to select and prepare it.
- To apply and understand the fundamental principles of Computer Science, which include using logic, algorithms, data representation and Communication.
- To be able to write and debug programs using sequences, selection, variables and repetition and to be able to detect and correct errors using debugging.
- To enable children to become autonomous, independent users of Computing, gaining confidence and enjoyment from their Computing activities
- To develop a whole school approach to Computing ensuring continuity and progression in all strands of the Computing National Curriculum.

- To understand Computer Networks and to develop their skills in using hardware and software so as to enable them to manipulate, organise, store and retrieve information and digital media.
- To use Computing as a tool to support teaching, learning and management across the curriculum
- To develop their ability to apply Computing capability and to support their use of language and communication.
- Explore their attitudes towards Computing, its value for themselves, others and society and their awareness of its advantages and limitations
- Develop good Health and Safety attitudes and practice with an acute awareness of Online-Safety issues
- To ensure Computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of Computing in developing and maintaining links between other schools, the local community including parents and other agencies.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through key stages 1 & 2
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage
- that all children have access to a range of Computing resources
- that Computing experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

Curriculum Development & Organisation

Each half term, every child will work on completing one unit of work based on the Rising Stars Switched On Computing Scheme of Work. Individual units are used to form the basic medium term plans which are chosen in line with the skills based curriculum topic, whenever it is possible.

Adaptations are made to ensure plans are progressive in developing pupil capability. These are used as working documents to identify additional resource needs and to indicate whether optional activities have been undertaken. Once a unit is completed, planning is evaluated by the class teacher and monitored by the Subject Leader to inform future planning.

Each class is allocated a time with class laptop trolleys/ipads to accomplish their Computing scheme of work units. This scheme is integrated to ensure that delivery of Computing is linked to subjects and takes on board the statutory requirements of other national curriculum subjects.

Each unit provides teachers with ActivInspire flipcharts – which can be opened using the updated ActivInspire programs and resources which must then be adapted to best suit the needs of the teacher's class. Adaptations are made to ensure the plan is differentiated and progressive in developing pupil capability. Resources can be located within the Staff Resources area.

Each class is able to access Laptops and/or ipads at least twice a week during allocated Computing school-slots. Individual machines in classrooms support the development of Computing capability by enabling further development of tasks, encourage research, and allow for the innovative use of Computing in subjects. A supply of wireless laptops and ipads is available to Key Stage 1 and 2 classes to further facilitate

Computing use. The school has two multifunction printing machines that allow teachers to print off pupils work and can also make pupils save their work under the Shared Computing area on the schools network.

There are a range of ceiling projectors linked to Interactive whiteboards and class teacher computers as well as new Activ Panel screens that are being introduced across the school to replace older projectors and improve the teaching and learning experience for staff and pupils. Classes also have visualisers that are used to enlarge textbooks onto a whiteboard, or a pupil's work for illustration. Teachers have a class ipad for taking the class register using the Emerge app and for monitoring pupil attendance. The ipads are also used for photo and/or video evidence gathering of pupils work and progress, the use of apps that cover different subjects, mirroring the ipad to the Interactive screen and saving and retrieving data via the cloud.

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task
- Differentiated tools within the software/hardware
- Differentiated software/hardware packages depending on the ability of the children to operate them
- Differentiated pace of working
- Differentiated groupings of children - groupings may be based on ability (depending on the nature of the task: some may orient towards literacy groups, others numeracy, etc.) either same ability or mixed ability.
- Differentiated levels of input and support
- Differentiated outcomes and expectation

The Computing Subject Leader will review teachers' Computing plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of Computing capability. Other Subject Leaders, when reviewing plans in their subjects and with appropriate guidance from the Computing Subject Leader, will review to ensure that cross-curricular objectives are being sought out.

Computing resources are deployed throughout the school to maximise access, to enhance and extend teaching & learning and to raise attainment.

Teachers and support staff have the option of borrowing a school laptop to facilitate working around the school in areas where there is no permanent PC as well as at home. The school has its own wireless network, allowing staff to connect to the school server from anywhere in school, including the playground.

A consistent interface is provided on all machines to enable familiarity and continuity with licensed software sorted into folders to meet the needs of teachers and students. Subject specific software and hardware, such as Beebots, data loggers and Lego We do kits, is held centrally by the Computing Subject Leader or Year Group Leader.

All classes have access to digital cameras and/or ipads and visualisers for collecting visual evidence of children's activities, assessment for learning opportunities and to avoid the need of staff to use their own digital cameras in accordance with the AUP.

Inclusion and Equal Opportunities

All pupils, regardless of race or gender, shall have the opportunity to develop Computing capability. The school will promote equal opportunities for computer usage and fairness of distribution of Computing resources. Central Park Primary recognises the advantages of the use of Computing by children with special educational needs.

Computing can:

- Address children's individual needs;
- Increase access to the curriculum;
- Enhance language and communication skills.

Staff should structure their teaching materials to match the learning need. If the situation arises, the school will endeavour to buy appropriate resources to suit the specific needs of the child.

(See Inclusion Policy)

Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate. (see Acceptable User & Online-Safety Policy)

It is our policy to ensure this by:

- ensuring all children follow the Rising Stars Switched On Computing Scheme of Work;
- keeping a record of children's Computing use to ensure equal access and fairness of distribution of Computing resources;
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased;
- discussing the use of Computing both in and out of school;
- providing wider access by the school community, including parents, to the school's Computing facilities wherever possible;
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

Internet Safety

The school has an appointed Online-Safety Leader.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. Every year, Safer Internet Day is promoted through Whole School and Class Assemblies and lessons supported by available materials from the related; Think u Know, CEOP, LGfL and NPW resources. Parent E-Safety workshops are carried out at least annually.

Our pupils' e-mails are embedded in the LGfL "Safemail" system so as to further ensure their E-safety online and they are encouraged and taught to only send and receive emails from other people within their school and sources they know they can trust.

The IT Specialist ensures the school network (in its hard-wired and wireless routes) is as safe as possible using a URL Filtering Platform to help protect pupils from accessing inappropriate websites.

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An Acceptable User Policy (AUP) for Staff, Parents and Pupils combined with a "Responsible Use of Computing" document has been established to protect all parties involved. These are signed and maintained in the Class Computing Folder.

SIMS

Computing enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school complies with LA requirements for the management of information in schools. We currently use SIMS which operates on the school's administrative network and is supported by the LA. Technical support is provided by NPW Administration.

Approved administration staff, senior management and members of staff have access to SIMS and the Headteacher arranges distribution of appropriate data to staff members as required. Only trained and designated members of staff have authority and access rights to input or alter the data. The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Teaching staff hold assessment data on the school network which is held securely in their own personal drives or the staff drive, neither of which are accessible by children. All teaching staff understand that the school's shared drive is for storing children's work and material that is not data-sensitive.

Assessment

As the class teacher works through the Rising Stars Switched on Computing Scheme of Work they will record children's progress and collect evidence of differing children's work ranging from children with complex needs through to More Able & Talented children. This collection of children's work will include a description of the context and an explanation of how the pupils completed the task. Photographs, discussions, annotations, saved work and printouts of differing pupils work will be recorded in the class Computing Assessment Portfolios. This will enable teachers to establish a clear indication of individual children's progress in line with the national curriculum level descriptions

Computing is assessed both formatively and summatively using Rising Stars Switched on Computing Scheme of Work .

Formative assessment occurs on a lesson by lesson basis based on the lesson outcomes in the Rising Stars Switched on Computing Scheme of Work. These are conducted informally by the class teacher and are used to inform future planning.

An independent Computing challenge is planned at the end of a unit of work which enable summative assessments to take place. This work is accompanied by a description of the context in which pupils completed the task and how it was undertaken. The work is assessed against 'record of progress / expectations' statements (detailed at the beginning of a Computing unit) which summarise children's Computing capability at three different levels:

- Most children will...
- Some children will not have made much progress and will...
- Some children will have progressed much further and will...

Once the summative data has been collected it is transferred to assessment spreadsheets to collate an overall level for the school year and to inform teachers of progress in subsequent years.

Marking, Assessment and Next Steps

The expectation is for children to save their work into folders on the Shared Drive. This allows teachers to check work without having to log on to the children's individual user accounts. Work in folders should be dated to evidence progression. Electronic versions of work, where the software allows, can be annotated with comments. Samples of children's printed electronic work (together with hand-written worksheets)

should be retained by the teacher in a hard-copy portfolio: each child's work should be kept separately and marked in accordance with normal practices. At the end of the school year the child's work should be passed on to his/her next teacher for continued updating.

The outcomes of assessment – both formative and summative - should be clearly and regularly communicated to individual pupils, both orally and in writing (marking), and next steps agreed for development.

Roles & responsibilities

Governing Body

The ultimate responsibility for the implementation of Computing curriculum rests with the Governing Body.

Senior Leadership Team

The overall accountability for the use of Computing rests with the senior leadership team of the school. The Headteacher, in consultation with staff:

- determines the ways Computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that Computing is used in a way to achieve the aims and objectives of the school;
- ensures that there is an Computing policy, and identifies an Computing Subject Leader.

Computing Subject Leader

There is a designated Computing Subject Leader to oversee the planning and delivery of Computing teaching within the school.

The Computing Subject Leader will be responsible for

- raising standards in Computing as a national curriculum subject
- facilitating the use of Computing across the curriculum in collaboration with all subject leaders
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching and assessment strategies, guiding teachers, support staff in managing equipment and purchasing resources
- monitoring the delivery of the Computing curriculum and reporting to the Headteacher on the current status of the subject
- updating the school's Computing Policy

Online-Safety Leader

Online-Safety is coordinated by the school's Designated Leader for Safeguarding Children. They delegate delivery to the Computing Subject Leader and the IT Specialist. They have responsibility for:

- liaising with outside agencies, including CEOP, as necessary
- maintaining the school's Acceptable User Policies
- maintaining a comprehensive Online-safety education programme
- ensuring that all children receive discrete Online-safety lessons every year
- arranging staff training, including refresher sessions, as required
- communicating key messages to other stakeholders (parents, governors, etc.)

IT Specialist

The IT Specialist will be responsible for

- maintaining and installing all hardware and software on the school network
- managing user rights on the network

- maintaining a safe hard-wired and wireless network
- routinely backing up the contents of the school server
- managing the staff and pupils email systems
- providing 1st, 2nd and 3rd line support with IT support requests recorded by teachers/management on the schools IT network.
- delivering staff training on Online Safety and Computing hardware/software
- delivering Online Safety training to parents and pupils
- support the delivery of the Computing curriculum
- updating software and applying hotfixes and critical updates on the network and server
- developing, promoting and maintaining the schools website
- working alongside the Computing Subject Leader in the procurement of hardware and software
- introducing new technology to help enhance teaching and learning

Classroom Teacher

It is the responsibility of each teacher to plan and teach appropriately differentiated Computing activities across the curriculum, making maximum use of adult support, and to assist the Computing Subject Leader in the monitoring and recording of pupil progress in Computing.

Monitoring and Review

Monitoring Computing will enable the Computing Subject Leader to gain an overview of Computing teaching and learning standards throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of Computing teaching and learning the Computing Subject Leader will together with members of the Senior Leadership Team carry out:

- Audits of Assessment Portfolios;
- Audits of Computing displays;
- Scrutinise plans to ensure full coverage of the Computing curriculum requirements with appropriately differentiated tasks;
- Analyse children's work;
- Conduct pupil interviews;
- Observe Computing teaching and learning in the classroom;
- Hold discussions with teachers;
- Analyse assessment data;
- Feedback as required to the Headteacher, Governors and other interested parties.

Learning Out of School Hours

We believe that access to Computing out of school hours:

- Increases the time our children spend learning;
- Increases access to Computing especially for those children without a computer at home;
- Enables some children to develop and extend personal hobbies and interests;
- Develops Computing capability; potentially raising self-esteem, motivation and standards of achievement.

The following services are currently operated by the school:

- A computer club operates on a weekly basis. Children from Key Stage 1 and Lower Key Stage 2 are able to attend.
- In the run up to Key Stage 2 testing after-school revision clubs are run for Year 6 children which make maximum use of laptops and/or ipads and online revision facilities.

In future, subject to the availability of resources and tutors, we aim to increase the provision for out of hours learning across all age ranges in the school and to further support families with their Computing skills.

Health & Safety

We will operate all Computing equipment in compliance with Health and Safety requirements with users (primarily administration staff) checked for compliance with Display Screen Equipment (DSE) regulations. All other staff are considered operators under the regulations and are encouraged to be compliant with the DSE standards.

Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Children are also reminded to drink frequently to avoid dehydration and to remember hygiene standards by washing hands after using shared keyboards.

Rules for Safe Computing Use and Acceptable User Policy have been discussed and signed up to by the pupils, their parents and their teachers as well as a display in the classroom.

Children can only access their own personal user accounts and the Shared Drive on the school network: all other drives and the administration network are denied to them. Teachers must not let a child use a teacher's log-on as this would give the child an inappropriate level of access.

The contents of the school server are backed up daily to a remote location provided by RM through NPW and checked by the IT Specialist. The administration network is backed up to a remote location provided by RM.

The Sophos Anti-Virus scan runs in the background at all times. Any external drives or devices attached to the network must be scanned using Sophos Anti-Virus software available on the Stand-alone Staff Computer in the Staffroom prior to accessing the files.

A daily visual inspection risk assessment is undertaken by the Computing Leader of the Laptop/ipad trolleys in accordance with the Health and Safety guidelines provided by the Borough of Newham. An annual Portable Appliance Test is undertaken – usually in the month of May –in accordance with Health and Safety procedures.

Home/School links

We aim for children to be given the option to complete some homework tasks, when appropriate, using Computing out of school. Teachers are sensitive to the fact that children may not have access to Computing or may not wish to use it to complete tasks out of school. Any work brought into school on discs or external drives must be scanned for viruses using Sophos Anti-Virus software available on the Stand-alone Staff Computer in the Staffroom prior to accessing the files.

A school website has been developed to promote the school's achievements as well as providing information and communication between the school, parents and the local community. The school website provides a wealth of resources covering different subjects and includes the school blog that allows pupils to engage with their class teacher from home and complete activities at home setup by the class teacher via the blog zone. There is also a learning zone for pupils with interactive activities for them to try as well as links to reading materials. The website also has an Online Safety zone that provides key information for parents covering different topics related to Online Safety. The school website also hosts streaming of school events and visits via a live photo stream.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems **must have been agreed** with the **Computing Subject Leader** and **IT Manager**: it must be clear that the software extends the range/depth of existing software and that there is sufficient free space on the server.

All our software used in Computing is in accordance with the licence agreement. Personal software must not be loaded onto school computers, including laptops loaned to staff for home use. Every effort will be made not to breach copyright or infringe the intellectual property of others. Acknowledgement should be given to source material wherever possible.

Next Steps

We have an ambition to be a school of note for its use of Computing and Technology for enhance teaching, to accelerate learning and to simplify or improve school systems. We are going to seek accreditation via an ICT Mark as a start to recognise our effective and mature use of technology.

Review

Due to the pace of change inherent in information and communication technology this policy should be reviewed annually to ensure still compliant and more formally every 3 years; with the next formal review being Summer 2019.