

# Hindley J and I School



## Computing Policy

**Written: March 2019**

\_\_\_\_\_ **Signed on behalf of the school**

\_\_\_\_\_ **Signed on behalf of the governors**

POLICY FOR ICT

At Hindley J & I School we aim to ensure that the pupils receive an education which takes account of the relevance of digital technology in our society. Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to a varied and developing technology. Pupils use Computing as a tool to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ Information and Communications Technology (ICT) to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. They learn how to use programming skills to create sophisticated, imaginative and informative multimedia presentations. Increased capability in the use of ICT promotes initiative and independent learning; with pupils being able to make informed judgements about when and where to use ICT to best effect, and consider its implications for home and work both now and in the future.

### **Audience**

This policy, has been agreed by the staff and Governing Body

### **Aims**

Through the use of Computing in the curriculum we aim to help pupils become knowledgeable about the nature of information, gain confidence with the range of technology and have the ability to exploit potential. The use of Computing is promoted within all subjects as well as a subject in its own right.

We strive to achieve this aim by:

- Using Computing where possible to enhance, support and extend children's learning in all areas of the curriculum.
- Using Computing as a specific curriculum area and as a cross curricular tool.
- Introducing the children to a wide range of ICT applications and Computing tools such as word processing, databases, graphics and software for program coding and control.
- Helping pupils to acquire the skills to use Computing tools effectively, with purpose and enjoyment.
- Equipping pupils with the knowledge of the uses, effects and limitations of Computing enabling them to evaluate the benefits of ICT.
- Meeting the National Curriculum requirements as fully as possible and helping children to achieve the highest standard of achievement.
- Using Computing as a partnership beyond school through the use of the internet, e-mail, website design and blogging.
- Helping pupils to use ICT responsibly and respectfully.
- Ensuring all our pupils know how to use Computing/internet safely, knowing how to avoid unnecessary risks.
- Ensuring pupils know how to handle situations where e-safety has been compromised.
- Helping both pupils and teachers to develop confidence and competence to use Computing in a range of situations and contexts appropriate to the tasks in hand.
- Use their Computing skills to develop their language and communication skills.
- Explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of safety, security, confidentiality and accuracy.

## **The Objectives of Computing in the Curriculum**

It is envisaged that Computing will enhance the process of teaching and learning in all areas of the curriculum.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.

In particular children should achieve the following skills:

### **Key Stage 1**

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- 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.

### **Key Stage 2**

- 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 programs; 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
- 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 programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## **Computing Leader's Role**

The Computing Leader will be responsible for:

- Identifying, ordering and updating resources.
- Ensure that all ICT equipment is safe to use.
- Review training needs of all staff and provide suitable training opportunities.
- Keeping staff informed of all new developments.
- Develop planning for each class.
- Monitor and evaluate the provision, assessment and recording of Computing for each class.
- Attending training to update knowledge of current developments.
- Contributing to the SIP.
- Liaising with the school technician.
- Updating the school website and social media pages.
- Checking Securus incident reports.
- Ensure that security software is in place e.g. antivirus and safeguarding software.
- Ensure that the Computing policy is successfully implemented throughout the school and is reviewed and updated annually.
- Discussing regularly with the Headteacher and the Computing governor the progress of implementing National Curriculum for Computing in school.

## **Access to ICT**

- The school has a computer suite which is timetabled for classes throughout the week.
- Each KS2 class has an iPad, interactive whiteboard and access to 30 laptops and 15 tablets to use in class.
- KS2 group rooms are fitted with 7 computers for use throughout the day.
- KS1 classes have access to 4 laptops, 15 iPads and 15 tablets to use in class.
- Each teacher has a laptop and a tablet with keyboard.
- All computers are monitored by Securus.
- Mathematics and reading software is available for children to use, developing a link between school and home.
- The hall has a laptop, a projector and screen.
- The quiet room has a laptop and TV to project the screen.
- Breakfast Club have 4 notebooks to access in session that are also used by classes throughout school hours.
- The school has jumbo keyboards and roller ball mouse to promote Inclusion.

## **Inclusion**

All pupils regardless of race or gender shall have the opportunity to develop Computing capability. The school will promote equal opportunities for the use of computers and the fairness of distribution of ICT resources.

The school recognises the advantages of the use of Computing by children with special educational needs.

Using Computing can:

- Address children's individual needs.
- Increase access to the curriculum.
- Enhance language skills.
- Help children to achieve their targets and progress their learning.

## **Computing Curriculum Planning**

With the help of the Twinkl Computer scheme, the school has produced a comprehensive skills based program of work as the basis for its curriculum planning. This ensures progression across the key stages.

The scheme maps the Computing knowledge and skills that the children study during each key stage. The children cover the scheme in their weekly Computing lesson and often use Computing as part of their work in other subject areas. The scheme shows how teaching skills are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Our weekly plans detail the set objectives from a variety of topics. The Computing subject leader is responsible for writing the short term plans for Computing and the class teacher is responsible for noting any Computing component of each lesson.

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. The children are offered many opportunities to practice and develop their Computing skills in English, mathematics and the wider curriculum.

## **The contribution of Computing to teaching in other curriculum areas**

Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, the use of e-mails contributes to citizenship and working together, supports work in mathematics and English, while the internet proves very useful for research in the humanities subjects. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. Computing enables children to choose how to share and present their expertise and conclusions in the most appropriate way for the audience.

## **English**

Computing is a contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the internet, and they are able to join in discussions with other children throughout the world through the medium of email and video-conferencing. They learn how to improve the presentation of their work by using desk-top publishing software. Reading Plus is used to enhance the reading fluency of the children.

## **Mathematics**

Many Computing activities build upon the mathematical skills of the children. Children use Computing in mathematics to collect data, make predictions, analyze results and present information graphically. Mathletics and Times Table Rockstars are used to enhance the provision of mathematics as well as the standard of teaching and learning for the children.

## **Personal, social and health education (PSHE) and citizenship**

Computing makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the internet, blogging and e-mail. Through the discussion of moral issues related to electronic communication, children can also develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world.

## **Assessment**

Children are monitored through observation, discussion and assessment at the end of each lesson.

Children's work is assessed in Computing by making informal, on going judgments as they are observed during lessons. On completion of a piece of work a copy of it is kept either in paper form and stored in the class files or in data form saved to their personal file on the server. This enables us to see a record their progress.

At the end of a unit of work a judgment is made about the work of each pupil in relation to the National Curriculum levels of attainment. We use this as the basis for assessing and reporting the progress of the children for the next academic year and to pass information on to parents at the end of the year.

## **Health and Safety**

Children should not be responsible for moving heavy equipment around school.

Food and drink should not be consumed near ICT equipment.

Children should be made aware of their responsibility regarding safe and sensible use of ICT equipment.

It is the responsibility of staff to ensure that ICT equipment is stored securely and that they or their class leave the ICT Suite clean and tidy after use.

Children, staff and parents should be taught the importance of e-safety and what to do if a problem arises.

Staff and children will be expected to follow the e-Safety Policy.