



# Betty Layward Primary School

## Computing Policy

September 2017

### Purpose

This policy reflects the school 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 scheme of work for computing which sets out in detail what pupils in different classes and year groups will be taught and how computing can facilitate or enhance work in other curriculum areas.

### Introduction

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. We recognise that computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and without discrimination. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all staff and pupils in our school to become confident users of computing technologies so that they can develop the skills, knowledge and understanding which enable them to integrate computing seamlessly as a mechanism for teaching, learning and administration. Computing is a tool to create greater efficiency, more engaging learning and to prepare for life beyond school – it is not an end in itself.

### Aims

- To enable children to become autonomous, independent users of computing technologies, 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 use computing as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their computing capabilities across the curriculum
- 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, and the wider world

### 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 EYFS and 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**

Betty Layward has followed the 'Rising Stars Switched On to Computing' scheme since September 2014 and will continue to incorporate this program during the 2016-17 academic year – whilst also combining a cross-curricular approach to Computing across all subject areas. This scheme of work actively addresses the National Curriculum aims for computing, with a strong focus on internet safety.

Teachers are supported in their teaching by a range of software, including iPad applications specifically arranged into key learning areas on staff and student iPads, which enables them to give pupils hands-on experience of each skill objective, and to assess skills learned. Teachers are then expected to extend pupils' use of these skills and their capability in computing through other subjects or a computing-related project.

Each class is allocated a weekly slot for computing – giving them priority use of the key stage1 or 2 laptop trolley (30 laptops), as well as cameras, Flip videos, microphones and Bebots and Probots. Each class is also able to sign up for additional time on a weekly basis to apply the use of computing to other subject areas. Weekly timetables are kept in the ICT suite, on the trolleys and are emailed to staff.

Each year group shares the use of 30 iPads in classrooms. These iPads are expected to be used across the curriculum to support teaching and learning. They are regularly updated and should staff require them to be changed or specific applications installed, they must contact our school ICT technicians (TurnItOn) using the support portal installed on all school computer desktops. Safety and upkeep of the iPads is the responsibility of each class teacher.

The computing suite/intervention teaching room also has another 9 desktop computers that can be used for SEN purposes or small-group work; and also for our twice weekly after-school computing club and once weekly homework club.

All classrooms have wall-mounted Promethean interactive white boards, which are set-up to allow use by all staff and students in the school.

## **Teaching & Learning**

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 is 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.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected

The computing coordinator will review teachers' computing plans to ensure a range of teaching styles is employed to cater for all needs and promote the development of computing capability.

The remit of all subject coordinators is to keep up to date with new software available for the teaching of their subject and to provide this where appropriate for teachers and pupils.

## **Equal Opportunities**

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop computing capability."

It is our policy to ensure this by:

- ensuring all children follow the Skills Based Curriculum for computing
- 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 prejudiced or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged
- establishing in-school time where children without home computers are given supervised access to computers, iPads and the internet.

## **Internet Safety**

**Our policies on internet safety and acceptable use are covered in separate documents.**

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 such as email. 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, both in and out of school. Internet safety is taught through computing and PSHE lessons and the principles are observed in all subject lessons where the internet is used. From Year 2 upwards, all pupils start the academic year with a unit on e-safety and sign AUPS. Any instances of activity outlined in the schools 'Prevent Duty' policy are to be reported immediately to the computing co-ordinator and Headteacher. Staff should refer to the school's 'Prevent Duty' policy in such instances. The computing co-ordinator and Headteacher should ensure that any required mitigation is undertaken as soon as possible after the incident is reported.

Our school computing co-ordinator has regular contact with the Hackney Learning Trust and participates in computing co-ordinator professional development. Each session involves specific focus on internet safety and how this is to be implemented and monitored in school.

## **Management Information Systems (MIS)**

The school computer network enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school complies with 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 Learning Trust.

Class teachers have access to attendance data, use the electronic register and input data for their class into Assessment Manager. The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

## **Assessment**

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes for each child and is used to inform future planning. The school has implemented 'Target Tracker' as a means of student assessment data tracking as of September 2015. Staff training and extensive SLT training has been carried out and will be refreshed when needed at the discretion of the SLT. Computing is planned to be tracked using this program in the 2017-18 academic year.

Activities are planned during the block of skills teaching or at the end of it which enable summative assessments to take place where children's computing capability is assessed (this can be in another curriculum subject area). The Rising Stars Switched On to Computing scheme of work includes written assessment grids which should be uploaded to the school server assessment folder for each year group upon completion. Any evidence (screenshots/photographs/blogs/page addresses) should also be uploaded to this area of the server for review by the computing co-ordinator and the SLT.

## **Inclusion**

We recognise computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language, for example. computing can cater for the variety of learning styles which a class of children may possess.

Using computing technologies can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

Dyslexic pupils currently learn to touch type (daily sessions are held in the computing suite during assembly). In addition, pupils with fine motor difficulties which affect their handwriting abilities or dyslexia can use laptops or iPads for their writing. 'Clickr6' has been introduced school-wide since October 2015 and will be monitored and reviewed by the school SEN co-ordinator under his/her portfolio.

Teaching and learning in all subjects is expected to use the wide variety of games and teaching tools available through the internet, iPads, Activ Primary, TES and the London Grid for Learning.

## **Roles & responsibilities**

### **Senior Management**

The overall responsibility for the use of computing rests with the senior leadership 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
- approves 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 a computing policy, and identifies a computing coordinator
- ensures that computing is used for its intended purpose and any breach of Internet safety and acceptable use does not breach the school's 'Prevent Duty' policy

### **Computing Coordinator**

There is a designated computing coordinator to oversee the planning and delivery of computing within the school.

The computing coordinator is responsible for:

- raising standards in computing as a National Curriculum subject
- facilitating the use of computing across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies and purchasing resources (although computing resources pertaining to individual subjects are the responsibility of each subject coordinator)
- monitoring the delivery of the computing curriculum and reporting to the Headteacher on the current status of the subject
- keeping up to date with e-safety issues and relaying these to our school community
- ensuring equipment is maintained, upgraded and replaced and that the school keeps up to date with new developments and initiatives in computing

The computing coordinator is not the technician. Issues involving the upkeep of hardware and the installation of new software are the job of the school's IT Technicians from the ICT company 'TurnItOn' (one staff member on the premises one day per week for 37 weeks of the year). In addition, the Premises Manager, Terry Purdy, is also involved in day to day maintenance of hardware and systems.

### **The Subject Coordinator**

There is a clear distinction between teaching and learning *in* computing and teaching and learning *with* computing. Subject coordinators should identify where computing could be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their computing study and are applying those skills within the context of another curriculum subject. Subject coordinators work in partnership with the computing coordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of computing within curriculum subjects.

### **The Classroom Teacher**

Even though whole school co-ordination and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate computing activities and assist the co-ordinator in the monitoring and recording of pupil progress in computing.

### **Governors**

Governors are responsible for the overall direction of the school and for encouraging pupils' moral, social and cultural development. A strong partnership between the governing body and the school on issues of computing development, resourcing and e-safety is essential for a dynamic, relevant and inspirational environment.

### **Monitoring**

Monitoring computing will enable the computing coordinator to gain an overview of computing teaching and learning 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 the quality of computing teaching and learning the computing coordinator:

- Scrutinises plans to ensure full coverage of the computing curriculum requirements
- Observes computing teaching and learning in the classroom
- Hold discussions with teachers
- Analyses assessment data – also in conjunction with other subject leaders in cross-curricular activities.

## **Health & Safety**

We operate all computing equipment in compliance with Health & Safety requirements. Children and staff are 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. Internet safety rules are also on display within the computing room (and in classrooms) for reference and all children and staff sign age-appropriate agreements for the use of internet and email in relation to school related matters. The school has an Internet Safety Policy available to all staff and parents. E-safety is taught to all pupils through computing lessons at the beginning of each year and at appropriate points during the year. Updates on safety regarding new technologies are presented to students during assembly times when the need arises, at least once per term.

All computer users (staff and pupils) are required to log in using their own personal log in and password. They are taught and reminded to log off at the end of each session and never to use another person's account. The network system allows staff to see only areas of the network and SIMs which they are authorised for. The files and network system are backed up daily. The virus checker is updated annually.

## **Home school and community links**

The school's website provides information and communication between the school, parents and the local community. School email addresses are used for communication between staff and parents, and samples of children's work and videos of activities can be shown to parents through the school website. The same guidelines apply to our school APP – developed with Piota software company.

Our school also manages an official 'Instagram' account where authorised members of the staff can upload videos and photographs of school activities for the benefit of the wider school community. This is monitored extensively and all media uploaded follows the school's policies regarding publication of student information. The same guidelines apply to the school's 'Twitter' page.

## **Appropriate legislation, including copyright and data protection**

All software loaded on school computer systems must have been agreed with the designated person in the school. All our software is used in strict accordance with the licence agreement. We do not allow personal software to be loaded onto school computers or the school internet to be used for personal reasons.

Parents are consulted regarding use of photos of children in local media, on the school website, Instagram account, twitter account and in the school newsletter, and names are never given alongside pictures of children.

Jason Stuart, Computing Coordinator  
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