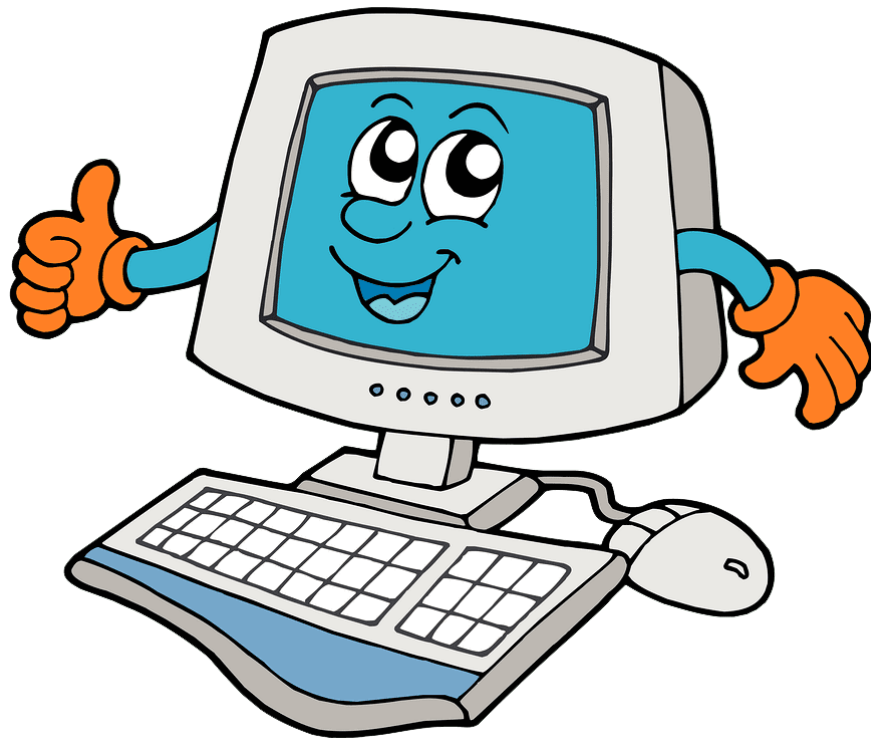# TREGOLLS SCHOOL

AN ACADEMY

Computing Policy

Tregolls School-An Academy Computing Policy
Purpose

This policy reflects Tregolls 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 used 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.

This document is intended for:

• All teaching staff
• All staff with classroom responsibilities
• School governors
• Parents
• Inspection teams

Introduction computing Policy Statement

At Tregolls we believe that the role of computing is as a medium for social interaction both within and eventually between schools. Computing plays an important role in the children's lives and in society today. We believe that computers are valuable tools, which may be used to further enhance the curriculum already in place within the school. We believe the computer acts as another resource in the classroom and enables another teaching approach, which we can use to stimulate and inform the learner. It is an essential tool for supporting the children's learning. All technologies, inclusive of computers, iPads and other digital technologies are good motivators which can heighten pupil's interest and enjoyment, especially in those subjects children find difficult. Information technology can also provide opportunities for teachers to extend the basic curriculum by embracing it fully in their teaching.

The computing curriculum in school aims to develop the children's knowledge, skills, and understanding.

The children will be given opportunities to develop a wide range of skills in computing.

Aims and Objectives

• To develop the pupils confidence and skills in the use of computing.
• To give children skills to use information, communication and technology both creatively and effectively.
• To provide children with the knowledge of different applications of computing.

This includes, word-processing, data handling, simulations, control, data logging devices and internet technologies (including E – Safety across the curriculum)

- To encourage children to understand the effects and limitations of computing and to make decisions about its suitability for a particular task.
- To use computing to enhance, support and extend the children's learning in all areas of the curriculum.
- To use the computer to store, organise, manipulate and present data.
- To give opportunities to explore, present and share their own ideas and findings, using a wide range of technologies.
- To know how computing can affect the nature of their work.
- Computing resources are used to their full extent;
- Computing resources and equipment are kept up to date as much as possible;
- That staff skills and knowledge are kept up to date.
- To have a clear understanding of how to programme digital devices and know how they work.

Curriculum Development & Organisation

Our school scheme of work will be used by each teacher and they will make adaptations to ensure the plan is progressive in developing pupils computing capability. It will be the class teachers' responsibility to adjust the units to ensure they link in well with the child led curriculum. This is an ongoing working document which identifies time markers, additional resource needs and to indicate whether optional activities have been undertaken and each ability group is catered for. Each class is allocated time with the computing resources to accomplish their computing scheme skills. Our scheme of work is integrated to ensure that delivery of computing is linked to subjects and takes on board the statutory requirements of other curriculum subjects. The computing units will allow for a range of technologies to be used to ensure children are able to adapt to the different technologies with confidence.

There are at least 55 laptops and 150 iPads within the school to encourage research, and allow for the creative use of computing in subjects. Other forms of digital technology are also available to use within school hours.

Digital projectors, which are ceiling mounted and also interactive white boards, are located in all of the classrooms. These are used as a teaching resource across the curriculum.

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 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.
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support permit different outcomes
- Not all computing need to be done on a computer.

The computing co-ordinator and SLT will review teachers' computing lessons and evidence folders to ensure that skills are being taught correctly and that the computing scheme of work is covered regularly over the year.

Equal Opportunities

It is our policy to ensure all children follow the scheme of work for computing, the SLT and staff will keep a record of children's computing use to ensure equal access and fairness of distribution of computing resources;

- provide curriculum materials and software which are in no way class, gender or racially prejudiced or biased.

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for computing and how they can support their children. Parents can begin to develop their knowledge of computing by attending the parent courses held in school by the computing leader.

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. Computing can cater for the variety of learning styles which a class of children may possess.

Using computing we can:

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

We aim to maximise the use and benefits of computing as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Roles & Responsibilities

Senior Management

The overall responsibility for the use of computing rests with the SLT.

The Head Teacher, 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 an identified computing co-ordinator.

Computing Co-ordinator

There is a designated computing co-ordinator to oversee the planning and delivery of computing within the school.

The computing co-ordinator will be responsible for:

- leading staff in raising standards in computing
- 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, managing equipment and purchasing resources;
- monitoring the delivery of the computing curriculum and reporting to the Head on the current status of the subject.

Curriculum Co-ordinator

There is a clear distinction between teaching and learning in computing and teaching and learning with computing.

Subject co-ordinators should identify where computing should 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 co-ordinators work in partnership with the computing coordinator to ensure all 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. This involves saving and showcasing work.

Health and Safety

At Tregolls all computing equipment is used in compliance with Health & Safety requirements. All electrical equipment is checked, any concerns are passed onto the school's health and safety representative. Children and staff 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.

Internet Safety

Also see our e-Safety Policy

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 e-safeguarding Policy has thus been drawn up to protect all parties.

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.

Management Information Systems (MIS)

Also see our Data Protection Policy

Computing enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

The school has taken appropriate measures to ensure data is secured in line with the Data Protection Act.

Assessment

Computing is assessed both formatively and summative. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the scheme of work.

These are conducted informally by the class teacher and are used to inform future planning.

Computing capability is assessed on a termly basis.

School Liaison, Transfer and Transition

Our school management information system will enable the transfer electronically of data to aid transfer and transition to or between schools.

Monitoring

Monitoring computing will enable the computing co-ordinator 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 of the quality of computing teaching and learning the computing co-ordinator will:

- analyse children's work;
- observe computing teaching and learning in the classroom;
- hold discussions with teachers;
- analyse assessment data.

There is an annual review of this policy by the computing co-ordinator.

Home School Links

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, there are however, opportunities are provided for pupils to complete computing tasks in school time.

Parent workshops on computing are offered on an annual basis to help support parents with computing skills.

Resources

Effective and Efficient Deployment of computing Resources

Computing resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment, including i-pads and laptops.

Software

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in computing accordance with the licence agreement.

We don't allow personal software, including social networking apps or games to be loaded onto school computers.

For further information please refer to the school's Data Protection Policy.