

STANFORD IN THE VALE CE PRIMARY SCHOOL COMPUTING POLICY

Definition

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

Aims

In our school we aim to:

- Ensure all staff and pupils are confident, competent and independent users of ICT;
- Motivate and inspire pupils and raise standards;
- Develop an appreciation of the use of ICT and Computing in the context of the wider world;
- Enrich learning and promote both autonomous study and group work;
- Develop pupils' ability to use computers appropriately and choose software suitable for a particular task;
- Provide continuity and progression in all the strands of the Computing National Curriculum;
- Develop ICT skills through cross-curriculum contexts
- Encourage problem-solving and investigative work
- Foster group work, sharing and collaboration between peers
- Care for and respect equipment
- Share resources
- To provide continuity and progression from the Foundation Stage curriculum and through Key Stages 1 and 2 of the National Curriculum

Roles and Responsibilities

The governors ensure adequate funding is allocated to cover equipment and all necessary contacts.

There is a designated Computing co-ordinator who oversees computing planning within the school and is responsible for informing the rest of the staff about new developments. Resources will be maintained and reviewed.

The co-ordinator monitors the curriculum and reports to the governors regarding both general Computing/ICT, as well as the schools status regarding E-safety. The Computing co-ordinator liaises with the governor who has responsibility for Computing and with the curriculum committee.

The co-ordinator will attend Partnership meetings and will keep staff informed of developments.

Special Needs and Equal Opportunities

The school recognises the advantages of the use of ICT by children with special educational needs. The school uses ICT to:

- Address children's individual needs
- Increase access to the curriculum
- Improve language skills

The school acknowledges equal opportunities for computer usage and monitors the level of access to computers in the home. The school will put into place times of access to the ICT suite within and after school for pupils without a computer at home - in order for them to complete work, such as their Maths Whizz weekly homework.

General

Planning is based on ensuring that all of the Computing objectives from the National Curriculum are covered by the time the children leave for secondary school. It is taught as both a discrete subject, such as coding, and integrated into other curriculum areas, such as word processing. Computing therefore is used as a tool to improve both learning and teaching. Each subject co-ordinator is expected to ensure that relevant Computing links have been included in planning.

Pupils have timetabled access to the computer suite each week. Year 1 through 6 have 6 networked computers in their classroom at all times, with access to 2 banks of 15 additional laptops. Foundation Stage has 2 networked computers.

As a school we have subscribed to Maths Whizz, an interactive resource that can be utilised as part of whole class teaching or plenaries. Children are also able to work on activities independently. A Maths Whizz Tutor has also been purchased for all school children from year 2 upwards, which creates a personalised set of activities based upon a thorough starting assessment. The children are required to complete a certain amount of time on their Tutor mode for homework, which can be remotely accessed by the teacher. During Friday's collective worships, the children with the highest progress level and usage are then celebrated and rewarded a certificate. Additionally, foundation stage and year 1 have access to use RM Maths, which also follows an individual programme of work. Furthermore, we have also subscribed to Espresso, which provides cross curricular activities and links for learning, as well as current affairs. There is a range of software to aid the teaching of skills across the curriculum. The staff had received training with espresso and maths whizz from visiting instructors.

The Computing co-ordinator reviews teachers' planning of Computing to ensure full coverage of the objectives for each year group and to monitor the range of teaching styles that are employed to develop Computing capability. These teaching styles include: group work of mixed and similar ability, individual work and whole class teaching.

Internet

Internet access is planned to enrich and extend learning activities and is part of the statutory curriculum.

Pupils are taught to be critically aware of the materials they read and shown how to validate information before they accept its accuracy. Pupils receive guidance when using the Internet and are supervised. The children are also now being taught E-Safety, regarding what information to provide online, what websites are safe, and how to seek support/help should anything occur online which they are uncomfortable with.

- Pupils are taught what is acceptable and what is unacceptable. They are given clear objectives for Internet use. The schools Internet access is designed expressly for pupils' use and includes a filter by our Internet Service Provider. Teachers inform the Computing co-ordinator immediately, should they find offensive material on the school's Internet access. The co-ordinator will ensure that this is reported to the ICT service desk, ict.servicedesk@oxfordshire.gov.uk or telephone 0845 052 1000.

All children have access to the Learning Platform, and pupils in Key Stage 2 have access to individual e-mail addresses, which are managed by the class teacher. Pupils are taught to report immediately any offensive messages or if they feel uncomfortable with any message that they receive. Teachers monitor pupils' use of e-mail. User names have been set up in accordance with the county and DFES advice.

Our school informs parents that their children will use the Internet. The letter sent contains details about responsible Internet use which we ask parents to endorse. It also contains details of the filtering service offered by our Internet Service Provider.

All members of staff agree to abide by the LEA policies regarding use of the Internet and have access to the Internet for their own personal and professional development.

Assessment

Clear learning objectives both in Computing and subject context will support the focus of assessment activities. Computing is formally assessed for each child. Pupil achievement is recorded on Classroom Monitor, and any relevant annotated work kept in the e-portfolio on the Network, or in the ICT coordinator file. Moderation of work occurs in order to obtain consistency across the school.

Reporting and Recording

Parents receive an annual record of their child's progress in ICT.

RESOURCE MANAGEMENT

Human

The Computing curriculum will be discussed during staff meetings. This may include: introduction of software; training for ICT; whole school support in planning; sharing children's work; moderation of children's work; development of the ICT portfolio or sharing ideas of good practice. It shall also include new E-safety schemes of work for each year group.

Staff are planning to attend courses through OQSA run by the ICT Advisory Team and CEOP (Child Exploitation and Online Prevention). Opportunities for training are offered wherever possible to meet whole school needs, as well as those of individual teachers. These needs may be identified as a result of monitoring or performance management reviews. As part of continuing professional development all staff are encouraged to improve necessary skills and techniques in ICT. All staff have a Laptop and can use the Internet for their own personal development by access to national developments, educational material and good curriculum practice.

Technical

Any faults with the ICT based teaching resources are reported to the school's TurnItOn technician by the member of staff who found the fault, using their 'LogAnICTIssue' portal. Alternatively, staff can notify the computing co-ordinator who can message the technician. These issues are then dealt with bi-weekly when the technician visits the school - a report of the technician's progress is emailed to the school. All computers are covered by a maintenance contract. Back-up tapes of the Network are recorded each week.

Hardware

The school has a Computer Suite with 16 Networked/ Internet linked computers connected to a printer in the office. Foundation Stage has 2 Networked/ Internet linked computers, and all the other classrooms have one Networked/ Internet linked computer. Pupil access is timetabled on a weekly basis.

There are Interactive whiteboards set up for teaching in all classrooms.

There are two sets of laptop trollies, with 16 laptops in each and every class from Year 1 up has a further 5 laptops.

The network server is located in the PE cupboard.

Currently the school has a computer ratio of 3 pupils to 1 computers; not including the 6 kindles per class from year 2 upwards, or the selection of cameras/beebots/roamers available.

Currently we have purchased the existing hardware in the school. A rolling replacement schedule is in place.

Maintenance contracts are filed in the office.

Teachers should not leave laptops or any other portable ICT equipment on display in classrooms overnight/weekends/holidays. Teachers' Laptops belong to the school and teachers to whom they have been allocated must not allow them to be used by any unauthorised individual.

Software

Anti-virus software is used throughout the school and automatically updates.

Licences are kept together in a file in the ICT coordinators room.

Staff and pupils are not permitted to use software from external sources unless safety checked.

Security

The school has an alarm system installed throughout, and the ICT suite is locked when the school is closed, as well as the Laptop Banks being locked. Each laptop and Ipad are further security marked.

Each computer system is accessed through a user name and password providing security against unauthorised access to the management system.

Health and Safety

All pupils receive introductory sessions in the computer suite dealing with health and safety issues. These include showing pupils the correct keyboard and seating positions and reminders about not looking directly into projector beam when using the interactive whiteboard.

When using the ICT Suite staff will make sure that:

- Fire extinguisher for electrical fires is in place and undamaged
- There are no trailing leads or cables which could constitute a health hazard
- There are no daisy-chained multiblock electric sockets in use
- There are no damaged chairs or other faulty and/or potentially hazardous equipment.
- There is no food or drink within the ICT Suite

All equipment is checked annually under the Electricity at Work Regulations 1989. The Health & Safety co-ordinator keeps a detailed inventory.

Regular Risk Assessment surveys are conducted and forms kept by the head. All staff have been given correct posture positions for use of laptops. All staff have signed loan equipment forms.

Reviewed by: Matthew Pearson Computing Co-Ordinator

Date: March 2016