



Computing Statement of Practice

INTRODUCTION

The term computing includes the use of any equipment which allows users to communicate or manipulate information (in the broadest sense of the word) electronically, along with knowledge of how computers and networks work. The ability to use computers effectively is a vital life skill in modern society. It is seen by the school as a crucial communication aid towards effective management within the school and an essential curriculum requirement. This policy document sets out the school's aims and strategies for the delivery of computing for teaching, learning and management purposes.

THE SCHOOL'S AIMS

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- are responsible, competent, confident and creative users of information and communication technology.

TEACHING THE COMPUTING CURRICULUM

In the Foundation Stage, Early Learning Goals are addressed through play and focus activities. They are often linked to the topics being covered, and include basic computer keyboard skills and safety factors when using electricity to power other items e.g. CD players, interactive whiteboard. From Key Stage 1, core skills in computing are taught following programmes of study, relevant to year group as highlighted within our curriculum long term plans. All skill teaching is structured and progressive. Some elements are differentiated, according to pupil's previous experience and personal interest or practice.

ICT is the vehicle through which much of the teaching in this school is done. It is used to support curriculum studies i.e. by accessing resources, presentation, SEN materials, Internet websites and email links. It also helps the children to develop independence, and is particularly useful in enabling them to achieve beyond their natural ability (e.g. use of word banks, layout of work).

Interactive whiteboards have greatly enhanced the children's daily awareness of ICT as a tool to aid learning, and computer skills are being learnt at a faster rate because the technology is accessed and used daily. A very wide range of software is built into the whiteboards, and their flexibility and ease of use is valuable to all ages across the school. Other CD/DVD resource-based programmes are available to run through the whiteboards, leading to inter-active pupil learning and greater flexibility in teaching.

Curriculum resources are identified by staff and purchased as agreed within the budget guidelines. A replacement

programme exists to ensure periodic renewal of older equipment. Training is organised as appropriate when new hardware and software are purchased. Staff seek support from colleagues as required and share their personal expertise readily. Technical help is mainly provided in-house by specialist assistants, and bought in specialist providers. A regular audit of resources is carried out to ensure that appropriate materials are kept, and outdated and less useful items are disposed of.

Teachers employ a range of strategies when teaching computing and use their professional judgement to decide on the most appropriate. These may include:

- using the computer suite(s)/data projector/video cameras
- children working individually/ whole class or small groups on class/activity room computers
- a group or class discussion about the benefits and limitations of computers.
- collaborative writing, design, research work in groups
- pupil demonstration/skill teaching to others (often on interactive whiteboard)
- groups selected to ensure pupils are equally active and involved in the task, and have equal access to computers
- planned activities to allow different computing/ICT achievement by pupils (including extension work)
- intervention where appropriate to reinforce an idea or teach a new point

There is regular liaison between staff about the taught content and this is also considered during the regular curriculum review. Assessment of pupil progress is discussed between staff with a view to moving children's individual skills on, and difficulties are addressed.

Liaison with school governors is an essential factor in the continuing development of the computing curriculum throughout the school. External practice as shared by governors has positively influenced our thoughts and purchases and also supported staff with advice and guidance in equipment usage.

Children's computing work is kept in the relevant subject books or on their network folders and may be published on their portal page. Comparatives between pupils' work show that skill levels vary greatly, even with similar time spent learning. Computing development is one key area within the curriculum where home influence plays a significant part in pupil advancement. Many opportunities are therefore built into the curriculum to allow for individual ability to be developed, rather than limited, single outcome activities.

KS1 computing aims:

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

KS2 computing

- 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
- 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

EQUIPMENT TO AID LEARNING AND TEACHING

All staff have a responsibility for using computers in an appropriate way to support learning throughout the school. There is a wide range of equipment available which includes laptops, projectors, ipads and CD players. All classrooms are equipped with interactive whiteboards and all parts of the school, including: the hall, PPA room and small meeting/intervention rooms have networked computers linked to the Internet. A wireless link exists in the school hall. There is a laptop designated for each class teacher. Laptops are used at home and at school for preparation and recording purposes. Issues around confidentiality and use of the Internet are reviewed regularly in an age-appropriate way with the children throughout their time at school during e-safety units of work, usually taught at the start of each academic year and throughout the year discreetly.

The laptops are also used at school to run the whiteboards whilst printing (B/W and Colour) is done on a copier. In

addition, a scanner, computer microscopes, visualisers, and Beebots and a datalogger are also available.

USE OF COMPUTERS FOR MANAGEMENT AND ADMINISTRATION

To ensure the effective use of computers for management and administrative purposes, office staff organise and attend regular training, and use Schools Information Management System (SIMS) to support their work. Equipment is regularly updated, and labour/time saving purchases identified and purchased where possible.

ON LINE ACCESS

Staff encourage the use of Internet resources to support their teaching and pupil's learning. A school policy has been agreed to promote safe use by pupils and staff of this resource. Children receive an e-safety reminder letter at the beginning of each academic year. Children must not use the computers or internet until their slip has been signed and returned to their class teacher.

Staff ensure that all information published on chosen Intranets/ Internet sites does not contain information that is likely to compromise a pupil or member of staff. They are aware of possible misuses of on-line access and share this knowledge appropriately with pupils.

HEALTH AND SAFETY

There are aspects of health and safety linked to the use of computing within the school which must be adhered to. These include the annual professional check of all electrical equipment, and the safe installation of all fixed equipment by a competent person. Standard good practice must be followed by staff at all times to ensure pupil safety e.g. no trailing wires, reminders to children not to look directly at the projector light and safe placement of mobile equipment to avoid falling.

Teachers must also be aware that children, under no circumstances, are allowed to move or touch the laptop or iPad trolley. The wires can be damaged if children don't unplug or ensure the wires are safely tucked away and this can result in damage to the wiring. Teachers must move the equipment at all times.

When using the laptop and iPad trolleys, teachers and other staff should place the trolley in a safe location in the classroom e.g. in the corner with all trailing wires tucked inside the trolley.

LEGAL AND STATUTORY REQUIREMENTS

The Headteacher ensures that data protection guidance is available for staff and advises that copyright guidelines must be followed. The Headteacher and computing Co-ordinator ensure that the ICT policy is reviewed regularly and statutory requirements for teaching the curriculum are met.

EQUAL OPPORTUNITIES

All children have equal access to computing in order to develop their personal computing capability. When pupils are working in groups, we endeavour to ensure that their hands-on experience is equitable.

The SENCO and computing staff may advise on ICT support that can be provided to individual pupils with particular educational needs, including high ability and high need pupils. Where appropriate, external specialists are invited to assess and advise regarding a pupil's specific need.

MONITORING AND REVIEW

This policy is monitored and reviewed regularly by the staff and governors of the school.

Computing in School – Acceptable Use Policy

There are significant learning opportunities to prepare our children for the future using ICT, including the Internet. The Internet presents an unparalleled educational opportunity, expanding the learning environment outside the traditional classroom and offering access to a vast, diverse range of resources. We have established procedures and rules regulating the materials that children may search for on the Internet, but we are aware that it is not possible to filter all material posted on a network which connects to computers all over the world.

With opportunity comes responsibility. Inappropriate use will result in loss of the privilege of using the ICT system in School. A simplified version, appropriate for all our children is printed below.

The School will be responsible for creating the safest possible working environment by:

- using an approved educational Internet Service Provider who will provide filtered access to the Internet
- undertaking the training of children and staff in the appropriate use of the system
- ensuring the system is sited in a prominent position, maintaining supervision of the system and its users
- carrying out regular monitoring to ensure that the school ICT system meets our educational goals.

All who use the ICT system in Haslam Park Primary School must adhere to the following policy statement:

The School's ICT system has been established for educational activities involving school work. Staff will judge the value and appropriateness of any use they make of computers, and may monitor any documents or images that children look at, use or store.

We will:

- only use resources deemed appropriate to research or support educational projects
- report any breakages or malfunctions immediately
- respect all other users and follow the school code of practice regarding confidentiality (copy available from school office)
- only send or receive authorized e-mail via the School's email server system (unless previously agreed with the Headteacher).

We will not:

- try to change any of the information, settings or controls used by the system
- attempt to enter any chat-rooms or access any mobile phone sites
- carry out any activity which may bring the School into disrepute
- use the system to harass or annoy other users
- access inappropriate Internet sites (including games sites)
- use the system for any illegal activity, including the duplicating or distribution of commercial software, copyright material, inappropriate images, or text.

If you have any questions about this Policy, please contact the School on 01728 602205 and speak to the Headteacher.

Rules for using computers in school.

- I will only use the school's computers and equipment with my teacher's approval and in an appropriate way.
- I will only use the school computers and ICT equipment for school work.
- I will not put any programs or files from home on a school computer or download them from the internet.
- I will only open my own files or access my own page on the school portal unless permission is given by a teacher.
- I understand that the school may check my computer files and may monitor the Internet sites I visit, including my school portal pages.
- I will only log on as my class group unless my teacher has given me permission to use a different class log on.
- I will only print when my teacher gives me permission.
- I will only email with staff permission, and to people I know, or whom my teacher has approved.
- The language that I use when working on the computer will be polite and appropriate. This includes anything I put on my school portal page.
- I will not enter a chat room or friendship sites e.g. 'Face Book'. I will not give my home address or telephone number, or arrange to meet someone, whilst working on the school resources.
- I will take care when using the computer and its equipment and report any damage that I find immediately to a member of the school staff.
- I will report any unpleasant material that I find or that is sent to me. I understand this report will be confidential and will help protect other pupils and myself.

