

Braybrook Primary School



Computing Policy

Status	Recommended
GB Monitor	Pupil Achievement Committee
Staff Lead	Jen Jensen
Senior Lead	Headteacher
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Introduction

Information and Communications Technology prepares our pupils to participate in a rapidly changing world that is becoming more reliant on varying and developing technology. It is our vision for all teachers and learners in our school to become confident users of computer technologies, so that they can develop the skills, knowledge and understanding which enable them to use appropriate resources effectively, as powerful tools for teaching and learning.

The development of Computing is changing at home and in the community. Its impact on the lives of individuals continues to grow and it is essential that our pupils can take advantage of its opportunities and understand its effects.

Therefore, it is important that pupils in our school gain the appropriate skills, knowledge and understanding to have the confidence and capability to use Computing throughout their lives. Computing equips pupils to use information technology to create programs, systems and a range of media. The new National Curriculum requires computing to be used in all subjects where appropriate. Computing is a cross curricular competence which is concerned with the acquisition, storage, manipulation, interpretation and telecommunication of information. It involves creating, collecting, organising, storing, processing and presenting information for specific purposes by electronic means.

The new National Curriculum ensures that children 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.

***** This policy is also linked to the: E-safety, Child Protection & Safeguarding and Mobile Phone policies.**

Aims of Computing in our School

- To provide pupils with opportunities to develop their Computing capabilities in all areas specified by the new National Curriculum.
- To allow pupils to gain confidence and enjoyment from their Computing activities and to develop skills which extend and enhance their learning throughout the curriculum.
- To develop pupils' awareness of the use of computers and other devices - not only in the classroom, but in everyday life.
- To allow pupils to evaluate the potential of computers and other devices along with their limitations. To develop logical thinking, problem solving and creativity.
- To provide opportunities for pupils to gain knowledge about computing tools. These include online programs; word processors, databases, control devices, graphics and software for processing sound and images and applications on tablets.
- To encourage pupils to become autonomous, independent users of computers and other devices both as a learning resource and as a discipline in its own right.
- To promote the use of new and developing technologies in a safe and appropriate way, ensuring understanding of the need for security and confidentiality in the use of computers.
- To develop a whole school approach to Computing ensuring continuity and progression.

Role of the Computing Co-Coordinator

The Computing co-ordinator plays an important part in achieving these aims. Therefore it is important that all members of staff are aware of this significant role, as outlined below:

- Highlight areas for the development of Computing within the School Development Plan.
- Co-ordinate the purchase and maintenance of equipment and consumable resources.
- Ensure that all equipment is safe to use.
- Review INSET needs of all staff and explore suitable training opportunities.
- Disseminate relevant information from Computing co-ordinators courses (DFES/BECTA etc) to all members of staff.

- Keep up to date with developments and new technologies.
- Develop the scheme of work ensuring a whole school approach to the planning, recording and assessment of Computing.
- Promote the use of Computing in all other subjects and curriculum aspects.
- Ensure that this policy is successfully implemented throughout the school.
- Review and update this policy periodically.

Teaching and learning style

Computing should be taught through all relevant curriculum subjects throughout the Key Stage. Relevant software has been installed on the network and identified internet sites recorded to cover every other subject taught at Braybrook Primary School, with the exception of P.E.

Children will experience skills based computing lessons that are closely linked to topic areas, when appropriate. These lessons will usually be teacher led, demonstrating a new skill and then children will have opportunity to practise and apply new skills for themselves. Development of skills in standalone computing lessons will allow for the creation of ICT opportunities in other areas of the curriculum. When appropriate, ICT skills will be developed outside of the discrete lessons to add to the children's experiences and to recognise that ICT and computers have a variety of uses across the curriculum and in everyday life.

Children will be encouraged to share their own expertise in computing with other children, when appropriate, and to become 'digital leaders'. This will include giving Able, Gifted and Talented children opportunities to support others and share their own knowledge.

ICT Curriculum planning

Curriculum planning should ensure both continuity and progression. The school recognises that progression in Computing involves four main aspects:

- ✓ The progressive development of pupils' skills, knowledge and understanding.
- ✓ Breadth of ICT applications.
- ✓ Increased complexity of contexts in which ICT is applied.
- ✓ The growing autonomy of the pupil in their learning.

At the start of each new topic, the phase teams will gather ideas for how ICT and computing could be used across the curriculum and this will then inform planning. A long term plan for each year group is used, to ensure the coverage of ICT, which will also be used for monitoring by the Computing Co-ordinator.

When planning ICT skills into other curriculum lessons, teachers should state the ICT opportunities linked to the curriculum, taking into account differentiation where possible.

Differentiation

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example, pupils who are progressing rapidly should be encouraged to extend their Computing experiences either through use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the task which has been set.

Pupils with Special Educational Needs

Pupils with Special Educational Needs benefit from using computers and other devices, as it enhances access to the curriculum and this in turn encourages motivation and the development of skills, ensuring significantly higher achievements. Therefore, the opportunities to utilise computing should be maximised. The school has purchased a range of English and maths resources, which are aimed at children with specific learning difficulties and these pieces of software are usually used in small groups.

Pupils with SEND have the same entitlement as all other pupils and are offered the same curriculum. Support will be given to children with special educational needs, matching the task to the child. Tasks must be achievable, helping to develop confidence, self-esteem and enthusiasm for learning.

Please refer to our 'SEND & Inclusion Policy' for further details.

Equal Opportunities

All pupils, regardless of race, gender or ability should have the opportunity to develop Computing capability. We ensure that all our pupils:

- Have equal access to computing resources
- Have equal opportunities to develop computing capability
- Use software which is appropriate to their ability
- Have adapted / special opportunities provided if they have a specific need(s)

Assessment, Recording and Reporting

Teacher assessments of computing capability will be recorded through the year and reported to parents at the end of each academic year. Staff should keep examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment at the end of Key Stage 2.

Class group activities are sometimes recorded in the form of video, printouts etc, recording the significant Computing activities and outcomes. These will demonstrate appropriate coverage within the 8 areas of study. The areas include:

- ✓ using technology
- ✓ using the internet
- ✓ communicating and collaborating online
- ✓ creating and publishing
- ✓ digital media
- ✓ using data
- ✓ programming and control
- ✓ modelling and simulations.

Foundation Stage only cover the 'using technology' strand of the areas of study.

Resources

All classrooms, including the Launch Pad, have an Interactive White Board to aid in teaching across the curriculum. Children have access to laptops, for work across the curriculum, which can be booked out for whole class teaching or group and individual work.

An up to date list of available hardware and software is kept in the Computing Co-ordinators folder and a digital copy is available in the 'ICT' folder on the staff server.

Professional Development and Training for new hardware and software

Where appropriate, training will be provided for staff by the Computing Co-ordinator, however, if needed, outside agencies will provide training.

INSET will be provided as school based training or through courses run by external ICT services. The Computing Co-ordinator will discuss INSET needs with their colleagues and encourage them to attend relevant courses, or plan whole staff INSET through staff meetings or a Staff Development Day.

Health and Safety

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff, the following guidelines must be adhered to:

- ❖ Pupils should not be allowed to switch on the power at the mains.
- ❖ Equipment should be situated away from water. (No food and drink should be sited near to equipment.)
- ❖ Pupils should always be supervised when using electrical equipment.
- ❖ There should be no trailing cables or leads – if the situation arises that this is unavoidable, children are to be made aware of this and a chair placed across the cables.
- ❖ All plugs, leads and equipment should be checked regularly and tested for electrical safety, in accordance with Council guidelines.
- ❖ Pupils should never be allowed to carry equipment.

See Safety advice for further details:

<http://www.hse.gov.uk/services/education/safety121009.htm#action>

Child Protection

Computer networks, including those which may be accessed via the Internet, are an important aspect of information technology education. However, they present possible risks to the spiritual, moral and social development of pupils, particularly in terms of the nature of some of the material which may be obtained via the Internet.

The school uses 'Updata' as a barrier / gateway to internet sites. This is regularly updated and does not allow the children to view 'undesirable materials'.

At the present time, it is our school policy to request permission from parents, before the children are allowed to use the Internet. Additionally, the children themselves are also required to sign an 'Internet User Agreement' form upon entry to the school (Appendix 1). A version of this agreement is also signed by all staff members and adults working with children in the school, to ensure safe and appropriate working practices (Appendix 2).

Children are taught how to use and care for all equipment correctly. They are expected to work sensibly and safely at all times. All teachers are made aware of the 'E-Safety Policy' and agreed rules for safe internet use with the children.

- Pupils are always adequately supervised and no pupil may use the internet without the presence of an adult.
- Appropriate filters are in place, before pupils use the internet.
- All staff and pupils will read and agree to the rules for safe internet use. These will be reinforced each time pupils use the internet.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.



APPENDIX 1

Braybrook Pupil Internet User Agreement.

By signing this document I accept that I understand and agree to the following:

1	I will only use polite language when using the computers.
2	I will not write anything that may cause upset or distress.
3	I know not to share personal information online, including name address, telephone numbers and passwords.
4	I know that if a website makes me feel worried or uncomfortable I must tell the teacher.
5	I know not to use anyone else's username or password even if the computer is left logged on.
6	When using the computers I will take care of school property and follow the rules and guidelines set out by the teacher.
7	I understand that the teacher can and will be regularly checking how I use the computers.

❖ I agree to follow the school rules when using the computers and internet.

❖ I agree to use the network respectfully and sensibly and report anything that causes me concern or anyone not using the computers sensibly.

❖ I understand that if I do not follow the rules when using the computers and internet, I may not be able to use the computers in the future.

Name: _____

Signed: _____

I have read and understand the rules that my child must adhere to and realise that any pupil found not to be following these rules, or found to be misusing the computers, may have their usage stopped or more closely monitored.

Parent/Carer name: _____

Parent/Carer signed: _____

Date: ___/___/___



APPENDIX 2

Braybrook Teachers and Support Staff Internet User Agreement.

By signing this document I accept, understand and agree to the following:

- ❖ I will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body.
- ❖ I will not allow unauthorised individuals to access E-mail / internet / network or other school systems.
- ❖ I understand that there is a difference between my professional and private roles. I will not engage in any online activity that may compromise my professional responsibilities.
- ❖ I will only use the approved, secure E-mail systems for any school business.
- ❖ I will only use approved school E-mail or other approved communication systems with pupils or parents / carers and only communicate with them on appropriate school business.
- ❖ At anytime, I will not use school equipment to browse, download or send material that could be considered offensive or inappropriate to colleagues or pupils.
- ❖ I will report any accidental access to, or receipt of inappropriate materials, or filtering breach to the Headteacher or a member of the SLT.
- ❖ I will not download any software or resources from the internet that can compromise the network or are not adequately licensed.
- ❖ I will not use personally owned digital cameras or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.
- ❖ I understand that all internet usage and network usage is monitored and that monitoring data could be made available to my Headteacher on request.
- ❖ I understand that it is my responsibility to read and keep up-to-date with the school's most recent E-safety policies.
- ❖ I understand that failure to comply with this agreement could lead to disciplinary action.

Name: _____

Role: _____

Signed: _____

Date: ____/____/____