



Computing Policy - 2016

Windmill Hill Academy

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

Status: Approved	
Recommended	
Statutory	Yes
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Linked Documents and Policies	WHA IT Code of Conduct for Users Policy ADMAT Acceptable Use of IT Policy WHA Filtering Policy WHA E-Safety Policy WHA Child Protection and Safeguarding Policy WHA Staff Code of Conduct Policy WHA Computing Scheme of Learning 2015



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1 Aims

1.1 Computing has become part of the way we all work, communicate and entertain ourselves. Almost everything we do at school now involves the use of computing:

- online lesson research, teaching plans and resource materials;
- lesson delivery via either Smartboard or visualiser
- communication by e-mail and text ;
- document distribution and storage;
- assessment information analysis;
- production and editing of reports;
- on-line reporting to parent/carers by website and assessment software.

1.2 Through teaching computing we equip children to participate in a world of rapidly-changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

1.3 The objectives of teaching computing are to enable children:

- to develop computing capability in finding, selecting and using information;
- to use computing for effective and appropriate communication;
- to monitor and control events, both real and imaginary;
- to apply their computing skills and knowledge to their learning in other areas;
- to explore their attitudes towards computing and its value to them and society in general. For example, to learn about issues of security and personal safety, confidentiality and accuracy.

2 Teaching and Learning Style

2.1 The objective of teaching computing is to equip children with the technological skill to become independent learners, therefore the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in computing is for individuals or groups of children to use PC, laptops and tablet technology to help them progress in whatever they are studying. So, for example, children might research a history topic by using role-play software that engages them in a highly visual way, or they might place themselves in a historical setting by manipulating a digital photograph, or they might investigate a particular issue on the Internet.

2.2 We recognise that all classes have children with a wide range of computing abilities. This is especially true when some children have access to computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children.

3 Computing Curriculum Planning

- 3.1** The school uses Switched-On Computing Scheme of Learning as the basis for its curriculum planning.
- 3.2** We carry out the curriculum planning in computing in three phases (long-term, medium-term and short-term). The long-term plan maps the computing topics that the children study in each term during each Key Stage. The Computing Subject Leader devises this in conjunction with teaching colleagues in each year group, and the children often study computing as part of their work in other subject areas. Our long-term computing Scheme of Learning shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.
- 3.3** Our medium-term plans give details of each unit of work for each term. They identify the key learning objectives for each unit of work, and stipulate the curriculum time that we devote to it. The Computing Subject Leader is responsible for reviewing these plans.
- 3.4** The topics studied in computing are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the Scheme of Learning, so that the children are increasingly challenged as they move up through the school.
- 3.5** Parents are required to give signed authorisation before their child can use the Internet, either in guided or in independent school work. The parents are however assured that their child's use of the Internet at school is always supervised. A record of those children who do not have permission to use the Internet at school is held by each class teacher and by the school office.
- 3.6** Pupils are required to sign a Code of Conduct for Users/Acceptable Usage Agreement annually.
- 3.7** Staff are required to sign Acceptable Use of IT Policy Agreement annually.
- 3.8** KS2 pupils and all staff are made aware of cyber bullying issues at least annually.

4 The Foundation Stage

- 4.1** We teach computing in the Foundation Class as an integral part of the topic work covered during the year. In the Foundation Stage of the National Curriculum, we relate the computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the laptops, digital cameras, voice recorders and floor robots. Then, during the year, they gain confidence and start using the computer to find out information and to communicate in a variety of ways.

5 The Contribution of Computing to Learning in other Curriculum Areas

- 5.1** The teaching of computing learning is embedded throughout the curriculum although specific skills are taught discretely. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use Smartboard software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while role-play simulations and the Internet prove very useful for research in humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way.

6 Computing and Inclusion

- 6.1** At our school we teach computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our computing teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
- 6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively (for example, a lot of software can be differently configured for different ability ranges). Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected age related outcomes. This ensures that our teaching is matched to the child's needs.
- 6.3** Intervention through SEN support may lead to the creation of an education help plan for children with special educational needs. This may include, as appropriate, specific targets relating to computing. In some instances the use of computing has a considerable impact on the quality of work that children produce, by increasing their confidence and motivation.
- 6.4** We enable pupils to have access to the full range of activities involved in learning computing. We have a range of software which is designed to include all learners. Our hardware can accept a range of input devices catering to pupils with specific difficulties. Where children are to participate in activities outside the classroom, for example, a visit to a computing exhibition, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for Learning

- 7.1.1** Teachers will assess children's work in computing by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help

guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work

- 7.2** On completion of a unit of work pupils may self-assess and the teacher validates this.
- 7.3** The Computing Subject Leader monitors samples of pupil's work that are stored on the school network.

8 Resources

- 8.1** Wireless Internet access allows the school to be completely networked. Most software is already installed on PCs.
- 8.2** We employ external technicians to update the network, servers etc. The school also employs a 0.5 computing technician to manage the day to day running of ICT within the school and to fault find. The technician will also set up new equipment, and install software and peripherals.
- 8.3** Some teaching staff and HLTA's have been provided with school laptops/tablets and this will be extended based on need.
- 8.4** In order to keep our school laptops virus-free, no software from home will be installed on school laptops. Where teachers are transferring files between their home and school, they must have up-to-date virus protection software on their home computers. All teaching staff are provided with password protected USB sticks.

Online material

- online content subscriptions;
- school website and intranet;
- school e-mail accounts.

This policy will be reviewed every 2 years.

Policy agreed by Local Governing Advisory Board – **March 2016**

Next review – **March 2018**