Computing / ICT Policy

Prepared by: Kim Phillips

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Governor Responsibility: Quality and Outcomes Committee

Signed: Date:

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Introduction

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils will use computing tools to find, explore, analyse, exchange and present information responsibly and creatively.
Increased capability in the use of Computing promotes initiative and independent learning with pupils being taught to make judgments about when and where to use computing to best effect.

The school recognises that for some pupils computing will be required as a major aid to all teaching and learning across all curriculum areas.

Aims

Our aim is to produce students who are confident and effective users of Computing. We will achieve this by;

- Enabling all teaching staff to be confident in using Computing within all curriculum teaching.

- Giving pupils an equal opportunity to access relevant Computing hardware and software.

- Allowing pupils to access to a variety of Computing learning experiences, which will enable them to enjoy Computing and feel confident about it, whilst extending their skills in communication, information handling, problem solving and creative work.

- Using Computing to develop the personal and social skills needed to work independently and co-operatively.

- Using Computing to increase all pupils' independence and enable them to take the initiative and have some control over their own learning.

- Means of using Computing systems to enable pupils to produce valuable work, regardless of physical ability.

- Teaching the technical skills needed to operate relevant hardware and software competently.

- Making sure there is continuity and progression through the use of Cornerstones tailored schemes of work (based upon abilities of class/students).

- Enabling staff to use Computing to provide a variety of teaching styles that promote a stimulating environment and motivation to learn.

- Using computing to allow staff to communicate with non-verbal pupils and visa versa.

- Making staff aware of other outside agencies and professionals offering advice and support for the use of and implication of Computing.

- Providing ongoing, high quality training, appropriate to developing staff members' computing skills. This should also encourage staff confidence and flexibility to adjust to and use new developments within Computing.

- Ensuring all school computers are connected to a whole school network, allowing resources, software and information to be accessed readily.

- Using Computing to develop partnerships with other schools both within EU and internationally, via safe use of communication tools such as Skype/E-Mail/Twitter etc, where appropriate.

- Providing good quality up-to-date hardware, software and technical support for Computing, using Technical Support (St John's), and enabling staff to report issues and request software support as needed.

Teaching and Learning

Computing should be seen as having two main roles within the learning process. The first role is to provide students with structured lessons covering the following: Computing being taught as a subject within the National Curriculum Framework and Computing competency being taught as a subject within its own right, where appropriate. Computing competency involves the consideration of the all the areas of Computing and the pupil's abilities to use the hardware and software, including where software can aid communication and development of language and literacy skills.

The second role is that of using Computing to support and assist learning across the curriculum. It should be used to enrich and extend learning, supporting both collaborative work and independent study. In order to do this, there must be access to relevant systems together with appropriate software to support, extend and/or initiate learning. Computing hardware, peripherals and software should be evaluated systematically, so that the equipment is brought into use as and when appropriate.

The two roles are interdependent as all pupils must experience Computing and develop their skills and capabilities to enable them to apply Computing across the curriculum with confidence.

Where Computing is the main means of communication for pupils it is essential that both pupils and teachers have access to the most appropriate equipment and relevant training. Opportunities must be created for liaison with other agencies and professionals in order to get the best information, support, funding and advice.

There must be continuous development of staff members' Computing skills, through the provision of appropriate, good quality, ongoing inset, to support their delivery of the subject within all areas of Computing.

There must be systems in place to ensure continuity and progression for all pupils together with regular evaluation of those systems.

The school has provided each student with a log on for Purple Mash website with their own area in which they can upload photos, documents, work and drawings. They can access this at home and school. Students and parents also have access to Clicker 8 software at school/home, Education City and Poisson Rouge. Learning opportunities are provided for all areas of the curriculum via both of these resources.

Students are taught through 5 different pathways, these are Engage, Explore, Develop, Discover and Stepping on. Pupils on the Engage and Explore pathway learn though a play based approach. Computing is not taught discreetly but embedded into pupils curriculum journey. The Engage pathway is split into the strands of 'my engagement', 'my development', 'my skills to learn' and 'my play to learn'. When pupils progress onto the Explore curriculum they start to learn about 'the world around me'. This is extended further when pupils reach the Develop and Discover curriculum, they then start discreet Computing lessons taught through a topic approach. All the pathways involve guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

All classes up to Year 11 follow the Development Matters Framework and some Upper school classes use the National Curriculum KS1 Computing framework. All planning should be clearly linked to the objectives. Planning is also centred around pupils individual independent learning plans; these are made up of targets specific to the pupil and are based around their needs and EHCP targets.

In addition to the EYFS framework, planning also has links with the Cornerstones 'topic' schemes of work. These topics allow Computing to be taught in a meaningful, practical and interesting way to ensure conceptual understanding is developed, in line with individual pupils' targets and appropriate curriculum objectives. Cornerstones topics have different curriculum focuses, which may not always be Computing based, however Computing is always incorporated within these sessions to ensure continual development of knowledge and

understanding. This allows pupils to transfer computing knowledge to alternative situations and reinforce their learning.

Post 16 follow the Stepping on pathway, Computing is not taught discreetly but is embedded in the Preparing for Adulthood Curriculum. Both Olympic classes follow the EQUALS Moving on accredited schemes of work; Computing concepts are covered in Vocational Studies, World Studies and Independent Living modules. Olympic College classes also complete ASDAN units, which include Computing elements. Pupils learn about practical Computing such as; Internet Safety, appropriate use of social media, technology in the environment such as self service checkout etc; this hands on approach allows pupils to gain an understanding of computing concepts in contextual environments.

Implementing the Aims

- An adequate budget to cover the purchase of new technology as well as ongoing repairs and running costs of existing systems and equipment.

- Consideration by the S.L.T. and Finance Committee of future hardware requirements, which need to be written into the school development plan, and Computing Infrastructure improvement plan.

- Curriculum co-ordinators to consider appropriate software for use within their subjects, making Computing co-ordinators aware of cost implications and benefits of products.

Resources

Computing resources are currently distributed and stored in classrooms with larger items being stored in the Upper School office, A Computing Audit will inform all staff what resources are available. There should be a certain amount of flexibility within and across teaching areas so that resources can be loaned to other teaching groups as and when needed.

Assessing – Recording & Monitoring

The Computing coordinators will monitor Computing planning, students' work, and the use of software/resources on a year cycle during curriculum scrutiny evenings, (once these are reinstated after Covid). The co-ordinators are also responsible for completing a year Curriculum Development Plan, with details of budget requests, subject developments moving forward and how improvements will be achieved and maintained, providing timescales involved.

Assessment of Computing takes place via Earwig assessment, which provide each learner with and chronological age of ability. Class teachers are required to record this information at the end of term and are responsible for keeping assessments and examples of work which demonstrate the achievement of relevant objectives from the Early Years Framework, (Word about Me), or National Curriculum, (Computing), as relevant for individual students. Records of work might include a printed outcome, or photographs of physical activities, (such a programming Bebots). Where photo sheets/printed work is not being produced, staff are required to record activities via Earwig.

Staff Training

All staff must be included in Computing training, (via in house ongoing training sessions, or by attending specific Computing courses run by outside agencies where appropriate). Curriculum co-ordinators are required to provide support and guidance where needed on an individual basis.

Review

This Policy is to be used in conjunction with:
1. The Internet, Email & Acceptable use Policy
2. The E-Safety Policy

Role of the Governing Body

The Governing Body has:

- The duty to set the framework of the school's policy on Computing
- Responsibility to ensure that the school complies with this policy
- Delegated powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy
- Delegated powers and responsibilities to the Head teacher to ensure all visitors to the school are aware of and comply with this policy
- Appoint two coordinators for Computing to work with the Head teacher
- The duty to support the Head teacher and school personnel in maintaining high standards of work completed in Computing
- Responsibility for ensuring funding is in place to support this policy, which separate budgets for curriculum and infrastructure
- Responsibility for ensuring policies are made available to parents
- Nominate a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body
- Responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head teacher

The Head teacher will:

- Monitor the effectiveness of this policy
- Annually report to the Governing Body on the success and development of this policy
- Support the coordinators to ensure the policy is implemented effectively throughout the school

Role of the Coordinator

The coordinator will:

- Lead the development of this policy throughout the school
- Review and monitor the Computing curriculum
- Annually report to the Governing Body on the success and development of this policy
- Talk to members of staff and be approachable when asked for guidance about the Computing curriculum
- Complete curriculum scrutinies to ensure a broad coverage of the Computing Curriculum is being taught and also monitor continuity and progression throughout school
- Collect examples of medium term plans/ phases of lesson plans which will be asked for and kept in a curriculum folder alongside examples of children's work. The work collected will demonstrate effective differentiation in planning
- Provide new teachers with a Cornerstones scheme of work to follow
- Monitor assessments being recorded using and ensure evidence is tracked on Earwig where appropriate.

Role of the Nominated Governor

The Nominated Governor will:

- Work closely with the Head teacher and the coordinators
- Ensure this policy and other linked policies are up to date
- Ensure that everyone connected with the school is aware of this policy
- Annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

- Comply with all aspects of this policy
- Develop planning from schemes of work in Computing based on Cornerstones

- To ensure lessons are supported by high quality resources, attending relevant CPD and utilising new software and resources within Computing
- To ask for resources to be ordered which will benefit the learning of individuals, the class, or the school as a whole
- To complete assessment using the following moderation tools: National Curriculum level descriptors/Development Matters, recording findings via Earwig.
- Teachers and support staff are to ensure all work is appropriately challenging according to levels and physical needs of all children. Where possible symbols will be used to support reading and writing, within the Computing curriculum, to ensure all children can access all learning opportunities.

Role of Pupils

Pupils are expected to:

- Behave in a way that allows learning to take place
- To treat computing equipment with care and respect
- To make use of computing equipment at home where available
- To access learning resources from home, such as Clicker 7 and Purple Mash, where able to
- To take part in all lessons and try their best

Role of Parents/Carers

Parents/carers are encouraged to:
- Offer students the opportunity to access computing equipment at home, where available
- To encourage children to use computing software at home, (Purple Mash, Clicker, Education City, Poisson Rouge)
- To encourage children to look after computing equipment at home and in school
- Utilise communication supports loaned from school, treating them with care and respect
- Monitor online interactions and discuss internet safety with their child

Role of the School Council

The School Council will be involved in:

- Determining this policy with the Governing Body
- Discussing improvements to this policy during the school year
- Reviewing the effectiveness of this policy with the Governing Body

  (where appropriate).
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Raising Awareness of this Policy

We will raise awareness of this policy via:

- The School Handbook/Prospectus
- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops if appropriate
- School events
- Meetings with school personnel
- Communications with home, such as weekly newsletters and of end of half term newsletters
- Reports, such annual report to parents and Head teacher reports to the Governing Body

Monitoring the Effectiveness of the Policy

Annually, (or when the need arises), the effectiveness of this policy will be reviewed by the coordinator, the Head teacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.