



Heaton St. Barnabas' CE (VA) Primary School

Policy For

COMPUTING

This policy was approved by Curriculum Committee

Signed

On: 12TH January 2021

HSTB Computing Policy

This policy should be read in conjunction with e-safety and staff acceptable use policies

RATIONALE

We recognise the importance of information and communication technology in our school and in the wider world. We understand the growing use of ICT by all age ranges with all the benefits and risks associated with this. It is important to us that children learn about this in an environment where their safety is paramount. We want our children to be able to use the range of ICT tools to find, explore, create, exchange, present information and play responsibly not only now but into their adult lives. Children should leave our school ready to participate in a rapidly changing technological landscape safely and confidently.

VISION

Our vision is for all pupils in our school to form the skills and attitudes needed to use and develop ICT tools in whatever form these take in the future. To develop digitally resilient pupils who can make informed choices about their ICT use and are aware of where to go for advice and guidance when needed.

AIMS

- ❖ To encourage children to develop positive attitudes to ICT and to understand its importance and relevance to today's world.
- ❖ To enable children to become autonomous, independent users of ICT, gaining confidence and enjoyment from their ICT activities
- ❖ To develop a whole school approach to ICT ensuring continuity and progression across the curriculum where a range of progressively more difficult tasks develop children's understanding in algorithmic thinking, persevering, collaborating, evaluating and creating
- ❖ To use ICT as a tool to support teaching, learning and management across the curriculum
- ❖ To enable pupils to access remote learning in the event of school closure via given platforms and websites.
- ❖ To provide children with opportunities to develop their ICT capabilities.
- ❖ To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- ❖ To ensure children become digitally resilient, showing awareness of good and fair speech online and how to report and talk about actions that do not meet this.
- ❖ To ensure children are confident users aware of how to be safe online and of where to go if they have any concerns about ICT use online or off.
- ❖ To create engagement of the school's online presence with outside agencies and parents and to see how these can be developed to improve communication.
- ❖ To develop children's independence with ICT and their ownership of the curriculum using clubs and child led teams.
- ❖ To give children chances to develop their self-regulation of screen time and develop well rounded, healthy lives both on and away from a screen.

TEACHING STYLES

- ❖ Skills are taught in discrete ICT lessons as well as through other areas of the curriculum, where applicable.
- ❖ Children work individually and collaboratively, supported and unsupported.
- ❖ Children have the opportunity to work with a range of different software and hardware, e.g. cameras, iPad, laptops, programmable hardware.
- ❖ Children use a range of activities that will develop their Communicating, handling information, Controlling, Modelling and Monitoring skills.
- ❖ Children are also taught online safety techniques (see e-safety policy) so that they are aware of how to use ever developing technologies, especially when using remote devices for home learning purposes.
- ❖ Children using both computer based and paper based ICT lessons working on the key skills of algorithmic thinking and problem solving.

CONTENT

The Computing curriculum with its key objectives is supported by the rising stars 'we are' scheme of work to help create objectives each year that develop on previous skills.

PLANNING

There are three stages of planning:

- ❖ Long term – whole school, HSTB skills scheme of work for each year group.
- ❖ Medium term – Included in half term forecast detailing the curriculum objective being taught that half term. This also includes an online safety objective.
- ❖ Short term – Boards and interactive resources including modelled programs on Scratch and or Purple mash created by class teachers for individual lessons.

ORGANISATION OF MATERIALS

Our mobile technology which can be deployed around the school includes 32 iPads, 30 laptops and 30 chrome books. These can be reserved using the timetable in the ICT support room. Each class room has a Lynx multi touch board and various software to encourage engagement with this. To engage with our SEN pupils, we have 12 licences for Clicker 7 which helps children engage with the curriculum through the use of ICT. The school also has additional computing devices to loan out to pupils in the event of school closures for home learning. These consist of 16 laptops and 10 iPads. These are loaned out with a loan agreement form signed by parents along with the Acceptable use policy.

Other equipment that is available for use by class teachers and pupils include

Cameras

Access to a green screen.

Flip cams

Bee-bots

Talking tins/whiteboards/boxes

Access to this can be found either through our Primary T representative, the ICT coordinator or the SEN coordinator.

ICT AND OTHER CURRICULUM AREAS

We encourage the use of ICT throughout the curriculum and recognise its ability to help children to access and enhance the curriculum.

DIFFERENTIATION

- ❖ By support, outcome, choice of materials and task.

PROGRESSION

- ❖ There should be obvious progression of key skills from foundation stage to year 6.
- ❖ Planning and monitoring work by teachers and subject leader.

ASSESSMENT

Children's progress and attainment is assessed through:

- ❖ Observation of on-going work and ways of working
- ❖ Discussion of work and listening to the responses of pupils
- ❖ Assessment of tasks using curriculum objectives and strands from the rising star scheme of work.
- ❖ Evidence collected termly on completion of work
- ❖ Seeking indication of pupil's understanding by their responses to WALT/WILF
- ❖ Children's personal folders on SCRATCH and Purple mash.

Each child has a folder on the system to save their work and a class folder which allows easier assessment of work for teach benefit.

REPORTING TO PARENTS

This is done by interviews at parent's evening, 'open afternoons' which gives parents opportunities to look at their children's work and written reports during the year. We also run online safety workshops to selected parents in conjunction with the PCSO throughout the year.

USE AND PROCUREMENT OF RESOURCES

All staff are responsible for ensuring that ICT resources are used responsibly and appropriately. This is especially important for any mobile technology (IPads, laptops, cameras) To ensure the long life of our technology the school has 3 mobile charging, lockable stations for the class set of IPads, Chrome books and laptops. These should be put away into the ICT suite locked and with the key given to office staff at the end of each day. Any problems with hardware including missing items should be reported to the school's technician who will liaise directly with the school business manager. Any problems with software should be reported on CRM on the day they happen to be dealt with by the ICT technician. If urgent and ICT technician cannot be found you may ask the ICT coordinator.

The school's business manager will liaise with Head Teacher, SLT, ICT line manager, network manager and other relevant individuals on ICT procurement to ensure that resources are appropriate and maintained in good order. The business manager will also work with technical support advisors to ensure contingency plans are in place in case of technology failure.

The business manager will ensure that an up to date asset register is maintained for all ICT equipment.