Computing Policy

RATIONALE

Information & Communication technology continues to be an increasingly important part of everyday life and has the potential to transform the lives of all involved in its use. Chrome Books, Computers, i-Pads, tablets, mobile phones programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Stanningley Primary School, computing is an integral part of the curriculum and it provides a means of enhancing and enriching the learning experience of children. Progression in computing capability is more than the development of computing skills. Pupils need quality time to consolidate their skills by applying them in a wide range of situations. Pupils also encouraged to develop an understanding of the implications of Computing and ICT for working life and society.

AIMS

* to develop individual children's confidence in their computing capabilities
* to enhance, enrich and extend teaching and learning creatively across the curriculum
* to learn computing skills specified within the national curriculum
* to stimulate an interest in new technologies
* to develop computing as a tool for learning and investigation in all subjects, so that pupils will develop the ability to choose computing effectively and use it appropriately
* to make children aware of the risks of internet use and the precaution they need to take to be safe

**OBJECTIVES**

**Early years**

The foundation stage will offer children a broad, play-based experience of ICT in a range of contexts. Early years environments should feature ICT scenarios based on experience in the real world. Children gain confidence, control and language skills through opportunities to explore using computer-based resources, such as: iPads, walkie-talkie sets, torches, cameras and controllable toys such as Bee Bots, as well as the switched off resources such as irons, kettles and torches, including technical vocabulary such as algorithm digital, charging, connecting, 1st 2nd,3rd, log in log out, etc

The national curriculum for computing aims to ensure that:

**by the end of KS1 pupils:**

* can understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* can create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* use technology purposefully to create, organise, store and retrieve digital content
* can communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school

**by the end of KS2 pupils:**

* can 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
* use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
* can understand computer networks including the internet.
* select, use and combine a variety of software on a range of digital
* can recognise common uses of information technology beyond school
* be discerning in evaluating digital content
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

# PLANNING

The school is using the Purple Mash Scheme of Work to support the delivery of the Computing Curriculum (National Curriculum). Pupil progress towards these objectives will be recorded by teachers as part of their class recording system.

**PRINCIPLES FOR INCLUSION**

In planning and teaching computing, teachers will have regard for the following principles:

* Setting suitable learning challenges
* Responding to pupils’ diverse learning needs
* Overcoming potential barriers to learning and assessment for individual and groups of pupils

## TIME ALLOCATION

The computing suite is allocated to all classes for at least 1 hour a week for the teaching of computing. However, classes also have the opportunity to use the suite to teach other subjects through computing.

To further support the cross curricular teaching of computing, each class has a small bank of computers, a class set of chrome books and access to a class set of iPads with headphones.

HEALTH AND SAFETY

The following are considerations that will be made when delivering the computing program, in addition to those laid down in the school's health and safety policy.

* All fixed and portable electrical appliances in school are tested by a LA PAT testing contractor every year
* Damaged equipment should be reported to the technician of subject leader who will arrange for repair or disposal
* Children should not put plugs into sockets or switch the sockets on
* Trailing leads should be made safe behind the equipment
* The surface on which the computer stands needs to be of an appropriate height.
* Children will be provided with comfortable seating that is set at eye level with the screen to avoid neck strain
* The children will be seated far enough away from the screen to avoid eyestrain
* Brightness and contrast settings will be at a comfortable setting to avoid eyestrain
* Bee bots will only be used in area where there is no ‘right of way' for other children
* Computers will be positioned in an area with as little 'traffic' as possible
* Equipment will be positioned away from water, sand and radiators
* Cables will be secured to ensure the safety of the operator
* No food or drink will be taken near the computer
* Children will be taught the correct procedure for switching equipment on and off
* They will have regular breaks from the computer to avoid eyestrain
* Teachers or pupils working in front of the projectors should avoid looking directly at the bulb
* E-safety forms an integral part of the curriculum and the school will deliver further education through assemblies.

ASSESSMENT AND RECORD KEEPING

The subject leader monitors the standard of the children’s work and the quality of teaching. At the end of each term the subject leader will review samples of assessed pieces of work to ensure the progression of skill through school. The assessment of computing capability can be made through a number of different methods: observation, finished product, e.g. a print-out, discussion and questioning, photograph/recording of an activity.

In Key stage two Pupils` work in computing will be kept in the form of an individual work folder stored on the shared area of the network or their own user area and only printed if required.

SPECIAL EDUCATIONAL NEEDS

In the case of children with special needs the computer can aid communication as it does not necessarily rely on the spoken word. Computing can allow children with special needs to explore a variety of tasks before they are even able to manipulate a pencil or read. Careful use of computing will allow all children to progress in areas in which they would probably have otherwise experienced frustration. Able children can use the computer to extend their abilities so that the final product is dependent upon their personal understanding of the use of computing. The efficient use of computing can help develop physical intellectual, emotional and social skills for children of all abilities, and used carefully can have a particularly profound effect on children with special educational needs.

The SENCo and the Subject Leader will regularly review current software, which aids learning for children with special educational needs.

RESOURCES

A sum of money is allocated to the computing budget each year. The amount will be sufficient to:

* ensure current hardware is maintained and kept in good working order
* ensure new hardware and software can be purchased to keep in line with new technological developments and ensure statutory requirements are met
* ensure consumables can be purchased and replaced when necessary, e.g. headphones, leads etc.
* allow for the services of a Computer Technician who will liaise with the Subject Leader to ensure that all hardware and software in school is running effectively and the schools equipment is protected from known viruses

**CONCLUSION**

At Stanningley Primary we strive to create a community of computing competent and enthusiastic people, where children and adults see the benefits of computing in everyday life. Through appropriate planning, delivery and enjoyment of computing all children will hopefully show an enthusiasm for the subject and develop the necessary computing skills need for later life.

Chair of Governors

 (Mrs L. Travis-Jones)

 Headteacher: (Mrs J. Brewer)

Review date: December 2025