Computing Policy

Overview

This policy for Computing teaching and learning is underpinned by the school's generic curriculum policy for foundation subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

1) Aims and Opportunities

1.1 Aims

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, 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 Bridstow Primary School, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

1.2 Opportunities

Computing offers opportunities for children to:

- to deepen children's knowledge of computing so they can creatively apply their learning across the curriculum in a personalised and accessible way.
- understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Become responsible, competent, confident and creative users of information and communication technology.
- develop the confidence and capability to use ICT and computing throughout their later life.
- develop the understanding of how to use ICT and computing safely and responsibly.
- to respond to new developments in technology.

2) Organisation and Planning

2.1 Time allocation

Design and technology will be taught for 8-12 hours each term, depending on the project being undertaken. Computing projects may be taught in isolation or as part of a cross-curricular approach (inc the blocking of content to give greater coherence to children's learning – this will be at the discretion of individual class teacher).

2.2 Planning

We use a project based scheme of work known as D.A.R.E.S (developing by Mr P ICT) to help ensure coverage and sequencing of this area of the curriculum. Because of Bridstow's combined year group model, long term planning is based upon a 2-year rolling programme to ensure complete coverage and progression for all pupils (See long-term plan in appendix).

Units are planned in line with the National Curriculum. Medium term plans are designed to enable pupils to achieve stated objectives, allowing for clear progression as they move up the school. Pupil progress towards these objectives is recorded by teachers as part of their class recording system.

2.3 Safety

- D&D network Solutions is responsible for regularly updating anti-virus software.
- Use of computing equipment will be in line with the school's 'acceptable use policy'. All staff must sign a copy of the schools policy annually.
- Children and parents sign a 'Responsible internet access and ICT use for pupils' form when they enter the school in EYFS.
- Parents will be made aware of the 'acceptable use policy' at school entry.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all classroom and learning areas.
- The rules of e-safety are displayed where any child can access the internet. If a child breaks these rules, they will be denied internet access for a period of time after which the situation will be reviewed.

2.4 Management and organisation of resources

The school has the following ICT resources/assets – detail on how these are managed is also outlined in the list:

- a computer (linked to a touch-screen computer) available in every classroom and work space (inc intervention rooms) – these are managed by D&D Network Services
- laptop trolley containing 16 machines – these are managed by D&D network services
- Each class has a dedicated set of iPads available (inc interactive pens) – enough for 1 per pupil – these are managed using the MDM solution JAMF School

2.5 Health and safety

The school is aware of the health and safety issues involved in children's use of ICT and computing. An electrical inspection is carried out in school every year by Cutters Electrical. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought into school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the computing technicians.

Additional H&S considerations:

- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment

- liquids must not be taken near the computers
- e-safety guidelines will be set out in the e-safety policy & AUP

2.6 Parental involvement

Parents are encouraged to support the implementation of computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

3) Links with other subjects and key competencies

Computing, particularly with regards to the use of technology to purposefully create, organise, store, manipulate and retrieve digital content and to design and create systems to achieve given goals and interpret information allows for a wide variety of cross-curricular applications into every other subject in the curriculum. To this end, it would not be productive to attempt to list all of the potential cross overs between Computing and other subjects. Suffice to say, that it is unlikely that at least an aspect of Computing will feature in every other subject covered across the curriculum in every class.