



**CHARLESWORTH SCHOOL**

*...from tiny acorns great oaks grow*

# ICT and Computing Policy



## Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of and with Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the scheme of work for Computing which sets out in detail what pupils in different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents

Copies of this policy are kept centrally in the school office and are available to download in pdf form from the school website.

## Rationale

Information and Communications Technology and Computer Science 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. We recognise that Computer Studies are an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enable them to use appropriate computing resources effectively as powerful tools for teaching & learning.

## Aims and Objectives

This policy is underpinned by the Curriculum Vision and values outlined by the

school in order to:

- Enable children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities,
- Develop a whole school approach to computing ensuring continuity and progression in all strands of the Computing National Curriculum,
- Use computing technologies as a tool to support teaching, learning and management across the curriculum,
- Provide children with opportunities to develop their computing capabilities in all areas specified by the National Curriculum Programmes of Study,
- Ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities,
- Maximise the use of computing technologies in developing and maintaining links between other schools, the local community including parents and other agencies.

In order to fulfil the above aims it is necessary for us to ensure continuity of experience, progression of skills and coverage of the Programme of Study outlined in the National Curriculum for Computing. In addition to ensure that:

- All children have access to a range of computing resources,
- Computing experiences are focused to enhance learning,
- Cross curricular links are exploited where appropriate,
- Children's experiences are monitored and evaluated,
- Resources are used to their full extent,
- Resources and equipment are kept up to date as much as possible,
- Staff skills and knowledge are kept up to date.

## **Roles & responsibilities**

### **Headteacher:**

The overall responsibility for the use of computing technologies rests with the Head who, in consultation with governors and staff, will organise :

- How computing supports, enriches and extends the curriculum
- The provision and allocation of resources
- The organisation of the curriculum and assessment processes
- The implementation of the related policies

**Governors:**

Governors have a duty to ensure that the National Curriculum for Computing is being delivered within the school and an oversight of the financial investment in IT equipment to ensure that this is the case. They will receive reports from the Headteacher and Computing Coordinator to assist them in this duty.

**The Computing Subject Leader:**

The responsibility for ensuring that day-to-day provision for and delivery of the National Curriculum Programme of Study is the responsibility of the Computing Coordinator. This includes the resourcing and maintenance of IT equipment and software required to achieve this. They will work in partnership with teachers and other Subject Coordinators work in partnership with the Computing Coordinator to ensure statutory requirements are being met with regard to the use of computing technologies within the school curriculum. They are also responsible for monitoring standards of achievement and progress in Computing across the school so that they can report back to the Headteacher and the Governors in regard to outcomes for Computing.

**Teaching and Support Staff:**

Even though whole school coordination and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities in line with this policy and the recognized Scheme of Work as well as assisting the coordinator in monitoring and recording of pupil progress in ICT.

**Teaching and Learning**

Where possible, units of work will be planned as integral elements of the thematic curriculum. Some units may need to be independent of the themes in order to meet the curriculum requirements. Each unit will focus on one of the key stands in the National Curriculum Programme of Study:

- Computer Science
- Information Technology
- Digital Literacy

Charesworth School follows the **Purple Mash Computing Scheme of Work**. Each unit of work will give the pupils the opportunity to develop the necessary skills and

experience to meet the assessment criteria outlined in the school scheme of work.

Planning for each unit will outline the learning objectives, activities, vocabulary and assessment details for the unit. The school has access to a range of other on-line resources (e.g., Espresso) that can be used to supplement the Purple Mash activities. Adaptations may be made to ensure the plan is progressive in developing pupil capability and to identify time markers, additional resource and optional activities have been undertaken.

Teacher's differentiate to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age. A wide range of styles are employed to ensure all children are sufficiently challenged. Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task:

- Different pace of working,
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support,
- Different outcomes expected.

### Assessment

Computing is assessed using achievement criteria based on the learning descriptors. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the school's scheme of work. These are conducted informally by the class teacher and are used to inform future planning. A collection of students' work builds a portfolio over the unit enabling summative assessments to take place where children's computing capability is assessed against the expectations of the National Curriculum. This is recorded in the Annual Report to parents.

### Monitoring

Monitoring computing will enable the Computing Subject Leader to gain an overview of Computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring of the quality of computing teaching and learning the Computing Subject leader may;

- Scrutinise plans to ensure full coverage of the ICT curriculum requirements,
- Analyse children's work,
- Observe computing teaching and learning in the classroom,
- Hold discussions with teachers,
- Analyse assessment data.

## Effective and efficient deployment of IT resources

### **Network Infrastructure:**

The school is on two sites and therefore has a site-to-site wireless link and a managed WiFi system so that it operates from a single server on the infant site and the capacity of WiFi is managed according to the access requirements at the time (i.e., the managed system will increase band width to areas of high use). All resources are stored on the server which, along with other hardware, is managed remotely by a service provider. There is also a virtual network set up for access to limited aspects of the server-based resources through external internet i.e., staff home access. All machines are password protected and encrypted to ensure data protection.

### **Pupil Access:**

Pupils use the on-line and stored resources via handheld mobile technology. The school currently has 30 up to date mini iPads that are stored in secure cases that allow charging and remote synchronization of apps as needed.

In addition, pupils have access Interactive Whiteboard resources in each classroom that run from wall mounted mini-PC's. This is often used by teachers as a learning resource but can on occasion be used for independent pupil access.

### **Staff Access:**

All teachers have a dedicated laptop for planning, admin and class use. These machines are password protected and encrypted. Staff can use the class PC or their laptops to access the VPN (Virtual network) resources. All machines are linked to several printing facilities across the school (colour networked copier/printer machines and a range of wireless printer).

All staff have a dedicated email address and access to school calendars through MS-Outlook to ensure regular use of e-communication.

### **Software/Other Resources:**

The main learning resources in the school are accessed through a school-based subscription. These have home access facilities enabling them to be used for homework purposes and independent work. These are supplemented by other software (e.g., MS Office). Teachers have access to additional resources through the Virtual Network.

Children also have access to other IT facilities such as programmable robots, digital cameras, digital voice recorders and photocopiers to broaden their experience of the application of ICT and Computing.

### **Inclusion**

We recognise computing offers particular opportunities for pupils with special educational needs and disabilities or for children with English as an additional language. We aim to maximise the use and benefits of computing technologies as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will make reasonable adjustments to ensure all pupils can access appropriate resources to meet the specific needs of individual or groups of children.

### **Equal Opportunities**

All pupils, regardless of race, class or gender, should have the opportunity to develop ICT and Computing capability. It is our policy to ensure this by:

- ensuring all children follow the scheme of work for computing,
- monitoring children's computer use to ensure equal access and fairness of distribution of computing resources,
- providing curriculum materials and software which are in no way class, gender or racially prejudiced or biased,
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

We are currently investigating ways in which all parents can be supported in



developing their knowledge of curriculum requirements for Computing and how they can support their children.

### **e-Safety**

Internet access is planned to enrich and extend learning activities across the curriculum. The school has an e-Safety policy and has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies and has introduced a set of descriptors for a 'Safe Computer User' that are taught and monitored across the school.

Although Charlesworth School offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology. This forms part of studies in Computing and is discussed as part of some PSHE provision.

An Acceptable Use Policy and e-Safety Policy (available on the school website) outlines the steps taken by the school to protect all parties and rules for responsible computer use are discussed with each child.

### **Management Information Systems (MIS)**

Computing enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff. The school complies with LEA requirements for the management of information in schools. We currently use RM Integrus which operates on the school's administrative network and is supported by the LA. Only trained and designated members of staff have authority and access rights to input or alter the data. The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided. All the data is regularly backed up through a NAS unit located on the Junior Site so that in the eventuality of Fire on one site, a full set of school data is stored on the opposite site.

### **Appropriate legislation, including copyright and data protection**

- All software loaded on school computer systems must have been agreed with the designated person in the school.



- All our software is used in strict accordance with the licence agreement.
- We don't allow personal software to be loaded onto school computers.

## Monitoring and Review

The Headteacher and Governing Body will review the implementation of the Computing Policy in line with the agreed schedule for policy review.

Staff and governors will be involved and asked to contribute to the review and all staff will be informed of the outcome of the review.



