COMPUTING POLICY

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"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Curriculum intent

We want our pupils to learn the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils will be equipped to use information technology to create programs, systems and a range of content. Pupils should become digitally literate and safe – able to use, and express themselves and develop their ideas through, information and communication technology.

Rationale

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

National Curriculum 2014

Aims of Computing

We aim to ensure that all our pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology

Present resource provision

There is an IT room with 15 desk-top computers in. Classes are timetabled weekly but groups use the facility throughout the day.
The school has **3 lap-tops in each classroom (except Acorns) for daily continuous use.**
There are two desk-top computers in Acorns class.
There are 16 i-pad minis in the IT room housed in a charging trunk for Sycamore. Beech and Oak have 16 i-pads for class use. These are linked to the school network.

Each machine has internet access and all the relevant applications needed to teach computing in school.

Classroom Provision

In addition to the above there is a variety of other ICT equipment in school including; roamers, cameras, visualisers, CD players and headphones.

E – Safety

An e-safety policy has been developed in order to allow the safe and efficient use of the Internet for both staff and pupils in an educational context.

Curriculum

Buckland School follows the Teach Computing programme of study across KS1 and KS2.

In Computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice is planned throughout the school.

A long term curriculum map ensures that all content is taught across a two year cycle. Teachers plan termly and ensure the computing curriculum fits within the context of their topic so that children see their skills having purposeful use.

Key milestones for the end of Y6 support pupils in achieving the right standard to prepare them for secondary school.

Entitlement to the Computing curriculum

All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of these technologies. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.
Planning for Computing in the early years is considered carefully as children begin to gain confidence in the use of a variety of technologies as soon as they start attending school. A range of appropriate hardware, software and activities is offered. A site of the week signposts the EYFS children to develop their skills during exploring time. A Y6 buddy system runs once a week to help the Reception age children to learn basic keyboard skills.

Assessment and record keeping

- On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.
- Computing skills capability is monitored termly in relation to the Computing curriculum as outlined in the 'The National Curriculum' for England. Teachers assess module requirements with reference to children's knowledge, understanding and skills. This is recorded on SIMS programme of study tracking grids.
- Each pupil has an electronic folder on the school network to build a portfolio of their work over time.
- For Reception children, observations and discussions are recorded in their individual profiles.

Links to the school development plan

- The Computing Co-ordinator produces an annual action plan.
- A long term (3-5 year) plan outlines future developments in ICT.
- An audit of resources is in place and added to when new equipment is purchased. Any obsolete / broken technology is written off and disposed of by our IT technician.

Staff training

Needs will be met by:

- Auditing staff skills and confidence in the use of information technologies regularly;
- Arranging training for individuals as required;
- The Computing Co-ordinator should attend courses and support and train staff as far as possible with support from the FAoS.
- Annual e-safety training is arranged and completed by all staff working with children
- All staff are trained on professional conduct and safer working practices regarding technologies such as Twitter, Facebook, blogging etc.

Health and Safety

Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present.

- Food and drink should not be consumed near computing equipment.
- It is the responsibility of staff to ensure that classroom computing equipment is stored securely, cleaned regularly and that their class or themselves leave the equipment clean and tidy after use.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).
- An adult should always supervise children when they are accessing information via the Internet. A filtering system is in place from the academy.

Review and evaluation procedures

The everyday use of communication technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a two year basis. The Computing Co-ordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the Computing curriculum.