



## COMPUTING POLICY

Document Status	
Author	Gemma Grossman and Ted Devoy
Approval Body	SLT

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

## **VISION**

At Greenleas School we believe it is important to equip all children, regardless of gender, race, culture or special educational needs with the experiences and skills in Computing that they need in a rapidly changing technological world. Learners will be confident and independent in their application of computing skills and solve problems across the curriculum.

## **AIMS**

- Ensure that all children enjoy Computing and gain confidence as well as a sense of achievement,
- Children have a growing awareness of how Computing is used in the world around them and of the benefits that it provides,
- Develop practical skills in the use of Computing and the ability to apply these skills to solving problems,
- Innovative use of resources.

## **TEACHING AND LEARNING**

### **Planning**

- Planning is based upon the 'Kapow Computing' scheme of work and supplemented by Espresso Coding.
- Long, medium and short-term planning demonstrates coverage and progression of the key objectives of the National Curriculum (2014), and takes account of differentiation, progression and challenge to meet the needs of all children,
- Resources are purchased and deployed effectively to meet children's needs,
- Online safety is explicitly planned for each half-term and links to the software and experiences that children have with technology. Children are taught to manage risks and encouraged to talk about online safety topics with both staff and peers. Online safety is also embedded using a cross-curricular approach,
- Computing is timetabled for one hour of discrete teaching per week. Resources can also be booked which provides additional opportunities to integrate skills across the curriculum. Planning specifies when Computing is included within Foundation subjects,
- Children are taught in three stages. Stage 1 – Unplugged - the concepts of programming are taught in a way children can relate to, activities do not include any technology and are practical, and it is important to emphasise key vocabulary at this point. Stage 2 – Concrete - reinforces the same concepts as previously taught using the vocabulary and visuals of digital coding. Stage 3 – Abstract – children are introduced to plugged activities using apps and websites to use the knowledge gained from previous lessons.

### **Learning environment**

- Our stimulating learning environments include areas for Computing which celebrate children's successes through displays, photographs and examples of pupil-voice,
- Age appropriate class and E safety rules are displayed,
- Careful and appropriate use of computing is managed by all teaching staff,
- Children are encouraged to be independent learners and this is reflected in the choices they make, promoted through access to a variety of resources e.g. Laptops, I-pads and Android Tablets.

### **Home, School and Community Links**

- Computing developments and achievements are shared to foster a positive relationship with home, school and the wider community. Home-school links are promoted through our website.

## **ASSESSMENT**

- Progress is evaluated through on-going teacher assessment and children's self-assessment at the end of each half-termly unit,
- Formative assessment (AFL) and teacher observation are used to inform future planning,
- Assessment grids are submitted to Subject Leaders for monitoring on a half-termly basis.

## **REPORTING**

- Parents are informed about their children's progress at parents' consultations during the autumn and spring terms and through a written report in the summer term.

## **MONITORING AND EVALUATION**

- Subject Leaders meet half-termly to review subject development and planned improvements,
- Regular monitoring of all aspects of Computing is used to inform Subject Leaders' actions and future developments. This involves; planning scrutiny, evaluation of curriculum coverage and assessment information, reviewing displays and work samples, lesson observations and discussions with children.

## **ADDITIONAL NEEDS**

- The SENDCO, Subject Leaders and Phase Leaders provide advice for teachers on provision for individuals with Special Educational Needs, including More Able and Talented children,
- Children's individual needs are addressed through in-depth planning and resources which support learning.
- Targets identified in children's Educational Health Care Plans and Provision Maps are specified in teachers' planning,
- Positive and safe use of technology is promoted by all.

## **PARENTAL SUPPORT**

- Parent and carers play a key role in helping their children to stay safe online. To support parents with online safety and to promote a healthy relationship with digital technology, advice and resources will be posted each month on the school website. Our aim is to ensure that children use the internet and digital technology safely, responsibly, and positively.

## **HEALTH AND SAFETY**

Electrical equipment is checked annually for safety by a certified technician and monitored by staff.

All staff should:

- make quick visual checks whenever equipment is used e.g. for frayed or strapped leads,
- report issues with technology to the computer technicians via email,
- ensure that pupils sit correctly at computers and use both hands on the keyboard,
- be aware of left-handed children and site the mouse appropriately (swap the buttons),
- avoid reflection on the screen (blinds),
- ensure that cables do not trail across walkways,
- avoid lifting and moving computer equipment unaided.

### **Copyright:**

All software has been installed according to licence agreements. Software should not be installed by anyone other than the IT Technicians.

- It should generally be assumed that the copyright of software is illegal unless there is a copyright licence included which states otherwise. All staff and children need to be aware that copying of any software in school is not acceptable. Master copies of software and manuals are kept in the Computing Area and/or Common drive.

### **Data Protection:**

- Any data files, which contain information about living identifiable individuals, must be registered under the Data Protection Act. The Office Manager registers file details with the Local Authority.

### **Computer usage:**

- Greenleas does not permit intentional accessing or distributing of unsuitable materials. Although Schools Broadband systems provide a web filtering service, anyone discovering inappropriate materials should exit the internet and report the matter immediately to the IT Technician and also a member of the Senior Leadership Team. (See separate policy - acceptable use of ICT).