



CROMER ROAD PRIMARY SCHOOL

Computing Policy

Date of Ratification by the Governing Body:

March 2015

Frequency of Review:

2 Yearly

Date of Next Review:

March 2017

Introduction:

This policy document sets out the school's aims, principles and strategies for the delivery of Computing. Computing plays a huge part in every day life and, therefore, this is reflected in our school. It is a high priority for us here at Cromer Road and is embedded throughout the curriculum.

What is 'Computing'?

It is concerned with the means by which information is gathered, organised, stored, processed, preserved and communicated using micro-electronic systems. This includes the measurement, modelling and control of external events. There is an abundance of equipment that carries out these processes. Such equipment includes computers, voice operated equipment, programmable toys, calculators, sensors, electronic musical instruments, digital video recorders, photocopiers, digital cameras, visualisers, interactive whiteboards and IPADs.

Computing continues to evolve very quickly and has now become firmly entrenched in many aspects of everyday life, both at home and in the workplace. As Computing underpins today's modern lifestyle, it is essential that all pupils gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will also enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

How do we define 'Computing' on the current curriculum??

See appendix 1

Aims of Computing:

At Cromer Road Primary School our aims are that:

- Children appreciate the relevance of Computing in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;
- Computing be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills;
- Opportunities for Computing are incorporated into all areas of the National Curriculum on a daily basis;
- Pupils develop confidence and satisfaction in the use of Computing;
- Children will be encouraged when communicating with others and accessing a variety of data to evaluate information appropriately;
- Children learn to work individually and collaboratively;
- Children receive equal opportunity to develop their computing capability, with the use of Computing being planned for in line with the National Curriculum;
- Differentiation is planned for in each area of the Computing curriculum so that children achieve the best of their ability;

- Children have a heightened interest and awareness of Computing through the regular display of their ICT enhanced work in the classrooms and around the school, and the positive attitude of staff towards the use of ICT;
- All Staff receive appropriate training and support to enable them to enhance and extend teaching and learning using ICT and further develop personal confidence and knowledge and understanding.

Our Objectives:

In order to achieve the aims set out above, Computing is incorporated into the whole curriculum.

Computers/Laptops will be used to enable pupils/staff to:

- Appreciate that computers can be used to store, retrieve and manipulate information in a variety of forms.
- Provide alternative effective methods of carrying out tasks which may be carried out in other ways.
- Manipulate, communicate and present information in the form of word and pictures through the use of word-processing, graphics, presentation and desk-top publishing packages.
- Store, manipulate, interpret and communicate information through the use of information-handling packages of various kinds including spreadsheets.
- Gain insights into the ways in which computers may help them and ways in which they are used in society.
- Understand that there are a variety of ways, though the use of mice, microphones and interactive whiteboards, to communicate with computers.
- Access software and web-based programs (see below)

Interactive Whiteboards will be used to:

- Provide an interactive, stimulating and highly visible classroom resource that can be incorporated into all subject areas.
- Provide another way of communicating with computers.
- Develop alternative/enhanced ways of teaching and learning catering for all styles of learner.

Bee-Bots/Pro-Bots and Control Boxes will be used by pupils to:

- Formulate sets of instructions, test the effects these produce and amend the instructions depending on the outcome

IPADs will be used to enable pupils to:

- Research topics
- Enhance learning
- Take photos, videos and webcam animations
- Read and listen to stories

Expectations:

The National Curriculum:

The National Curriculum for Computing requires that ICT capability be developed and applied during the study of all National Curriculum subjects. At Cromer Road, opportunities are planned into specific Computing lessons and then skills and attitudes are reinforced, built upon and extended during other subject lessons.

Cromer Road follows the Barnet scheme of work for Computing. The teacher will always try to be flexible within this scheme of work & always start from the pupils' abilities.

Equality of Opportunity:

The Computing curriculum will be accessible to all pupils. In line with the Special Needs and Equal Opportunities policies of the school, it will be necessary to present work appropriately differentiated to meet the need of the individual pupils bearing in mind the entitlement of:

- Children with S.E.N.
- Gender
- Children with specific physical needs
- Pupils from all cultures

Entitlement to the Computing curriculum:

All children should have access to the use of Computing 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 ICT. 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 ICT in the early years needs to be considered carefully if children are to begin to gain confidence in the use of ICT as soon as they start attending school. A range of appropriate hardware, software and web-based activities will be offered.

The Scheme of Work should ensure progression, but planning needs to match the learning opportunities offered with the children's age, abilities and skills. Quite often there are huge differences in ability between children who have access to home computers and those who do not. Task matching may include provision of different software, varying the amount/type of support given, varying the tasks, varying the groupings etc.

Assessing, Monitoring and Recording Computing capability

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.

The Computing Subject Leader implements a 'Pupil Voice' monitoring system whereby three children from each year group discuss and share their ICT experiences for each term.

Computing planning is monitored. Objectives from the scheme of work are highlighted as they are taught. Weekly timetables and short term lesson plans are also monitored by the head teacher and subject leader.

Computing displays within the classroom and the ICT room are also monitored.

A report is given on Computing at the end of each school year, in line with the school's policy on Reporting to Parents.

ICT intervention programs, such as Wordshark, are also tracked and updated by the subject leader.

Present Resource Provision:

Hardware:

Cromer Road currently has 30 PCs in the ICT room. This room is timetabled throughout the week so that each class has a minimum of one hour a week. If teachers require an extra session, they need to see when the room is available and type it in the Fronter diary for that week. In addition each class also has a teacher laptop, class laptop, an interactive Smartboard, a projector and a visualiser.

All other hardware resources are kept centrally in the junior stock room or under the whiteboard in the ICT room. These are available for use by all year groups. A mobile projector / screen are also available. This is currently in the head teacher's office. The Video conferencing equipment is also set up and ready for use in the ICT room. The school also has a set of microphones that work with the sound-system in the hall. These are stored securely in the school office.

Software:

The most highly used software is Microsoft office (Word, publisher, powerpoint, Excel), Smart Technologies, Audacity, Wordshark and the 2Simple collection. New programming software that has been introduced include: Pro-Botix, Scratch, 2DIY.

Internet based programs :

The ones that are most commonly used are Espresso (including Espresso coding) , Education City (Maths, English and Science) and Spag.com. Code for Life has also been recently introduced. Children can also access these programs from home with their own passwords that have been distributed. The 2Type touch-typing program can also be accessed at home via the Year 6 page on Fronter. Children, particularly in KS2 are encouraged to use Fronter to access teacher resources (such as powerpoints used in class) and have their own web-pages in year 5 and 6.

Apps on IPADs:

The apps that are currently on the IPADs have all been recommended by other schools/teachers in Barnet through the BPSI project. As and when teachers want new apps added, they will ask the ICT leader.

Health & Safety:

An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils when in their care.

Computing offers a range of benefits for teaching and learning, but all computers and devices need to be used with care. The following points must be considered by all users of ICT within the school environment.

- All electrical installations must be carried out by a qualified electrician.
- All equipment must be of a reliable standard and checked annually by qualified electricians.
- Ensure that no cabling is trailing on the floor.
- Ensure that seating is suitable for the size of child using it.
- Ensure that benching is sturdy enough to withstand the weight of hardware and peripherals.
- Height, position and distance of monitors and keyboards from pupils when working must be considered.
- Ensure that children are able to reach interactive whiteboards safely.
- When using data projectors and interactive whiteboards, ensure that pupils never look directly into the beam of the projector. If presenting to the class and entering the beam, pupils must not look towards the audience for more than a few seconds. Ideally, backs should be kept to beams at all times.