



Computing Policy

Adopted by the Governing Body on: February 2015

Next Review: February 2018

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Our mission, as a small community school with a very advantageous teacher/pupil ratio, is to deliver primary education of the highest standard in a caring environment and on a highly individual basis.

Brompton and Sawdon Community Primary School *Committed to Excellence*

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Brompton & Sawdon C.P. School

Computing Policy

1 Aims and objectives

- 1.1 The new National Curriculum 2014 states that a high-quality computing education equips pupils to understand and change the world through logical thinking and creativity. The core of computing is computer science and at Brompton and Sawdon Primary School children will be taught the principles of information and computation, and how digital systems work. However, this will not be at the expense of digital literacy.
- 1.2 Children at Brompton and Sawdon Primary School should still be able to develop how they use, express themselves with and develop their ideas through, information and communication technology – to a standard suitable for a future workplace and as active participants in a modern digital world.
- 1.3 At Brompton and Sawdon Primary School our children and staff should be given the opportunity to:
- Develop and gain confidence and enjoyment in/from their computing capabilities.
 - Develop and apply their computing skills to other areas of the curriculum and in contexts in and out of the classroom.
 - Evaluate the potential of information and communication technology and also their limitations e.g. to learn about issues of confidentiality, security, time management and accuracy.
 - Develop logical thinking and problem solving.
 - Gain knowledge of a variety of computing tools and equipment.
 - Become autonomous users of computing.
 - Develop a whole school approach to computing ensuring continuity and progression.
 - Demonstrate the practical use of information and communication technology to achieve a purpose or provide a service e.g. Class Dojo behaviour system.

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2 Teaching and learning style

- 2.1 An interactive and practical teaching style should be adopted to equip children with the skills necessary to use technology to become independent learners. This should be achieved by:
- Assisting the pupils to use computing with purpose and enjoyment.
 - Assisting the pupils to develop the necessary skills to make full use of computing.
 - Encouraging the autonomous use of computing.
 - Helping the pupils to realise the benefits and limitations of computing both inside and outside of school.
 - Meeting the requirements of the National Curriculum fully and helping the pupils achieve the highest standards of achievement.
 - Using computing to develop partnerships outside the school.
 - Celebrating success in the use of computing.
- 2.2 Effective teaching will need:
- A resource bank of suitable sites, software or applications.
 - A planned approach to extend the learning activity as an integrated part of the curriculum.
 - Vigilant supervision of pupils when using the internet.
 - To allow children to explore ways computing can improve their work across the curriculum in/out of school.
- 2.3 While at times children will be given direct instruction on how to use hardware and software, the main emphasis of our teaching in computing is for children to use a range of software and hardware to facilitate study across the curriculum. Children will be encouraged to explore

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autonomously the ways in which computing can improve their work.

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3 Computing Curriculum Planning

3.1.3 Early Years Foundation Stage

Teaching plans are drawn up by the class teacher in accordance with the Early Years Foundation Stage Curriculum – Understanding the World - Technology. EYFS Medium Term Planning Sheets are used by the class teacher to identify the objectives for each half term. The short term planning outlines each week’s activities, identifying the knowledge, concepts, skills, attitudes and values that will be developed, and details differentiation, deployment of staff/volunteer support and resources. The class teacher keeps these individual plans, and the subject leader monitors and reviews them regularly.

~~At Brompton and Sawdon Community Primary School, we want the children to be committed to excellence in everything they do. We follow the school Golden Rules which are displayed in each classroom and referred to often. Our Golden Rules are:~~

- ~~Be polite~~
- ~~Be kind~~
- ~~Be responsible~~
- ~~Always work hard.~~

3.2 Key Stage 1 & 2

Computing is planned by each class teacher in accordance with the National Curriculum. Medium term plans are drawn up by class teachers at the beginning of each half term. They ensure an appropriate balance and distribution of work across each half term with ample opportunity to revisit and extend children’s learning. During each half term, specific learning objectives, tasks and activities are recorded on short term weekly planning sheets. Sheets for weekly planning specify organisational details, including teaching modes, differentiation, deployment of staff/volunteer support and resources. The class teacher keeps these individual plans, and the subject leader monitors and reviews them regularly.

English: Computing is a major contributor to the teaching of English, for example pupils’ writing development is supported through blogging. As the pupils develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They also learn how to improve the presentation of their work by using desktop publishing software. There is also a variety of software/applications that targets specific reading, writing, grammar and spelling skills.

Maths: Pupils use computing in mathematics to collect data, make predictions, analyse results and present information graphically. Screen robots allow pupils to give exact instructions for a particular route or to use their knowledge of angles to draw a range of polygons. Microsoft Excel is used to support data handling. Staff and pupils make use of a variety of software/applications that supports learning.

Science: Software/applications are used to animate and model scientific concepts and to allow pupils to investigate processes that would be impracticable to do directly in the classroom. Data loggers are used to assist in the collection of data and in producing tables and graphs.

Foundation subjects: Pupils and staff have access to a wide range of computing software, applications and resources to enhance their teaching, understanding and learning in the foundation subjects. For example, the school has subscribed to Oddizzi, an online bank of mainly geography and citizenship based activities. Oddizzi also allows for schools from different worldwide locations to become ‘class pals’, allowing for unique learning opportunities.

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4 Progression and continuity

- 4.1 At Brompton and Sawdon Primary School we plan activities in Computing so that they build on the children's prior learning.
- 4.2 Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression so that there is an increasing challenge for the children as they move up through school. Individual learners are able to make progress in the acquisition of concepts, knowledge and skills at the rate most appropriate to their ability and stage of development.
- 4.3 As Computing has replaced ICT in the 2014 National Curriculum, some of the attainment targets in Upper Key Stage 2 may not be attainable immediately as the knowledge, understanding and skills needed have not previously been attained. Therefore, the curriculum will be taught from the ability stage the children are at, rather than the expected age. After a few years, when children from Key Stage 1 progress with the necessary knowledge, understanding and skills, the Key Stage 2 attainment targets will be met.

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5 Equal opportunities

(See also Equal Opportunities Policy)

- 5.1 Ensuring equality of opportunity does not mean that all learners are treated the same. At Brompton and Sawdon Primary School, in accordance with the Learner's Act 1989, children are considered as individuals with particular needs and potentialities. Each child is given encouragement and the opportunity to develop their full potential in Computing, with appropriate support provided as necessary, whatever their gender, race, religious belief, cultural background or disability.
- 5.2 The school also provides all students with an equal amount of access to computing resources; we provide times in the week when pupils who do not have access to the internet or a computer can access these to complete homework or visit educational websites.

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6 Special Educational Needs

(See also Policy for Special Educational Needs)

- 6.1 It is important that learners should work at an appropriate level of difficulty across the curriculum. It is the responsibility of the class teacher to monitor and assess the ability and level of understanding of individual children regarding Computing, and to cater for their needs. Advice and support can be sought from the Computing Curriculum Leader, SENCo or headteacher.
- 6.2 Learners of gifted ability in Computing need to be appropriately challenged in order to extend their knowledge and understanding and maintain motivation. Differentiated work and enrichment opportunities will be planned for those children by the class teacher and monitored by the Computing Curriculum Leader.
- 6.3 I.C.T. is also used to support pupils with other special educational needs following advice from external support agencies. 🚫

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7 Assessment, recording and reporting

- 7.1 Learners are formatively assessed continuously in Computing by teachers in the course of their teaching, through observation, questioning and analysis of work. It is the responsibility of the class teacher to assess the progress of individual learners. This involves identifying each child's progress, determining what each child has learned and what, therefore, should be the next stage in his/her learning, so informing future planning.

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7.2 Class teachers use assessment grids to make summative assessment of the class, groups of children and individual children. A class teacher may also assess, record and report using tablet applications such as Tapestry or Evidence for Learning.

7.3 Feedback to pupils is through discussion about their work and the marking of work. It is important that learners are involved in the assessment of their work as this helps them to understand their own strengths, needs and future targets for development. We encourage children to make judgements about how they can improve their own and their peers' work.

7.4 Pupils' achievements in Computing are recognised and celebrated through:

- Display of learners' work in classrooms and public areas.
- Showing work to the class, other classes, and to the whole school in assemblies and to the headteacher.
- The award of individual 'Dojos'.

8 Home School Partnership

(Please see Internet Access Policy)

8.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. Often children may be asked to carry out research, which may involve the use of the internet. Children are also asked to use Kid Blog and Sumdog web based programs at home to further their learning. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it necessary and to provide them with the sort of environment that allows children to do their best. We ask parents and carers to check their child's class' homework page on the school website to verify the homework task(s) requirements.

8.2 Parent Consultations are held 3 times a year and a written report is sent to parents at the end of each year.

9 Resources

9.1 At Brompton and Sawdon Primary School, children and staff have access to a range of I.C.T equipment, including computers and laptops which may be controlled by QWERTY keyboards and mouse control. These computers are linked to the school network and server and have facilities to connect to the Internet through broadband connection.

9.2 We currently have a teacher PC/laptop in each class. Each class also has at least one student PC and access to 30 laptops, which can be reserved on an *ad. hoc* basis. These laptops are stored centrally in one of three laptop trolleys. Each class also benefits from having access to at least one SMART board. (There are 2 SMART boards in Class 3.)

9.3 The school has recently (October 2014) bought 16 new iPad tablets, taking the total in the school to 17. These are stored centrally in charging case. The iPads are managed centrally by a Macintosh, which was also purchased recently. The Computing subject leader will be responsible for updating and managing the iPads with guidance from other teachers/headteacher.

9.4 The Computing subject leader, again with guidance from other teachers/headteacher, will constantly evaluate the new resources. This evaluation will also take into account the effectiveness of other I.C.T resources; this is especially important as technology changes at a fast pace.

9.5 Equipment other than computers is also available and is used throughout the school to fulfil other National Curriculum objectives. These include CD players, DVD players, Roamers, video cameras, data loggers, visualizers, voice recording devices, digital cameras, Bee Bots and remote control toys.

9.6 Through the use, experience and discussion of a varied range of equipment, children gain knowledge about the use of I.C.T. and its implications in day to day life.

10 Security

10.1 All use of the school's computing resources should be in line with this policy and the rules contained in the school's Acceptable Internet Use Policy.

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- 10.2 All networked computers, including laptops, have filtered internet access. All staff should review and evaluate resources available on web sites to ensure that they are appropriate to the age range and ability of pupils being taught.
- 10.3 The school's computers should not be used at any time for downloading, copying or storing illicit or offensive material, nor should video, music or other files which take up a large amount of space be stored on our server. People wishing to download and copy large files to a CD should discuss it with the Computing Subject leader.
- 10.4 Nobody should attempt at any time to install any software of any kind onto the school's network or onto any workstation connected to it, including screensavers. If a member of staff wishes to have software installed the agreement of the Computing subject leader or the headteacher should be sought first, the licence checked and the relevant media handed to the Computing subject leader to arrange for installation. All users of the network must be aware that their user areas and individual files may on occasion be accessed by the network administrators and files which contravene any part of this policy may be removed.

11 The role of the computing subject leader

- 11.1 The Computing Subject Leader is responsible for:
- Co-ordinating all aspects of Computing and ICT provision for learners throughout the school.
 - Developing the Computing Policy, in consultation with teachers, the headteacher and the Governing Body.
 - Modelling good practice in the teaching of Computing and the use of ICT.
 - Advising and supporting teachers and support staff in relation to Computing and ICT, including contributing to in-service training.
 - Monitoring Computing, in conjunction with the headteacher, through discussion with staff, by checking the Medium Term Planning of individual teachers to ensure coverage and progression, and through analysis of learners' work.
 - Purchasing and the organisation of Computing and ICT resources.
 - Keeping up-to-date with developments in Computing teaching and learning, and disseminating information to colleagues as appropriate.
 - Completing an annual review of Computing for the School Development Plan.
 - Maintaining an organised Computing Curriculum Leader file.

12 Wider community links

- 12.1 Brompton and Sawdon Primary School supports the use of technology throughout the wider community and with the use of the school website, we share children's work, latest information, developments, newsletters and policies with parents and carers.
- 12.2 Opportunities are also planned for children to experience the necessities of technology in the wider community and in working environments.

13 Conclusion

- 13.1 At Brompton and Sawdon Primary School we believe in the importance of equipping our children for life. Computing and ICT surrounds us all, and is an integral and therefore necessary part of all our lives. We aim to ensure that all children not only gain knowledge and skills in Computing and ICT, but an understanding of how it relates to their everyday life and will contribute to their future.

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This policy was adopted by the Governing Body on:

Next Review:

Signed:

Date of Governors' Meeting:

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