Leominster Primary School Computing Policy

Section 1 Leadership and management

1a: Our school's vision for computing

The vision

We see computing as an important tool to help bring our children's learning to life

- To develop computational thinking as a skill directly relating to computing but also as a type of literacy for life and for learning

- to enhance the experiences that are possible as we learn,

- to extend learning and experiences out beyond our school,

- as a communication tool for communication between all members of our community and those outside it.

- and to do all of this safely and responsibly

Reviewing the vision and policy

All members of staff at our school are responsible for feeding ideas into the on-going development of our vision. We live in an exciting world where technology is developing at a fast rate. More people are switched on to the possibilities that computing has for them and it is our policy to make use of developing technologies in the best possible way to enhance the experience of all members of our school community.

This policy is reviewed bi-annually or more often if significant changes in technology arise. This policy, and all revisions, are ratified by the governing body.

1b Our strategy to achieve the vision

Strategic leadership of computing

Day to day responsibility for the delivery of the computing curriculum rests with class teachers.

The computing coordinators are responsible for developing the school strategy for computing - taking into account opinions expressed by all members of the school community, particularly classroom-based staff. This development is also informed by external factors and developments in technology.

We seek to ensure that, where appropriate, our computing development reflect priorities at local authority and national levels. The recommendations of our technical support provider (see below) are also taken very seriously.

The computing coordinator is ultimately responsible to the head teacher and governing body in whose hands all final decisions on strategy rest.

Budgeting for computing

Financial constraints and ever increasing pressures on limited finance across the whole school have brought serious challenges here.

Recommendations for computing spend are brought by the computing coordinator, via the computing development plan to the management team and governors' finance committee who consider the funding requirements alongside other request for funds within school.

Our school still budgets for dedicated computing funding. These funds are allocated to appropriate computing expenditure highlighted in the computing development plan by the computing coordinator in consultation with colleagues.

Our head teacher and governing body are mindful of the expensive yet essential high budgetary costs of maintaining and developing our ICT infrastructure.

Previously, fundraising from the PTA has been used to fund computing equipment, which is a possibility for the future also.

Environmental impact

Our school takes seriously all issues relating to the environment and this is no less true with computing resources. We strive to ensure that all purchasing decisions are backed by sound research and guidance so that every piece of ICT equipment will last as long as possible.

With the assistance of our technical support providers we strive to ensure that the life of any piece of ICT equipment is extended as long as is reasonably possible without making unnecessary demands on technical support or causing unnecessary problems in lessons.

At the end of their useful life we ensure that computer equipment is disposed of in an environmentally friendly way, safely and securely, after any data has been removed.

We operate a "print double-sided" default in school: all staff and children are encouraged to check work thoroughly on screen before printing and only then to print when appropriate.

Safeguarding

The school has highly developed policies on E-Safety. Please see those policies.

1c: Managing information

Information management strategy

Please see the school Data Protection

Communication strategy

Our school website (www.leominsterprimaryschool.co.uk) is used as a window on our school for those that are not already a part of our community, whilst also providing our current community members with information.

Our website is managed on a day to day basis by our school administrator. Class teachers contribute high quality work by children for use on the site or on the school's Facebook account. (see E-safety policy for permissions etc.)

We use the MIS to communicate with parents especially when any information is sensitive and not appropriate for the school website or Facebook.

We use a SMS texting system to send urgent messages to parents' mobiles.

Section 2 Planning

2a: Whole-school planning for computing

Developing computing knowledge and skills and IT to support the curriculum

We use Purple Mash for the planning and delivery of computing both as a discrete subject and across the curriculum. Much planning for computing begins with the whole curriculum, particularly in the information technology strand and teachers plan computing opportunities where they will enhance, extend and motivate learning in other areas.

Our computing curriculum is based around the three main headings in the Key Stage 1 and 2 programmes of study:

- computer science (CS)
- information technology (IT)
- digital literacy (e-safety) (DL)

Computer science is timetabled as a separate subject. Information technology is integrated into the whole curriculum and digital literacy / e-safety is covered regularly and during E-safety week.

Planning for continuity within and between classes, phases and schools

Long term planning is carried out using advice from the National Curriculum. Elements of the IT strand are mapped out across each year and across the curriculum. Teachers can decide which term they teach each unit in to allow for a more creative curriculum.

Medium term plans are created for all subjects within our school.

Short term plans for CS mostly follow the Purple Mash schemes of work.

IT lessons tend to take a more cross-curricular approach.

CL plans use a range of different resources.

Planning for ICT for inclusion

We recognise the advantages of the using of computing / ICT for pupils with additional needs and we use ICT to:

- address pupils individual needs
- increase access to the curriculum
- improve language skills

We promote equal opportunities for computer usage.

Computer hardware, software and peripherals used in the school are chosen to ensure that they are non-discriminatory and promote equal opportunities.

All pupils follow the National Curriculum including computing.

Planning for e-safety

Please see the school E-safety policy

2b: Curriculum leadership

Leadership for the development of computing capability

Leadership is provided by the computing coordinator who has oversight of the core computing curriculum.

The computing coordinator monitors the teaching of computing across the school to help ensure a consistent approach and proper coverage of the curriculum.

The computing coordinator ensures that resources are in place to support this teaching.

Leadership of learning and teaching with ICT

All class teachers and subject leaders play a role in guiding the development of computing / ICT resources which help to extend and enhance learning within specific subject areas.

Discussion takes place on an on-going basis between class teachers and subject leaders with the computing coordinator and senior management team as to how resources might best be developed.

The school buys into a number of key cross-curricular digital content packages which are primarily to support learning across the curriculum rather than specifically in computing. These are used consistently across the school and are monitored by the computing coordinator.

Evaluating learning and teaching with ICT

All class teachers are responsible for the on-going evaluation of their own teaching and children's learning.

Computing is heavily linked to learning in all subjects and is therefore constantly under review, along with those other subjects.

The computing coordinator has responsibility for monitoring the teaching of the subject. This is carried out through an examination of:

- Pupil voice
- Scrutiny of children's work
- Observations of lessons.

Review of the curriculum

The core computing curriculum as well as the use of ICT to support the whole curriculum is constantly informally under review. This review is informed by:

- The individual and collective needs of our children and feedback gained from children
- Developing technology
- The effectiveness of our current curriculum
- Changing curricula (computing and whole curriculum) at national level
- E-safety guidance
- Advice from our technical support provider.

When a substantial redesign of the computing curriculum is considered necessary this is carried out by the computing coordinator and necessary planning documentation changed.

Section 3 - Learning

3a. Teaching and the learning process

Our planned curriculum includes opportunities for children to develop their ICT capability. Teachers need to be clear about what the learning objectives are to develop that capability, and assess children's progress in learning techniques, applying these techniques in their learning and in developing their higher order thinking making qualitative judgements about when and when not to use ICT.

ICT use for learning and teaching
In addition, children make use of ICT and their computing skills to enhance their learning across the curriculum.

A range of digital learning resources are available in school for this purpose (see section 6 of this policy).

Learning with ICT beyond the school
All children are encouraged to make use of ICT outside school.

Children are encouraged to make use of their own ICT facilities at home to complete home based tasks. When this happens such use is celebrated and shared back in school.

3b: Pupils' learning experiences
Effective and safe use of digital resources

Pupils are made aware of health and safety issues relating to the use of ICT resources. These include:

- showing pupils how to adjust the brightness and contrast settings of displays
- seating position with computers and tablets
- correct procedure for using a mouse / glide pad
- How to transport portable equipment (especially laptops and tablets) safely

Lessons involving substantial use of ICT should be structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard.

Computers located in classrooms are positioned, wherever possible, away from light reflection and glare. The optimum position is at right angles to the natural source of light.

All equipment is checked annually under the Electricity at Work Regulation 1989.

Health and Safety information relating to individual pieces of technology (provided by manufacturers / suppliers and other independent organisations) is carefully considered when making procurement decisions. This guidance is taken into account when using such equipment.

Regular Risk Assessment surveys are conducted by the designated health and safety representative; faults are logged and appropriate action taken.

Risk assessments are reviewed annually.

Please see the separate policies on E-safety and E-security.

Section 4 - Assessment of computing

Assessment, recording and reporting of learning in computing

We recognise that assessment is central to classroom practice. Effective assessment establishes what a child knows, understands and can do. It also informs the planning of future learning and enables a school to review the effectiveness of the curriculum and teaching.

All teachers report annually to parents, describing progress in computing. This report may contain comments on the child's progress, achievement, strengths, weaknesses and next steps.

Children will be continually assessed within ICT against each of the National Curriculum attainment targets, through both written and verbal responses.

We assess the children's work by making informal judgements as we observe the children during lessons. These will inform planning. Teachers are also encouraged to keep electronic evidence (saved work).

At the end of each topic, an independent, open ended task (where appropriate) can provide a summative assessment. This should review pupil's capability and provide a best fit judgement will be made based on their overall understanding and how many of the targets they have achieved: Either 'greater depth' understanding, 'secure' understanding; 'within' understanding or 'entering' understanding.

Teachers will track children's progress on class assessment sheets. These sheets will then be passed on to the children's next class teacher at the end of the academic year and given to the subject coordinators.

Section 5 - Professional development

5a: Planning for professional development
Identifying individual staff skills and needs

Regular training is provided, especially when anything new is introduced within the school. Individual development needs are also communicated to the computing coordinator on an on-going basis.

The evaluation of the teaching of and learning in computing (see section 2b) is also used to identify gaps in individual teachers' knowledge.

All teachers are encouraged to identify specific ICT skill needs in the performance management process. The same may be suggested for teachers in this process by the appraiser.

Identifying whole-school ICT development needs

Whole school development needs are often associated with the introduction of technology new to the school, or with the development of already existing resources. These needs are considered at the point of introducing technology when training and support are built into the computing action plan and the school's professional development plans.

5b: Implementation

Meeting school and individual ICT needs

The computing coordinator considers the needs of individual members of staff and the school as a whole and provides appropriate support.

This support may be provided

- internally (using skills already in the school) via coaching, mentoring and sharing of skills

- by a teacher in another school

- externally by third party providers of support / suppliers of equipment

Support may be in a variety of forms as appropriate:

- whole school staff meeting

- individual support for teachers

- in class support for teachers alongside the children

- attendance at an appropriate course

- by using appropriate e-learning resources

5c: Review

Monitoring and evaluating the Impact of professional development

The computing coordinator monitors the impact of professional development activities with due regard for the effect on learning and teaching and with "value for money" in mind.

Future professional development and performance management reviews build on the results of this evaluation of support provided.

Section 6 - Resources

6a: Provision

Physical environments: ICT kit and its deployment

We recognise that computing capability is best developed when there is a real reason both to develop and apply the particular aspect of the computing curriculum and when children have access to resources as a normal part of their learning. For this reason, we endeavour to ensure that ICT resources are as accessible to children as possible in their normal learning environment.

iPads are one of the main ICT tools in our school.

In addition to these, we have a computer suite, with 30 computers, which can be booked out by teachers from any year group, when necessary.

Each member of staff is allocated a laptop for their own use while they are employed by our school. This is used as indicated in the school's E-safety policy.

Each classroom is fitted with a Promethean interactive television. This is connected to a desktop computer / laptop.

Reception and Nursery staff members have iPads to record the achievement of their classes according the assessment criteria. The Nursery and Reception children have class iPads to support their technology curriculum. There are ten sets and are stored in a lockable charging

case which is stored in a strategic location in the school. All Nursery and Reception staff sign the schools Acceptable Use policy, which includes understanding that iPads cannot go home and that staff understand that when iPads are being used by children, a member of staff must supervise and monitor at all times.

The following resources are available in school:

- Access to iPads

- Digital audio recorders and microphones

- Data logging kit (Easy Sense)

- Control equipment (BeeBots)

Data security and safeguarding

Please see the school's E-safety and e-security policies

Reviewed by:	Computing coordinators – Sian Nash and Hannah Lloyd

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