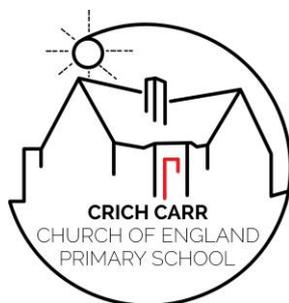


# Crich Carr Church of England Primary School



## COMPUTING POLICY Policy Number 25

	Date	Minute No.	Next Review date
Approved by Governors	January 2018	1428	January 2019
Approved by Curriculum Committee	November 2020	1641	November 2021
Approved by Governors			

To be reviewed: Annually

Nominated Governors responsible for review: Curriculum Committee

# Crich Carr Church of England Primary School

## COMPUTING POLICY

This policy sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be used in conjunction with the scheme of work for computing which sets out in detail what pupils in different classes and year groups will be taught and how computing can facilitate or enhance work in other curriculum areas. It also clearly shows how the children's computing skills progress as the children move through the school.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

### Introduction

At Crich Carr Church of England Primary School we believe that computers can act as a medium for social interaction both within and eventually between schools. Computing plays an important role in the children's lives and in society today. We believe that computers are valuable tools, which may be used to further enhance the curriculum already in place within the school. We believe the computer acts as another resource in the classroom and enables another teaching approach, which we can use to stimulate and inform the learner. It is an essential tool for supporting the children's learning. All technologies, inclusive of computers, iPads and other digital technologies are good motivators which can heighten pupil's interest and enjoyment, especially in those subject's children find difficult. Computing can also provide opportunities for teachers to extend the basic curriculum by embracing it fully in their teaching.

The computing curriculum in school aims to develop the children's knowledge, skills, and understanding. The children will be given opportunities to develop a wide range of skills in computing.

### Aims and Objectives

- To develop the pupil's confidence and skills in the use of computing.
- To give children skills to use computing both creatively and effectively.
- To provide children with the knowledge of different applications of computing. This includes, word-processing, data handling, simulations, control, data logging devices and internet technologies (including Online Safety across the curriculum)
- To encourage children to understand the effects and limitations of computing and to make decisions about its suitability for a particular task.
- To use computing to enhance, support and extend the children's learning in all areas of the curriculum.
- To use the computer to store, organise, manipulate and present data.
- To give opportunities to explore, present and share their own ideas and findings, using a wide range of technologies.
- To know how computing can affect the nature of their work.
- To ensure computing resources are used to their full extent;
- To ensure computing resources and equipment are kept up to date as much as possible.
- To ensure that staff skills and knowledge are kept up to date.

- To have a clear understanding of how to programme digital devices

### **Curriculum Development & Organisation**

Our school's computing curriculum and planning is based on a scheme of work developed by Knowsley City Learning Centres. This scheme of work is used by each teacher who will make adaptations to ensure the plan is progressive in developing pupil computing capability.

There are fourteen laptops, five windows tablets and five iPads for pupil use which supports the development of computing capability by enabling further development of tasks, to encourage research, and allow for the creative use of computing in other subjects.

Interactive White Boards are located in all of the classrooms. These are used as a teaching resource across the curriculum.

### **Teaching & Learning**

Teachers plan differentiated tasks to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

Teachers need to ensure that:

- A wide range of styles are employed to ensure all children are sufficiently challenged
- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support permit different outcomes
- The understanding that not all computing need be done on a computer.

### **Equal Opportunities**

It is our policy to ensure all children follow the computing curriculum, all staff will seek to ensure equal access and fair distribution of resources, will provide curriculum materials and software which are in no way class, gender or racially prejudiced or biased.

### **Inclusion**

Computing can cater for the variety of learning styles which a class of children may possess.

Using computing we can:

- increase access to the curriculum;
- raise levels of motivation and self-esteem;
- improve the accuracy and presentation of work;
- address individual needs.

We aim to maximise the use and benefits of computing as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

### **Roles & Responsibilities**

#### **Senior Management**

The overall responsibility for the use of computing rests with the Headteacher.

The Head Teacher, in consultation with staff:

- determines the ways computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;

- ensures that computing is used in a way to achieve the aims and objectives of the school;
- ensures that there is a computing policy, and an identified computing co-ordinator.

### **Computing Coordinator**

There is a designated computing co-ordinator to oversee the planning and delivery of computing within the school.

The computing coordinator will be responsible for:

- leading staff in raising standards in computing
- facilitating the use of computing across the curriculum in collaboration with all subject coordinators;
- providing or organising training to keep staff skills and knowledge up to date;
- advising colleagues about effective teaching strategies, managing equipment and overseeing purchasing resources
- monitoring the delivery of the computing curriculum and reporting to the Headteacher on the current status of the subject.

### **Health and Safety**

Also see our Health Safety Policy.

All computing equipment is used in compliance with Health & Safety requirements. All electrical equipment is checked, any concerns are passed onto the school's health and safety representative. Children and staff will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers.

### **Internet Safety**

Also see our Acceptable Use of IT Policies (Staff and Parents and Children).

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. Although the school offers a safe online environment through filtered internet access, we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

### **Monitoring**

Monitoring computing will enable the Computing Coordinator to gain an overview of computing teaching and learning throughout the school. This will assist the school in the self-evaluation process, identifying areas of strength as well as those for development.

In monitoring the quality of computing teaching and learning, the computing coordinator will:

- analyse children's work;
- observe computing teaching and learning in the classroom;
- hold discussions with teachers;
- analyse assessment data.

### **Software**

All our software is used in strict accordance with the licence agreement. We don't allow personal software, including social networking apps or games to be loaded onto school computers or iPads. For further information, please refer to the school's Data Protection Policy.

Signed  
Date

Chair of Governors

To be reviewed: Annually