

Benfieldside Primary School



Computing Policy

Policy and Practice

Implemented: December 2018

Review Date: December 2020

Reviewer: Headteacher/Curriculum & Standards

Governor Sub-Committee, Computing Lead

Adopted by the Governing Body: 2018/19

Learning and Teaching Computing Policy

At Benfieldsie Primary School we believe that Computing should prepare pupils for the future within a technological era. They should be confident and competent when encountering new hardware and software.

Computing and the use of technology is an integral part of the curriculum and is used to inspire and motivate pupils so that they fulfil their capability and potential.

In addition, Computing is at the heart of organisation and management within the school.

1. Rationale

Children are growing up in a technological environment and so are less likely to be intimidated or afraid of Computing than most adults. They approach Computing with keenness and curiosity and quickly become adept at operating the equipment.

Computing is playing an increasingly diverse role in all areas of life – the home, the workplace, and leisure pursuits – so children need to be prepared to accept the challenge of a rapidly developing and changing technological world.

Children using technology in schools are usually more motivated and will concentrate on a task for much longer than normal. They develop social and communication skills through collaboration and teamwork. They develop increased confidence and self-esteem as they experience success and acquire a positive attitude to error making. They are able to plan more effectively and are more confident in dealing with problems. In addition, Computing can enhance and extend children's learning in most subject areas. Computers are mentally stimulating, can improve reflexes and hand-to-eye coordination, and can enhance a child's cognitive powers and spatial awareness.

2. Aims

To provide opportunities for pupils to develop Computing skills in a continuous process available to all children irrespective of age, gender, ethnic origin or ability.

To provide a focus for communication with pupils, parents, employers and others by;

- enhancing and developing learning for all children experiencing a range of activities;

- offering children the opportunities to develop a wide knowledge of Computing which can be used in school, industry and leisure activities;

- providing children with the opportunities to make informed choices about their use of technology and to enable them to develop a critical awareness of the advantages and restrictions of Computing applications;

- developing investigative and problem-solving skills which can be applied in a wide range of situations within school and wider contexts.

3. Entitlement

All of our children are entitled to a continuous and progressive Computing curriculum, which meets their individual needs.

The Computing curriculum has been planned for using the National Curriculum guidance and in conjunction with LA advice. It follows a more creative, themed approach to Computing use across the curriculum and has been adopted by the whole school. It is planned by teachers with the support of the Computing coordinator to ensure that:-

- there is a full coverage of Computing skills within the curriculum.
- there are a wide variety of tasks suitable to individual needs.
- there is a maximum utilisation of any available support and resources.
- the use of Computing is across the whole curriculum where relevant.

4. Special Needs and Inclusion

Pupils with Special Educational Needs have the same Computing entitlement as all other pupils and are offered the same curriculum. However, in addition, particular application/tools are used for:

- pupils with learning difficulties need to be motivated to practice basic skills regularly and intensively. They will benefit from the use of programs which practice skills is set in the context of an enjoyable and motivating scenario
- pupils with physical disabilities and communication difficulties
- pupils of high ability who may be extended through the use of programs which offer challenge and opportunities for investigation

5. Equal Opportunities

Staff must be aware of, and guard against any bias based on gender, racial or any other stereotypes. All pupils should have equal access to Computing.

6. Assessment and Monitoring

Children are assessed according to age related expectations at the end of each term. Class teachers judge which description best fits each child's performance. By the end of Key Stage 1 the majority of children should be working at Year 2 age related expectations. By the end of Key Stage 2 they should be within the Year 6 age related expectations.

At the end of each year, teachers will assess overall pupil achievement linked to age related expectations.

Samples of work and planning will be monitored by the Senior Leadership Team and Computing Co-ordinator.

In the Foundation Stage, teachers use the Early Years Foundation Stage Curriculum 2012, focusing specifically on the 'Understanding the World' aspect.

7. Resources

Hardware and software resources are reviewed annually and an annual replacement. Teachers report any Computing resource shortfalls or possible extension requirements to the Computing coordinator and/or ITSS Shared Technician. The school aims to keep up to date with the latest technological advancements by attending conferences and meeting with other schools.

8. Responsibilities

Class teachers are responsible for:-

- differentiating and adapting lessons to cater for all abilities, ensuring SEND (Special Educational Needs & Disabilities), MAT (More Able and Talented) and EAL (English as an Additional Language) are suitably challenged to meet their needs.

- incorporating Computing, where appropriate, when planning classroom activities in line with the National Curriculum outcomes 2014.

- understanding and utilising the range of software available in school and its use in relation to cross curricular activities.

- loading and running programs from CD-ROMS, internet downloads and programmes on school servers and classroom computers.

- using computer peripheral devices.

- maintaining own knowledge and skills of Computing in accordance with educational developments.

The Computing coordinator is responsible for:-

- assisting Senior Leadership with coordinating, developing and implementing the schools' policy on Computing.

-If appropriate promoting and overseeing staff INSET activities relating to Computing development.

9. Legislation in Computing

When appropriate legislation appertaining to the use of technology changes, the Computing Co-ordinator will discuss this with all members of staff.

Software copyright is a serious issue and is taken seriously by Benfieldside Primary School. Only software which we have purchased the correct user site license will be loaded onto all laptops/ipads in school.

We are aware of Data Protection issues and the Freedom of Information Act and have an awareness of GDPR (General Data Protection Regulations) which come into force in May 2018.

Maintenance

Maintenance is carried out by the school's technician who visits the school once a week to give technical support and maintain the network to its optimum capability. Any issues arising from use of Computing equipment/software need to be logged on the portal

10. Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- to never look into the projector lens

- the appropriate and safe use of all equipment, especially scanners and photocopiers due to the bright lights.

11. Home/ School Links

To foster these links, the school has its own website that provides significant information about the work we do. In addition, the extranet should be used by staff to enhance learning.

The school posts monthly newsletters on the school website.

Please also refer to Benfieldside Primary School: E-safety Policy and Acceptable Use Policy.

To be reviewed: December 2020