	Oldfield Park Junior School		
	Computing Policy		
	Date	Author(s)	Notes
Drafted	10/2011	Ann Davis	being adapted from previous policy written b N Yeomans and added to by Glenn Dack. May need complete re writing as appears to b 2 policies blended together.
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Sub-Committee:		Governor: Katie Payne	
This policy to be reviewed annually in September by Computing Subject Leader			

OLDFIELD PARK JUNIOR SCHOOL
COMPUTING POLICY

INTRODUCTION
This policy sets out the school's aims, principles and strategies for the delivery of Computing.

As well as being an important curriculum requirement, the ability to use technology effectively is a vital life skill in modern society. Computing includes the storage, manipulation, interpretation and telecommunication of information and involves creating, collecting, organising, storing, processing and presenting information for specific purposes by electronic means. The development of Computing is changing at home and in the community. Its impact on the lives of individuals continues to grow and it is essential that our children can take advantage of its opportunities and understand its effects. Therefore, it is important that children in our school gain the appropriate skills, knowledge and understanding to have the confidence and capability to use Computing throughout their lives.

AIMS & OBJECTIVES
The main aim of Computing in our school is to develop the capability of each child so that they are able to use Computing confidently, independently and effectively in a variety of contexts. At the same time they will gain an awareness and understanding of how Computing affects everyday life and work.

In order to achieve this, at Oldfield Park Junior School we will ensure that:
- Children are provided with opportunities to experience the use of Computing for a variety of purposes across all subject curriculum areas. In some of these activities the

emphasis will be on the development of Computing capability and in others, the emphasis is on the subject being supported by the use of technology.

- Children use their Computing experience in a variety of contexts and have the opportunity to work with an increasingly wide and more complex range of applications.
- Children will be encouraged to work co-operatively and discuss their use of Computing so that they are able to recognise the value of Computing in supporting their own work and the role of Computing in everyday life.
- Children will be taught to recognise the effects and limitations of Computing in solving problems.
- Children are able to develop skills of logical thinking and planning, and provided with experiences that will enable them to understand the results of their actions.
- Children's use of Computing will reflect and enrich the themes identified by the National Curriculum and ensure that they demonstrate a clear progression of skills.
- Children will become familiar with new developments in the Computing curriculum and teachers will use these developments as teaching tools throughout the wider curriculum.
- Teachers will ensure that children have equal opportunity to access Computing provision and curriculum regardless of race, gender or educational needs.
- Teachers will help all children to use Computing with purpose and enjoyment, and to develop the necessary skills to exploit Computing.
- Teachers will help all children to become independent users of technology.
- Teachers will meet the requirements of the National Curriculum as fully as possible and help all children to achieve the highest possible standards of achievement.
- Children and teachers use Computing to develop partnerships beyond the school.
- Children and teachers will celebrate success in the use of Computing.
- Teachers will follow a whole school approach to Computing ensuring continuity and progression.

STAFF PROFESSIONAL DEVELOPMENT

- All staff members are given the opportunity to highlight any training requirements on a regular basis with the subject leader. The Computing subject leader then sets up training to meet the needs of individual staff. This ensures that all staff members have the appropriate skills to use Computing resources effectively.
- All members of teaching and non-teaching staff are encouraged to develop their own confidence and expertise in the use of technology.
- The Computing subject leader discusses and reviews training needs and plans whole staff CPD as whole school issues arise.

PLANNING AND DELIVERY

Using Computing to enrich and extend the children's understanding of other subjects is an area we are really focused on. Allowing the children to develop or use their existing Computing skills whilst working in a different subject context is incredibly valuable. Children have one discrete Computing lesson (one hour) per week, to ensure the development of knowledge, understanding and Computing capability. Computing is also incorporated in the planning of each scheme of work, to ensure a cross-curricular approach.

PROGRESSION

Curriculum planning should ensure continuity and progression. The school recognises that progression in Computing involves four main aspects:

- The progressive development of children's skills, knowledge and understanding.
- Breadth of Computing applications.
- Increased complexity of contexts in which Computing is applied.
- The growing independence of children in their learning.

DIFFERENTIATION

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example, children who are progressing rapidly should be encouraged to extend their Computing experiences through:

- The use of more challenging software.
- An alternative software package to provide depth of experience.
- By extending the task which has been set.

CLASSROOM MANAGEMENT

In achieving the aims of the Computing curriculum, teachers are encouraged to use the widest possible range of Computing applications. Computing should be presented via demonstration by the teacher to stimulate, activate and encourage children with lots of 'hands on' experience. This will enable consolidation of Computing techniques and skills using practical, creative and problem solving activities. It is crucial that children perceive Computing as a tool that can be used in almost any school activity. As many opportunities as possible should be taken to use Computing applications as part of the study of other subject areas, so that it becomes embedded in relevant situations and realistic contexts.

TEACHING & LEARNING STYLES

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate.

These include:
- Using the computer to demonstrate to a group of children or the whole class leading a discussion about the benefits and limitations of Computing.
- Individual or paired work using information sheets and help cards.
- Collaborative writing and design work in groups.
- Where one child is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.
- Groups will be selected to ensure that all children are equally active and involved in the task and that all have equal access to the computer keyboard.
- Activities using Computing are planned in order to allow different levels of achievement by children or to incorporate possibilities for extension work.

- Teachers are expected to intervene where appropriate to reinforce an idea or teach a new point.

ASSESSMENT & RECORDING

Formative assessment is used to guide the progress of individual children in their use of Computing. It involves identifying each child's progress, determining what each child has learned and what therefore should be the next stage in his/her learning. Teachers carry out formative assessment during the course of their teaching. Suitable tasks for assessment of Computing work include:

- Small group discussions, perhaps in the context of a practical task.
- Specific Computing tasks for individual children as a consolidation exercise involving all skills learnt.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Observing children working during the lesson and reviewing the work produced.

All teachers' assessment of children is on-going throughout Computing lessons.

The children's work is saved on the school's network. Teachers can access children's work to assess this during the academic year. Teachers assess the children's mastery at the end of each unit of work. The children are assessed as either:

1. exceeded the learning objective
2. met the learning objective
3. need support to meet the learning objective

Class teachers are responsible for monitoring fair and equal access to the PC's by all.

At the beginning of each academic year, a year group folder should be set up for children's work. This ensures that by the end of Year 6, they have a portfolio of work gathered over four years, which allows teachers, parents and children to clearly see the academic progress made. All of the work children complete at the school is kept until they move onto secondary school. Class teachers should look at children's personal portfolios to form a judgement on the standards each child has achieved. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

In the final school term, the subject leader will review the work saved on the school network (covering ability range) from each class. This enables assessment to be moderated.

RESOURCES

Adequate hardware, software and peripheral equipment sufficient to enable the delivery of National Curriculum requirements is available to staff and children. A system for reporting faults and the requisition of repairs is in place. All computer systems undergo an annual electrical safety check.

There is a central store of Computing resources (software and hardware) in the Computing Suite, Learnpads and laptops are available in the library and iPads to be used for class photography are held by class teachers (one per teacher).

All teaching staff use the 'T:drive' to save medium term plans, so that they are accessible to all. Short term plans and extra resources are added as they become available.

HEALTH AND SAFETY
It is essential that all electrical equipment is kept in good working order. To ensure the health and safety of children and staff the following guidelines must be adhered to:

- Apollo Technology or staff undertake setting up and moving equipment.
- Appropriate working conditions are adhered to, including: taking regular breaks from the screen to avoid eyestrain.
- Children should not be allowed to switch on the power at the mains.
- Children should always be supervised when using electrical equipment.
- All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with LEA guidelines.
- Staff will log any computing faults with Apollo Technology at https://apollotech.zendesk.com/hc/en-us Lots of issues can be resolved remotely or during their bi-weekly visit.
- LEA electricians check all electrical products annually and any recommendations are acted upon.

SECURITY
All items of Computing are marked with the school's postcode using an invisible marker.

ACCESS TO COMPUTING
The school runs its own network fed by a server located off site. At present the school deploys its hardware as follows:
- Each classroom has a networked computer with projector and Interactive Whiteboard, with Internet access.
- The school operates a Computing Suite, with 16 PCs all networked and designed for whole class teaching. There is also a projector for teacher whole-class demonstration.
- The library has a projector, screen, 5 networked computers and 6 LearnPads.
- The Stadium has a PC, projector and screen.
- The Hub has a PC for music lessons.
- The library has a trolley containing 15 laptops with access to the same software as the Computing Suite.
- The staff workroom has 4 networked computers with the whole school photocopier.
- Teaching staff have been allocated individual iPads, plus there are 3 iPads available for SEN or 1:1 teaching use.

All classes are timetabled in the Computing Suite weekly. With increasing class sizes (30+ children), it is the responsibility of class teachers to ensure all children gain equal access to the facilities provided.

All children have their own username and password in the following format:

Name: Joe Bloggs **D.O.B.** 12th October 1999
Username: bloggsj   **Password:** 121099

This enables children to save work onto the W: Drive. Each year group has a folder, with separate intake folders inside. This enables all children and staff to see the progress made throughout their time at the school.

EQUAL OPPORTUNITIES
All children should have equal access to Computing in order to develop their personal Computing capability. When children are working in groups, we endeavour to ensure that their hands-on experience is equal. Children with Special Educational Needs benefit from using technology as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. The school recognises the advantages in the use of Computing by children with SEN and will provide suitable software.

Using Computing can:
* Address children's individual needs.
* Increase access to the curriculum.
* Enhance language skills.

The SENCO and Computing subject leader jointly advise teachers on the Computing support which can be provided to individual children with particular educational needs, including high ability children. Where appropriate, an external specialist is used to assess a child's specific needs.

MANAGING RESOURCES
The Headteacher oversees the budget for Computing. The subject leader is then responsible to ensure that adequate levels of hardware, software and training / CPD are maintained. The following areas are addressed termly:
* Hardware – this will cover the purchase of new equipment, repairs, replacements and upgrades of equipment in the light of new developments.
* Software – this will be purchased or upgraded to meet identified curriculum needs and as required by the upgrading and replacement of computer systems.
* Staff training / CPD – provision will be made for staff to receive adequate and appropriate training.

SAFEGUARDING CHILDREN AND USE OF THE INTERNET

Computer networks, including those that may be accessed via the Internet, are an important aspect of Computing education. However, they may present risks to the spiritual, moral and social development of children, particularly in terms of the nature of some of the material which may be obtained via the Internet.

All children and parents are required to sign an acceptable use policy when they join the school, agreeing to appropriate behaviour on the internet. Any children who do not return this are not allowed to participate in activities involving the Internet.

All use of the Internet by children is closely monitored. Children are only allowed to use the Internet when a member of staff is supervising them.

School permissions are recorded within SIMS and teachers must ensure that all children have permission for photographs to be placed on the school website before doing so.

Included in the Computing Scheme of Work is online safety. This includes being safe online, awareness of the dangers, reporting incidents of abuse, information exchange and how they should behave online. These lessons are delivered at the start of every term (6 discrete lessons a year) and teachers refer to the S.M.A.R.T. display in the Computing Suite during lessons.

MONITORING & REVIEW

The monitoring of the standards of children's work and the quality of teaching in Computing is the responsibility of the Computing subject leader. The work of the subject leader involves supporting colleagues in the teaching of computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations are also, occasionally, undertaken and the subject leader regularly reviews evidence of the children's work.

H. Miller & S. Samways
Oldfield Park Junior School
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