**St. Mary’s CE Primary School, Davyhulme**

**COMPUTING POLICY**

All the activities in St Mary’s School are carried out in the Christian spirit and should promote the school values of Faith, Family and Future – Building a positive future for all as part of God’s loving family.

St Mary’s School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the English curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

# INTENT

# Introduction

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching & learning.

# Aims

* To enable children to become autonomous, independent users of ICT, gaining confidence and enjoyment from their computing activities
* To develop a whole school approach to computing ensuring continuity and progression in all strands of the 2014 Computing National Curriculum
* To use computing as a tool to support teaching, learning and management across the curriculum
* To provide children with opportunities to develop their computing capabilities in all areas specified by the Curriculum 2014 orders.
* To ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
* To maximise the use of ICT in developing and maintaining links between other schools, the local community including parents and other agencies.

**Objectives**

In order to fulfil the above aims it is necessary for us to ensure:

* a continuity of experience throughout the school both within and among year groups
* the systematic progression through Foundation Phase & KS1 & 2
* that the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage
* that all children have access to a range of ICT resources
* that computing experiences are focussed to enhance learning
* that cross curricular links are exploited where appropriate
* that children’s experiences are monitored and evaluated
* that resources are used to their full extent
* that resources and equipment are kept up to date as much as possible
* that staff skills and knowledge are kept up to date

# IMPLEMENTATION

# The school’s LTP is used to form the medium term plans for Computing on which are highlighted: Learning objectives, activities, vocabulary and assessment. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Skill ladders will be available and will also be displayed in the ICT suite to enable staff to ensure progression and coverage.

Each class is allocated a time in the ICT suite to accomplish their computing scheme of work units. This scheme is integrated to ensure that delivery of ICT is linked to subjects where possible and takes on board the statutory requirements of other national curriculum subjects. Each class can be allocated additional time in the computer suite to apply the use of ICT to other subject areas. A weekly timetable is displayed within the ICT room for staff to sign up for additional time where appropriate.

Individual machines in classrooms support the development of ICT capability by enabling further development of tasks from the ICT room; encourage research, and allow for the creative use of computing in subjects. This is highlighted in the computing plan and in subject plans.

# Teaching & Learning

Teachers’ planning is differentiated 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.

 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 pace of working
* Different groupings of children - groupings may be based on ability either same ability or mixed ability.
* Different levels of input and support
* Different outcomes expected

The ICT coordinator will review teachers’ ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

**Equal Opportunities**

The National Curriculum states that, “All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability.”

It is our policy to ensure this by:

* ensuring all children follow the scheme of work for ICT
* keeping a record of children’s ICT use to ensure equal access and fairness of distribution of ICT resources
* providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
* monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

We are currently investigating ways in which parents can be supported in developing their knowledge of curriculum requirements for ICT and how they can support their children.

# Internet Safety

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. An internet access policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access.

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.

**Please see ACCEPTABLE USE POLICY for children and adults**

# Assessment (See school Assessment Policy)

ICT is assessed both formatively and summatively.

Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes.

# Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.

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

# The Subject Coordinator

There is a clear distinction between teaching and learning in computing and teaching and learning with ICT. Subject coordinators should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their ICT study and are applying those skills within the context of another curriculum subject.

Subject coordinators work in partnership with the ICT coordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

**Monitoring**

Monitoring computing will enable the 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 of the quality of computing teaching and learning the coordinator will:

* Scrutinise plans to ensure full coverage of the ICT curriculum requirements
* Analyse children’s work
* Observe ICT teaching and learning in the classroom
* Hold discussions with teachers
* Analyse assessment data
* Resource (software and hardware audit)
* Attend regular training TTSA – sharing good practise

# Health & Safety

We will operate all ICT equipment in compliance with Health & Safety requirements. Children 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. Computer Room Rules are also on display within the ICT room for reference.

The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. **Trafford manage our computers and security systems ensuring they are access safe and appropriate content for the children.** All software loaded on school computer systems must have been agreed with the designated person in the school.
All our software is used in strict accordance with the licence agreement.
We don’t allow personal software to be loaded onto school computers.
Please refer to the school’s Data protection policy.

# Home school links

# Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. Teachers are sensitive to the fact that children may not have access to ICT or may not wish to use it to complete tasks out of school.

# We have a school website which will promote the school’s achievements as well as providing information and communication between the school, parents and the local community.

This policy reflects the school values and philosophy in relation to the teaching and learning of and with computing. It 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 read 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.

This document is intended for

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

Copies are of this policy are kept centrally and are available from the headteacher and the subject coordinator.

Other policies to read in conjunction with this:

* Acceptable Use
* Internet policy
* PSHE Policy
* Assessment policy

Review date: September 2021