CYRIL JACKSON PRIMARY SCHOOL

COMPUTING POLICY

AIMS OF THE ICT POLICY

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

Our **Acceptable Use Policy** outlines guidelines for use of the Internet in the school.

WHAT IS COMPUTING?

Computing comprises a set of concepts and skills for using and communicating information. It includes the use of:

- Audio and video recorders, CD and DVD players
- Telephones
- Digital, still and movie cameras (flipcams), scanners
- Electronic musical instruments and sound mixing equipment
- Computers
- Laptops
- Programmable toys, robots and control kits e.g. Beebots and Lego Dacta
- Assistive technology, e.g. touch screens
- Graphic calculators, PDAs
- Data logging kit including temperature probes, light sensors, sound sensors
- Voice-operated equipment
- Microphones
- Podcasting equipment
- iPads and other tablet PCs
- Internet
- Interactive whiteboards and similar interactive presentation technologies
- Visualisers
- Online learning environments
- Google Apps
- Blogging

SCHEME OF WORK

In order to ensure full coverage of the National Curriculum, we have a school framework for Computing, based on the Rising Stars Switched on ICT SoW, which maps out 6 units of work and skills-based activity ideas across each year of KS 1 and 2. This provides continuity across the year groups and ensures progression through the key stages. Pupil activity files and teacher's planning to support all the units of the SoW are easily accessible to pupils and staff respectively on the Cyril Jackson shared network.

As a school we are committed to using the best tools for the job of teaching and learning in any given subject area and the Computing coordinator works alongside other subject coordinators to ensure that there is appropriate provision of resources, including software and hardware. In order to facilitate this, subject coordinators may spend some of their budgets on ICT and vice versa to provide cross curricular learning.

TEACHING AND LEARNING

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems with resilience, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.

At Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning fun.

Our goal is to combine excellence in teaching with enjoyment of learning (see Teaching and Learning Policy).

COMPUTING IN CLASSROOM PRACTICE

A range of teaching and learning styles will be reflected in teachers' planning, assessment and classroom practice. These will include:

- Using the computer or appropriate presentation technologies (i.e. Promethean interactive whiteboard, visualiser) to demonstrate to a group of pupils or the whole class.
- Leading a group or class discussion about the benefits and limitations of Computing.
- Individual, paired or group work developing Computing concepts and skills using non electronic media.
- Collaborative and co-operative activities in groups.
- Using software such as Movie Maker, Comic Life, Purple Mash, to incorporate cross curricular Computing.
- Using the school website and other third party web-content (such as Accelerated Reader) to promote classroom and out of hours learning.
- The use of laptops and tablets to provide cross-curricular opportunities through science, maths, literacy, humanities etc…
- Guided discussion and evaluation of work-in-progress and finished work.
- Opportunities for children to self-assess their progress against given success criteria.
- Work saved into child's *My Documents* which can then be accessed and improved on by the child.
- A selection of children's work (images/documents) to be printed and kept in a classroom book to show the progress the children have made as they go up the school.
- Opportunities for pupils to work individually, either independently or supported by an adult, and with a partner.
- Differentiated work provides children with support or challenge as appropriate (see below).

DIFFERENTIATION

Planning and assessment of Computing show appropriate differentiation. Three levels of work are provided (tricky, trickier and trickiest). Throughout the school in various subjects, children are taught how to pick the most appropriate level of work. If children have the opportunity to work in mixed ability pairs, there should be a discussion as to which level of work is most appropriate for both pupils. Teaching assistants and other adults are available to provide appropriately focused support.

VOCABULARY

Pupils are taught the correct subject specific and technical vocabulary consistently across the school and are given opportunities to consolidate their understanding. A progression of suitable language structures is included in planning and on the working walls in the ICT Suite.

ASSESSMENT

Learning must be focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. A focus on individual children will help to mainstream support for children with particular needs.

COMPUTING ASSESSMENT, RECORDING AND REPORTING

Every pupil has a personalised user account with individual usernames which allows them access to their own personal N:/ drive and the shared S:/ drive on the server. These areas allow children to save work in well organised files and folders. All teaching staff have access to both the shared drives K: and S: and the individual N: drives. The teacher also keeps a portfolio of a selection of children's work to help see progression.

RESOURCES

We believe that in addition to learning Computing as a subject in its own right, the potential of Computing to improve teaching and learning throughout the curriculum should be fully exploited. To meet this objective, we have:

- An ICT Suite comprising 15 computers in the North Building
- Every classroom has at least one computer
- Two sets of 30 laptops for classroom use in the North Building and one set of 30 laptops for classroom use in the South Building
- A fully comprehensive wireless internet system
- A server based network which links both sites
- Interactive whiteboards in all classrooms
- Programmable toys such as floor robots, remote controlled cars, programmable robots and other control devices accessible as appropriate
- Digital cameras, digital video cameras and iPods for recording children at work and for use by the children
- Scanners for teacher and children's use
- Digital microscopes
- Data logging log-boxes equipment for monitoring temperature, sound and light

- Internet access across all equipped devices
- iPads available for classroom and small group use
- Green Screen hardware and editing software
- Microphones, headsets and podium software for podcast production
- All pupils have access to a wide range of software covering the Rising Stars SoW and supporting the Curriculum
- Display boards reflect current or recent work in ICT
- All displays are labeled and include specific vocabulary
- All equipment is security stamped, logged, tagged and monitored via our asset management system, Parago

An annual audit of Computing equipment is carried out by the Computing consultancy company so that refurbishment and provision for new technologies can be included in school improvement planning.

STAFF ROLES AND RESPONSIBILITIES

The Governors are responsible for ensuring that there is a Computing policy and development strategy.

The Head teacher is responsible for:
- meeting statutory Computing requirements
- ensuring that there is an Computing policy, validated by the LEA, and that it is implemented
- ensuring that the school is adequately resourced and equipment maintained
- ensuring that teachers are appropriately trained
- ensuring that overall Health and Safety procedures are in-place, for example through Borough check
- liaising with the Computing Advisory team and other agencies, as necessary
- ensuring that the Computing coordinator is effectively line managed and supported

The class teacher is responsible for:
- developing the pupil's Computing capability in accordance with school policy and the requirements of the National Curriculum
- ensuring that each pupil has equality of access to Computing resources
- monitoring and evaluating each pupil's experiences
- developing their own capability to support their teaching and pupils' learning

Classroom assistants and adults other than teachers are responsible for:
- working with the class teachers to ensure pupils develop their Computing capability
- developing their own Computing capability to support teaching and learning

The Curriculum Coordinator is responsible for:
- liaising with the Computing coordinator to develop appropriate resources to support the subject in question
- ensuring that curricular Computing resources are appropriately budgeted for
- working with class teachers to ensure pupils use Computing effectively in the subject in question
- developing their own capability to support teaching and learning

The Technical Learning Consultant is responsible for:
- working with the Computing Coordinator to ensure software and hardware are deployed efficiently and maintained regularly

The ICT coordinator is responsible for:

Co-ordination:
- coordinating the writing of the school's Computing policy
- ensuring, via regular monitoring, consistent implementation of the Computing policy

Resources:
- organising resources to support the Computing policy and its priorities
- ensuring staff access to Computing resources
- ensuring safety of equipment
- coordinating the purchasing and maintenance of equipment

Staff development and support:
- identifying what Computing support is needed by individual staff
- assisting staff to incorporate Computing into their planning and lessons
- arranging in-service support
- providing advice

Monitoring and review:
- monitoring and reviewing Computing practice and provision
- involving staff in the review and development of Computing policy

External liaison:
- keeping up-to-date on the use of Computing in the curriculum e.g. attending termly LEA meetings
- liaising with LEA advisory staff, STASS and other external agencies
- liaising with other schools

Managing
- managing the Technical Support Consultant based at Cyril Jackson
- line-managing the Communication Manager to ensure effective use of communication tools at Cyril Jackson

OUT OF HOURS LEARNING

Computers for parents to use are located in the reception area of both buildings. We are developing a basic Computing skills course accessible to parents.

Children have a number of options for accessing additional learning opportunities from home. Children in KS1 will be able to access Purple Mash to extend their maths and reading. Children in KS2 will have access to Purple Mash and Accelerated Reader to extend their reading, writing and maths skills. Children who don't have access to the internet at home will be given opportunities to complete this work in school.

SUSTAINABILITY

All broken electronic equipment will be gathered in the South Building Computing suite and recycled bi-annually.

TRAINING OPPORTUNITIES

We believe that all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Staff development will raise achievement and improve the learning environment within the school. Support is being offered both from within the school, and through external agencies/institutions. (See Training and Development Policy.)

ICT Training

Staff attend courses identified as appropriate, either external to the school run by the LEA, or internal courses run by the Computing coordinator or invited trainer. The Computing coordinator also briefs staff at the Professional Development Management meetings about new software and other Computing issues when necessary.

EQUAL OPPORTUNITIES

The school is committed to the following:
- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed. (See Equal Opportunities Policy and Racial Equality Policy.)

We ensure that all pupils have equal access to the National Curriculum for Computing.[1]
The strategies we use to ensure equal access for all our pupils are outlined in our Equal Opportunities Policy. The appropriate deployment of Computing is included in pupils' IEPs to support SEN and EAL children e.g. use of a laptop, talking word processing, word banks.

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[1] See the National Curriculum Orders available at www.nc.uk.net.

We provide a discrete Computing lesson for all pupils in Key stage 1 and 2 every week for one term, in addition to at least one cross curricular slot.

LEGAL ISSUES

HEALTH AND SAFETY
We follow the NAACE advice and ensure that our equipment is given an annual electrical check by the LEA electrical testing officer.

COPYRIGHT AND DATA PROTECTION
We ensure that we have legal licences for all our software and we will not re-publish any scanned or digitised images without checking copyright.

We follow the LEA guidelines regarding data protection, for example in the case of transferring pupil data or publishing images of pupils.

COMPUTER SECURITY AND VIRUS PROTECTION
We strive to make equipment readily available and yet secure. All feasible equipment is security marked and all computers are virus protected. External storage drives are only to be used for the purpose of backing up data, not transporting it on and off site.