

Langmoor Primary School - Computing Policy

The use of computing is an integral part of the National Curriculum and is a key for everyday life. In an increasingly digital world there now exists a wealth of software, tools and techniques that can be used to communicate, collaborate, express ideas and create digital content.

At Langmoor, we recognise that computers underpin today's modern lifestyle. Our vision is to embrace the positive impact and educational benefits that can be achieved through appropriate use of the Internet and communication technologies; Work within each year group provides opportunities for continuity and progression and is closely linked to other areas of the curriculum; All classes have access to a range of Computing equipment and software to enhance their skills and improve their confidence in using IT in the world around them.

Our Aims

At Langmoor, we aim to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Respond to the new developments in technology.
- Equip pupils with the confidence and skills to use digital tools and techniques.
- Enhance and enrich learning in other areas of the curriculum using technology.
- Develop the understanding of how to use computers and digital tools safely and responsibly.

The Curriculum

EYFS

It is important in Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environment features Computing scenarios based on experience in the real world, such as in role-play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is in particular useful with children who have English as a second language.

Key Stage 1 and 2

Pupils are taught to:

	Key Stage 1	Key Stage 2
Computer science	<p>Understand what algorithms are; how they are implemented as programs on digital devices; that programs execute by following precise and unambiguous instructions and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web Appreciate how search results are selected and ranked.</p>
Information technology	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Use search technologies effectively.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
Digital Literacy	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

We will work to achieve these aims by:

- Helping all children to use technology with purpose and enjoyment.
- Meeting the requirements of the National Curriculum.
- Aiding all children to develop the necessary skills to exploit ICT resources and tools.
- Guiding all children to become autonomous users of computing resources.
- Facilitating all children to consider the benefits of computing and its input on society.
- Ensuring pupils use and gain experience of computing in a variety of subject contexts.
- Developing staff skills to enable them to enhance and extend their pupil's learning.
- Assessing and monitoring pupil's progress to ensure continuity and progression.
- Providing and maintaining appropriate equipment and software.
- Celebrating success in the use of ICT.

Planning, Assessment and Record keeping

Computing is taught through the Purple Mash programme of study. This is a whole school scheme which fully meets the objectives of the National Curriculum and allows for clear progression on computing skills. Pupils' progress towards these objectives are recorded by teachers using the assessment tools within Purple Mash. Staff follow the planning guidance and assessment tracker provided by Purple Mash. All pupils have usernames and passwords and are able to access the programme at home. This allows a home-school link and gives children the opportunity share and/or continue practising the skills out of the school hours.

Provision

The school has a fully functional suite (recently equipped with 30 new desktops) linked to a network server with access to a colour Laser Printer and scanner. In addition to this, children have access to 70 iPads, 30 GoTabs and 15 Laptops, which are used flexibly within the school. All these devices have access to the Internet. A timetable for usage across the whole school is in place. Teachers are actively encouraged to make use of the suite at other times during the day so that they can apply skills to other subjects in the curriculum. Staff have undergone and will continue to receive training in the use of new hardware and software.

Hardware and Software

For a list of the hardware currently in school and its location, please refer to the hardware audit. For a list of software available, please refer to the 'software audit' which is located in the Computer Suite.

Resources which have not been identified as 'class based' are located in the ICT suite which all members of staff has access to.

Microphones, hand-held video cameras, Tuff-cam records, MicroBits, visualisers and data loggers are available to support and enhance the learning of both computing and the wider curriculum. Every member of staff has a school laptop, class camera and a desktop linked directly to the school network and the interactive whiteboard.

All new pieces of equipment must be recorded by the ICT co-ordinator on the inventory held by the office manager and on the Hardware Audit list held by the ICT co-ordinator.

Equal Opportunities

We operate within the school's equal opportunities policy. We challenge prejudice as it arises and have a consistent approach to dealing with racist or discriminatory incidents.

- All pupils have equal access to ICT in order to develop their personal ICT capability.
- Groups are carefully selected by the teacher to meet the needs of the task.
- We check CD-ROM's and other software to ensure gender and ethnicity are reflected in a balanced way.
- All children are encouraged, irrespective of gender. Teachers are aware that many girls are intimidated by the dominating attitude of boys and we therefore group pupils very carefully when pairing for activities.

Links with external agencies

We are currently looking at ways in which the facilities can be used by the wider community, outside school hours.

A shared ICT Technician is available to the school, they are employed through Lemus. The Technician works to maintain the hardware in the school and is available one day a week.

Budget:

The budget is allocated by the school's governing body and many external factors influence the allocation. The ICT co-ordinator prioritises the ICT spending in line with the ICT development plan.

The role of the Co-ordinator

The ICT co-ordinator is responsible for:

- Co-ordinating the writing of the school's Computing policy.
- Ensuring the implementation of the policy.
- Ensuring continuity and progression within Computing throughout the school.
- Ensuring that class teachers undertake assessment and recording of each child's Computing capability and supporting staff in this.
- Ensuring staff have easy access to resources.
- Co-ordinating the purchasing and maintenance of equipment.
- Identifying what ICT support is needed by individual staff.
- Assisting staff to incorporate ICT into their planning and lessons.
- Arranging (and delivering where appropriate) in-service support.
- Providing ideas and support where needed.
- Monitoring and reviewing Computing practice and provision throughout the school.

- Ensuring that they themselves keep up to date on the use of ICT in the Computing Curriculum.
- Liaison with LEA advisory staff, ICT companies and manufacturers and other agencies.
- Liaison with other schools concerning ICT/Computing.
- Liaison with and line management of the IT technician.

Professional development

We believe that ICT is a basic core skill for teachers to have, so that they can develop pupils' ICT capability. We will ensure that all members of teaching staff have an understanding of the National Curriculum orders for ICT/Computing, have had training on how to use Purple Mash, and are confident and competent in delivering the core Computing units outlined in the scheme of work.

Appendices:

Please find attached the Internet Acceptable Use Policy and the Internet Permission Letter that all children need to have returned to the school.

Updated August 2019

To be reviewed again in July 2022