Computing Policy 2014

1 Computing Curriculum Vision

At New Pasture Lane School we value the contribution that technology can make for the benefit of all pupils, staff, parents and governors. We strive to provide safe opportunities in all subjects to motivate and inspire pupils and raise standards across the curriculum. Everyone in our school community will become lifelong learners equipped to meet developing technology with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world.

2 Our Computing vision encompasses the following aims:

❖ To enable our staff and pupils to become competent, confident and independent users of technology.

❖ To provide pupils with the computational skills necessary to become independent learners.

❖ To develop a creative and cross-curricular approach to the teaching and learning of Computing.

❖ To promote safe and sensible use of technology through a dedicated e-safety curriculum.

❖ To use new technologies to enable good quality teaching and learning to take place.

❖ To ensure appropriate and equal access to technology for all children regardless of age, gender, ethnicity or ability.

❖ To commit to the Continuous Professional Development of Computing.

❖ To ensure our pupils take advantage of the ever quickening pace of technological change.

❖ To provide pupils with an understanding of the role technology plays in everyday life at present and its importance in the future.

❖ To give children opportunities to access the Computing Curriculum through home-school links.

3 Inclusion

❖ Pupils with special educational needs should be able to use the technology to encourage their independence and develop their interests and abilities.

❖ All pupils are to have access to the use of technology regardless of gender, race, cultural background or any physical or sensory disability. Pupils with learning difficulties can be given greater access to the whole curriculum through the use of technology.

❖ Research shows that more boys than girls use computers. Access to computers will be monitored between sexes to ensure equality and opportunity.

❖ The youngest pupils in the Nursery and Reception classes begin to use and learn about Computing as soon as it is practicable after entering school, so that they gain confidence in using computers as soon as possible.

❖ Pupils who are noted for being Gifted and Talented within the area of Computing and technology are given additional opportunities to develop the understanding of technology and are both supported and challenged within the context of a Computing lesson and through targeted group activities. Children are targeted to develop their programming and coding skills through Code Club and other school opportunities. Alongside this, children who are recognised as being gifted in ICT are asked to mentor and share their skills with other pupils within their peer group – the aim of this is to help transfer their skills to a wider context. See point 8.

❖ At New Pasture Lane School we also use Digital leaders/Mini-mentors to help support both pupils and teachers within the teaching of Computing. This is done both through cross-curricular lessons as well specific Computing structured lessons. Alongside this the Digital Leaders help to develop new curriculum ideas and run sessions to offer children additional access to technology within lunchtimes e.g. Minecraft and Kodu.

4 Implementing the Policy

Good practice in the use of technology in the curriculum
In Computing lessons

❖ Pupils are timetabled for up to three visits per week to the Computer suite, where they have access to their own computer for a: Literacy, Numeracy and a Computing lesson. Whilst the Literacy and Numeracy sessions are used to develop the pupils IT skills using office and providing broader internet use. The Computing lesson, aims to cover the skills and experience required to develop Computing Capability (**initially through the Scheme of Works provided by Rising Stars 'Switched on to Computing' to keep it simple for staff to understand and follow**)– with an additional emphasis on e-safety (delivered in part through the mini-mentors) and Coding/Programming. However on the whole the teaching of the remainder of the Computing PoS (Digital Literacy, Information Technology etc.) is done through cross-curricular subject links.

❖ Teachers ensure the teaching of Computing is evident within all areas of the curriculum following a topic-based approach and creating cross-curricular links.

In learning and teaching across the curriculum

❖ There are Clevertouch/Interactive Whiteboards (IWBs) in every classroom, used throughout the day for whole class teaching in all subjects. These are also used within group activities by teachers or TAs or for collaborative activities by pupils. Whiteboards are also regularly used by pupils themselves to participate in the class or group lesson, or demonstrate what they have learned or to display work they have done.

❖ The Clevertouch/IWB is connected to a main classroom computer which is on the school network with its shared work area, and to the wider internet.

❖ Classes may visit the Computer suite for additional sessions during the week to carry out Computing-based work in other subject areas. In addition to this all children have access to wireless laptops, and iPads for use in all curriculum areas.

❖ Pupils are able to login to: Mathletics, Education City and Reading Eggs, which gives them access to the same online resources from home as they can access from school. Pupils without home access will be provided access during lunchtime to complete and work.

❖ Teaching and support staff are confident at selecting programs and make extensive use of resources for pupil to use from the school network, or online.

❖ The intention to use such resources appears in all teachers' daily and topic planning, as a matter of routine.

❖ Subject leaders monitor teachers' planning for Computing, and observe the use of technology in lessons. Subject leaders also ensure that technology is used appropriately and throughout the teaching of their subject areas, monitoring of this takes place regularly.

❖ The school maintains a shared work area on the school network, and a good practice area online on the school's website (and phone app), which can be seen from home by staff, pupils and parents. Staff and pupils contribute content as appropriate.

❖ Classes maintain an electronic portfolio of good examples of their schoolwork through the use of Story Sack Apps(SSAP)

❖ The school is going to explore the use of Digital Badges as a form of assessing the use of technology and the Computing Curriculum within cross-curricular subject work.

❖ Throughout the year there are various Computing clubs on offer, for example Lunch Clubs including Mathletics, Makewav.es and Reading Eggs, targeting children throughout the school to support their learning of all subject areas through technology. For more specific Computing skills, we run 2 Code Clubs – one for children beginning their learning journey into programming, and one for those children who are more advanced.

5 Developing and monitoring the Computing curriculum

The Head teacher and Computing Subject Leader are responsible for ensuring there is a Computing policy and that it is implemented. The Computing Subject Leader is responsible for mapping the Scheme of Work and for liaising with other subject leaders to map the delivery of further technology use in learning and teaching across the curriculum.

Members of the SLT will monitor learning and teaching in Computing as they do for literacy and numeracy. The Computing Subject Leader will also be involved in monitoring class teachers' curriculum planning and teaching. The Computing Subject Leader will carry out an audit of staff skills annually and support and training will be provided where necessary.

All staff will regularly update their displays and ensure that the use of technology is evident with classroom and curricular displays.

6 Assessment

This year the school is taking a new approach to the way in which it assesses the new Computing Curriculum. As well as self-assessment at the end of each module, we are going to explore the use of Digital Badges as a form of assessment. Using the Progression Pathways document from Computing at School (CAS) http://community.computingatschool.org.uk/resources/2324 , each learning point has been mapped to activities and skills within a Digital Badge on the Makewav.es Social Networking Platform. These badges will be earned by individuals from Year 3 upwards, and earned as a class within Key Stage 1 using a class login. The badges themselves have been designed from a 'Using and Applying' approach so that very few of the activities are 'taught' directly and the pupils will need to use what they have learnt in order to complete the tasks asked of them. Additional information can be found here – www.makewav.es/computingcurriculum
As the badges are not levelled (and in part not strictly linear), the criteria in which they are completed will not necessarily happen over the course of an academic year.

Within the EYFS, the children are to be assessed against a set of Key Skills, developed through consultation with the teaching staff, which they have the chance to develop over the course of their time spent at school (*in the foundation stage*). These Key Skills give the children opportunities to develop a range of techniques within the 'Computing Umbrella', thus providing them with an excellent grounding to further progress the knowledge of technology in the wider world.

7 Home Links

The children have access to a wide variety of resources that enable them to continue their learning of Computing and technology at home. Currently the children have access to;

Mathletics, Education City, Reading Eggs and a range of resources made available through the school. Through these the children are able to completed set tasks, and save their work virtually so that it can be shared both in school and at home with teachers and parents. In addition to this, users of the Makewav.es platform have access to a wealth of online learning opportunities through our use of Digital Badges, some of which will be set through homework activities, others of which the children will find and explore during their own independent learning.

8 Identifying Gifted pupils in Computing

At school, all staff have high aspirations to challenge and motivate children of all abilities. In Computing, pupils who are identified as gifted are challenged within lessons in school, and are additionally offered external workshops and challenges; as well as encouraged to attend extra-curricular activities. Staff should look for ways to enrich pupils' experience of computing rather than accelerating them through the syllabus. The provisional nature of work on computers allows scope for work to be refined and developed.
To help identify pupils who are gifted, the following markers have been adapted from CAS, with example of what this might look like within school.

Gifted Markers to look for in Computing
• Finds and uses new technology (hardware/software) to further learning
• Uses own skills and knowledge to help support (and 'teach') peers
• Uses technology to help solve problems, *and understands when it also creates problems*
• Considers the limitations of technology, and looks for ways to overcome these limitations
• Considers the purpose to which information is processed and communicated, and how the characteristics of different kinds of information influence its use
• Uses technology innovatively to support learning in other subjects
• Understands the positive impact using technology has in supporting the learning of less able pupils
• Uses skills and knowledge of Computing to design, create and 'debug' programs when only given a specified outcome
• Consider some of the social, economic and ethical issues raised by the use of technology both in and out of school

9 Ipads

There are an additional 32 i-pad minis, for use by all children, to give them further opportunities to develop their Computing skills through other subjects. These are timetabled for each year group on a weekly basis, available during either am or pm sessions. This provides classes the opportunity to apply their Computing knowledge in a creative context and expand their use of Story Sack apps.

Acceptable Usage in school.

Users must use protective covers/cases for their iPad.
The iPad screen is made of glass and therefore is subject to cracking and
breaking if misused: Never drop nor place heavy objects (books, laptops,
etc.) on top of the iPad .
Only use a soft cloth or approved laptop screen cleaning solution is to be used to clean the
iPad screen.
Prior to use pupils must always wash their hands.
Do not store or leave unattended either inside or outside school (unless with the Teachers'
permission).
Before school finishes the ipads must be counted, stored and lock securely in their
respective charging safes.
Keys are to be returned to the office .
In order that they are ready to use the next day, the charging unit can be left on overnight.
Whenever possible for additional security both trollies are to be stored inside the Assistant
Headteachers office.
Syncing the iPad to iTunes or iCloud and addition of new apps will be maintained by the
Computing Co-ordinator.

Prohibited Uses (not exclusive):

Cameras – Users must use good judgment when using the camera. The user
agrees that the camera will not be used to take inappropriate photographs or videos, nor
will it be used to embarrass anyone in any way. Images of other people may only be made
with the permission of those in the photograph. Whilst the posting of images/movies on the
Internet into a public forum(blogging, twitter) is prohibited, without the express permission
of the teacher or in the case of staff use; a member of the Senior Leadership team.

Smart/mobile phones should not be used by staff in front of the children.
Children bringing smart phones to school should pass them onto the office or their class
teacher during registration, to be returned at the end of the day.

Misuse of Passwords, Codes or other Unauthorized Access: pupil ipads do not have log in
passwords to allow easy access for all key stages . Changes to accessibility options such as
the modification of settings as well as access to internet sites (when the filter restricts
access) can only bypassed by staff via an access code.

A Smoothwall internet filter is used in school to restrict access to any offensive, threatening
or inappropriate materials that the children may view whilst on line. However, sometimes
inappropriate materials may be seen, if this happens pupils are to report these to staff/mini-
mentors immediately so they can be blocked and the Computing co-ordinator is to be
informed. Exceptions to sites suitable for education can be forwarded by staff to
support@jp-consultancy.co.uk.,and are normally cleared for use with a day.

10 Data Protection Act

Any individual has to the right in law to view information held about him of her on a computer systems and care should be taken about any sensitive information e.g safeguarding issues, personal data. These can be kept on an 'eyes only' (restricted) part of the server alongside other sensitive documentation.

11 This Policy

The Computing subject Leader and the Headteacher will be responsible for ensuring the effective monitoring, evaluation and review of this policy.

12 Related Documents in School

NAACE Self-review framework online tool (ICT Mark)
Rising Stars Modules
Code Club Resources
Computing Curriculum Map
Safe Social Networking - SoW
Makewav.es – Computing Curriculum Digital Badges
Computing subject leader Job Description
Computer Equipment stock list/inventory (audit)
Staff Skills ICT audit 2013
Internet Acceptable Use Policy
Internet Acceptable Use Agreements (Staff/Pupils/Volunteers)
E-safety policy
Social Networking Policy
School Curriculum Statement
Health and Safety Statement
Technical Support Contract (SLA JP Consulting)
Key Skills Assessment Spreadsheets - EYFS
Curriculum Frameworks

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