



**ETON PARK JUNIOR;
A de Ferrers Trust Academy**

Computing Policy

September 2017

**To be reviewed at least every two
Review Date: September 2019**

APPROVED AT GOVERNOR MEETING

SIGNED.....

DATE.....

CHAIR OF GOVERNORS

Introduction

This policy outlines the teaching and organisation of Computing taught at Eton Park Junior; A de Ferrers Trust Academy.

At Eton Park we believe that Computing is a vital skill that children need to have and understand in the modern day. The school believe that the Computing skills can have a significant benefit to all students throughout the curriculum. As a staff team it is seen as extremely important for us to implement effective teaching of computing skills to equipment children for their future careers. We want to ensure that students understand the benefits of digital media but also know how to stay safe online. We have a separate Online Safety Policy, which is available on the school website policy page.

The school's computing coordinator is Emma Mason and the computing technician is Amanda Knights.

Rationale

We believe that Computing requires the children to become confident when handling a variety of systems and electronic devices such as computers and iPads. However, we also believe that computing also involves becoming confident with other devices such as cameras, video recorders, microphone recorders and many more. The ICT suite provides each child with a computer to work on thus allowing the children a perfect opportunity to develop their individual skills.

Aims, Objectives and Vision

Our aim at Eton Park Junior; A de Ferrers Trust Academy is for all children to become confident when using their computing skills inside and outside of school. Computing is integrated effectively in the planning, teaching, learning and assessment of all areas of the curriculum. The aim at Eton Park Junior; A de Ferrers Trust Academy is to generate students who can use their computing skills confidently, independently and safely which will therefore support the children in future learning and their future careers. We aim for the teaching of ICT to make a significant impact of the children.

In order to successfully achieve the above we need to:

- follow the National Curriculum guidelines to ensure the children are be provided with a range of computing experience regardless of gender or ability.
- enable the children to have enjoyable Computing experiences.
- enable children to use their Computing skills independently.
- enable children to use their Computing skills safely.
- ensure that children are building on their Computing skills as they progress throughout the school.

ICT Suite.

The ICT suite enables students of all abilities to develop their own independent computing skills. Our aim is to use the ICT suite to its full potential to enable an effective, exciting and fulfilling computing curriculum that allows the children to reach their full ability. The suite is used throughout the day not only for computing lessons but also for interventions involving Maths and English.

Aims of the Computing National Curriculum:

The national curriculum for computing aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.

KS2 to be taught to:

- design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property;
- use technology responsibly, securely and safely
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Planning.

The planning in school is based around the National Curriculum requirements and aims to provide a cross curricular learning experience for the children. Teachers use the creative curriculum topic they are studying to base their computing topic around. Computing is taught as a discreet subject however is now becoming integrated within other curriculum lessons as well.

It is the responsibility of the staff to:

- continually review and effectively implement planning, based on adapted units of work from Rising Stars.
- to plan for and deliver computing as a subject and on a cross-curricular basis in a creative way where applicable.
- provide opportunities for students to develop skills in each stated aspect of computing aiming for them to begin to understand its applications and effects.
- present a broad range of activities to all students.
- ensure that the learning objectives are focused and clearly demonstrate which area of the National Curriculum they are covering.
- use target tracker to identify the areas of development the children need to focus on and to aid differentiation.

Scheme of Work.

Our aim is to use our schemes of work to the highest potential. At Eton Park Junior; A de Ferrers Trust Academy, we use the Rising Stars scheme of work. This scheme of work caters exceptionally well for students of all abilities to support the development of the childrens skills and understanding. Each unit is planned to provide a balance of skills based and integrated task activities with cross curricular links where possible.

Teaching and Learning Approaches.

When teaching computing, there should be a range of whole class teaching and individual work. The ICT suite provides the children with the opportunity to work independently and develop their own skills as they are able to have a computer each. Some group work and teaching does take place especially when children are supporting each other.

Online Safety within the Computing Curriculum

As a school, online safety is an important part of the computing curriculum. Each half term, the children receive a focused on lesson as part of online safety. These lessons follow the Rising Stars online safety scheme and each year group has lessons tailored to them. Online Safety is discussed each time the children go in to the ICT Suite and a reminder is always given to the children. If any concerns arise, these are passed to the DSL and safeguarding procedures are followed (please see Safeguarding and Child Protection Policy for further details).

Alongside this, the school takes part in the national Internet Safety day and specific events are planned throughout the school within this week to heighten awareness for children and parents.

The school has a separate **Online Safety Policy**.

Assessment

Assessment can be made throughout the year using Target Tracker statements. Teachers can highlight the statements on the Target Tracker system and place notes about the children and their achievements as the year progresses. Teachers only put in a final level at the end of the summer term. Evaluations are completed by each teacher each term and provide information about those achieving above and below expectations these are then given to the computing coordinator to analyse and evaluate. This informs future leadership management decisions regarding resources and student support.

Resources and Learning Environment

At Eton Park Junior; A de Ferrers Trust Academy, we are committed in ensuring that all the computing resources in school are up to date and are fully functioning so the students can achieve their maximum. Currently in school we have a fully functioning ICT suite that contains 30 computers with the most recent software installed on them. Each computer has headphones available and each child has their own named headphone covers and must use these each time. Each computer also has microphones to support children that are using the computer suite for intervention programmes. Additional to this, 10 iPads are available for the children to use as a PE resource in order to record and reflect on their practice and 20 iPads are available to support the delivery of the curriculum and cross-curricular work in classes. Each teacher has been given a tablet in order to complete on going assessments of the children during lessons on target tracker. As well as a main teacher computer, there is also a laptop in each classroom that the class teacher can use to support learning in class. The suite and laptops can be used to support the delivery of intervention groups and completing testing, such as dyscalculia, dyslexia and working memory. Each classroom has a SMARTboard and a projector and these are replaced on a rolling basis. Additional technological resources such as microphones and recorders are available in a central location in the ICT cupboard. A video camera is available to all staff and this primarily used to record lessons in order to assess the children and for CPD for staff.

Clubs

At Eton Park Junior; A de Ferrers Trust Academy, we aim to offer computing clubs for pupils at lunchtime to allow them to explore their computing interests. Many children choose to develop their skills using the software they have experienced in the lessons. When computing clubs are provided, they are run by an experienced member of the school staff and children are constantly monitored during this club.

Resources Location

Central resources such as iPads, microphones and voice recorders, are kept in a central location in computing cupboard in the corridor just beside the library. The office and computing technician have keys and access to this cupboard. iPads should be signed in and signed out as the teachers and TAs take them out to ensure that all iPads are present. The video camera is placed in to the central office and is kept in a cupboard. The camera needs to be signed in and signed out each time a member of staff uses it.

Software

A range of software is used in a cross curricular way at Eton Park Junior; A de Ferrers Trust Academy. The school has a range of software programmes to enhance teaching and learning opportunities for all, for example, Lexia, Symphony and Speech Link.

Testing software allows us to test for dyscalculia, dyslexia and working memory problems therefore allowing us to address any issues and put in place support to help these children progress to the best of their ability. This software and the tests are used and conducted by TA assigned to this role.

Provision for inclusion

At our school we encourage all children to aim high and achieve to the best of their ability. We aim to ensure that all children, including those with special education needs and those who are working at greater depth, to achieve to their full potential and are supported appropriately to do this. Children who are more able are encouraged to take on an 'expert' role where they are encouraged to guide and support those who are less able in computing. More able children are also set extended challenges where they complete a specific challenge on their own where the skills they have learnt are implemented in a variety of different ways.

In order to support those children with special educational needs the follow steps can be implemented to support computing learning:

- Appropriately differentiated tasks.
- Support by working in a group or provide a buddy system.
- Provide additional guidance documents to support the children.
- Clear organisation of resources.
- Consideration of recording methods.

Equal Opportunities

At Eton Park Junior; A de Ferrers Trust Academy, we fully believe that all children are entitled to have every opportunity to achieve their full potential in computing irrespective of gender, race, class or disability. To do this, planning should reflect the diverse needs of all children.

Certain applications of ICT are used for students:

- Who have learning difficulties and need to practice their basis skills on a regular basis.
- Those who need additional support to develop their language skills in English.
- Intervention programs to develop and help children progress in areas of English and Maths.

Assessment and Recording

On the system each year group and class have a file that children and staff can access in order to provide a central place for the children to keep and save their work. By doing this the staff can access each child's work in order to mark and assess the child's progress. Marking may not always be written down and verbal feedback is also given to provide the children with their next stages of development or progress. Often verbal feedback is more beneficial to the children in computing lessons than written marking. Where possible, children will be asked to print off their work and place this in to their folders. Each year group has been provided with folders to keep their work in.

Assessment: Target Tracker is used throughout the year in order to identify the statements that the children have achieved. Teachers identify the statements that the children have achieved as the year progresses. At the end of the summer term the teacher will submit a final level based on the statements that they have highlighted.

Student self-assessment: at the end of each unit that the children complete they will fill out a student self- assessment. This involves the children identifying how they feel about the skills they have learnt during that using a scale to identify their confidence. Once the children have completed these the teacher keeps them to pass on the subject coordinator.

During the year the subject coordinator will collect a sample of work from each year group identifying any children who have a deep, advancing or basic understanding/development of skills

in their computing learning. The subject coordinator will also take a sample of the student self-assessments to assess the skills the children need support with.

ICT targets

These will be displayed on the board in the ICT suite identifying the unit that each year group is focusing on and what skills they are going to achieve from this.

Basic skills

Eton Park Junior; A de Ferrers Trust Academy are committed in supporting all childrens progression in basic skills in Maths and English. Many of our computer software programs support the children in this and they are used for many intervention groups focusing on English and Maths.

Health and safety

All staff have a responsibility to ensure that all children in their care are aware of the health and safety aspects of using the computing equipment.

All staff need to ensure:

- Children are aware of how to work safely at each work station and be made aware of the ICT suite safety rules.
- Ensure that children are sitting an appropriate distance from the whiteboard at all times. Clear signs are on display to remind staff and children how far away they should be from the board.
- Computers should be logged off and switched off appropriately at the end of each lesson or at the end of the day.
- Children to be shown how to correctly sit on the computer stools when using the computer.
- Children should be aware of how to correctly pack away any of the computer equipment,
- Ensure that the children are aware that anything in the back of the computer is left alone and not touched by themselves.

Each classroom has a clear poster displaying how to use computing equipment correctly. The ICT suite also has clear posters displaying the ICT suite rules. These can be found inbetween each computer. Each classroom also has a poster displayed identifying how far away the children should be sitting from the whiteboard.

Legislation including copyright and data protection

All software loaded on school computer systems must have been agreed with the System Administrator. All our software is used in strict accordance with the license agreement.

Monitoring and Evaluation

At Eton Park Junior; A de Ferrers Trust Academy the computing team will monitor and evaluate the subject in a variety of ways.

- Review the planning and the planning resources used in school.
- Professional discussions with staff.
- Lesson observations with SMT.
- Student self-evaluations.
- Analyse the levels using target tracker.
- Monitoring samples of work from each year group.
- Learning Walks.
- Student voice.

Leadership and Management

The overall responsibility of the computing curriculum rest with the leadership and management team in the school. In order to ensure that computing in the school is taught and monitored thoroughly the co-ordinator will aim to:

- Raise standards of computing in the school.

- Keep up to date on developments in the teaching of Computing and attend professional training when appropriate.
- Provide training to staff in areas where CPD is needed.
- Monitor continuity and progression in Computing, by consultation with colleagues and observation of student's work.
- Monitor the provision of resources for Computing.
- The subject leader will use Target Tracker to analyse data and track children from year to year.
- The subject leader will ensure that the Computing skills being taught shows progression throughout the year groups.

Computing team

At Eton Park Junior; A de Ferrers Trust Academy the computing team consists of a subject co-ordinator who focuses on the curriculum side of computing and then a computing technician who supports the subject co-ordinator with software and hardware updates and support with all technical aspects of the school.

Computing Policy Update

At Eton Park Junior; A de Ferrers Trust Academy we are committed to ensuring that the computing curriculum is adapted and updated to provide with best computing curriculum possible. The policy will be reviewed on a regular basis to keep updated with any changes made by the school to the computing curriculum or those made legally by the government.