Eardisley CE Primary School

Computing Policy

2022

Intent

We see computing as an important tool to help bring our children's learning to life.

Children will -

- Demonstrate competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- Exhibit the ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- Show an understanding of the connected nature of devices.
- Display the ability to communicate ideas clearly by using applications and devices throughout the curriculum.
- Demonstrate the ability to collect, organise and manipulate data effectively.

Implementation

What does our computing curriculum look like?

Please refer to our Eardisley CE Progression map, the https://teachcomputing.org/curriculum website planning and our KS1 and KS2 Long Term Plans. These demonstrate the progression of knowledge, skills and software within the whole school computing offer. Computing is often taught in a cross-curricular way as well as some discrete sessions.

Day to day responsibility for the delivery of the computing curriculum rests with class teachers.

The computing coordinator is responsible for developing the school strategy for computing taking into account opinions expressed by all members of the school community, particularly classroom based staff. This development is also informed by external factors and developments in technology.

The school maintains an on-going relationship with Herefordshire's Curriculum computing Support Team and we seek to ensure that, where appropriate, our computing development reflect priorities at local authority and national levels. The recommendations of our technical support provider (see below) are also taken very seriously.

The computing coordinator is ultimately responsible to the head teacher and governing body in whose hands all final decisions on strategy rest.

Teachers in the EYFS work closely with teachers in lower KS1 to ensure a smooth transition of learning in computing and a continuation of a child centred approach from Early Years.

Impact

Our computing curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory and know more, remember more and understand more.

Children at Eardisley will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. They will be able to apply the values of tolerance and mutual respect, when using digital systems. Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

Budgeting for computing

Recommendations for computing spend are brought by the computing coordinator, via the computing development plan to the management team and governors' finance committee who consider the funding requirements alongside other request for funds within school.

Our school still budgets for dedicated computing funding. These funds are allocated to appropriate computing expenditure highlighted in the computing development plan by the computing coordinator in consultation with colleagues.

Our head teacher and governing body are mindful of the expensive yet essential high budgetary costs of maintaining and developing our computing infrastructure.

Environmental impact

Our school takes seriously all issues relating to the environment and this is no less true with computing. We strive to ensure that all purchasing decisions are backed by sound research and guidance so that every piece of computing equipment will last as long as possible.

With the assistance of our technical support providers we strive to ensure that the life of any piece of computing equipment is extended as long as is reasonably possible without making unnecessary demands on technical support or causing unnecessary problems in lessons.

At the end of their useful life we ensure that computer equipment is disposed of in an environmentally friendly way, safely and securely, after any data has been removed.

We operate a "print once" policy in school: all staff and children are encouraged to check work thoroughly on screen before printing and only then to print when appropriate.

Documents that are better kept as electronic copies are left in that format and shared as is appropriate via the school network.

We are moving to place as much information to parents as possible on the school's website and fewer letters are being sent home.

The use of computing to support assessment recording and reporting

Computing is used to support assessment, recording and reporting in school. The school is developing a SIMS and Discover package to meet its needs in this regard.

Communication strategy

Our school website www.eardisleyschool.co.uk is used primarily as a window on our school for those that are not already a part of our community.

Class teachers regularly contribute high quality work by children for use on the site (see E-safety policy for permissions etc.)

We use a SMS texting system to send urgent messages to parents' mobiles.

Class Dojo is used in each classroom as a form of communication with parents and carers. Consent for photographs to be shared securely on this platform is gained each year by each class teacher before these are uploaded. This platform is also used in the case of school closure or 'bubble' closure (due to COVID 19) to set and share learning tasks with pupils and parents. Zoom is also used as a way of teaching and connecting with our families in relation to Covid 19 when appropriate. Consent is gained for these zoom session and a code of conduct is shared.

Planning for computing for inclusion

We recognise the advantages of the using of computing for pupils with additional needs and we use computing to:

- address pupils individual needs
- increase access to the curriculum
- improve language skills

We promote equal opportunities for computer usage.

The school monitors the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.

The after-school computer club encourages further enjoyment of and interest in computing.

Computer hardware, software and peripherals used in the school are chosen to ensure that they are non-discriminatory and promote equal opportunities.

All pupils follow the National Curriculum including the development of computing capability.

During lockdowns and school / bubble closures due to COVID 19, we ensure that all pupils have access to the technology needed, so that no child is disadvantaged.

Leadership for the development of computing capability

Leadership is provided by the computing coordinator who has oversight of the core computing curriculum, implemented through the computing progression.

The computing coordinator monitors computing teaching across the school to help ensure a consistent approach and proper coverage of the curriculum.

The computing coordinator ensures that resources are in place to support this teaching. Where local resources are insufficient or inadequate we liaise with other schools and the local authority to secure appropriate short term loans, often for very specific areas of the computing curriculum, such as control data logging etc. At the same time the computing coordinator ensures that appropriate support is in place for the effective use of these.

Leadership of learning and teaching in computing

All class teachers and subject leaders play a role in guiding the development of computing resources which help to extend and enhance learning within specific subject areas.

Discussion takes place on an on-going basis between class teachers and subject leaders with the computing coordinator and senior management team as to how resources might best be developed.

Evaluating learning and teaching in computing

All class teachers are responsible for the on-going evaluation of their own teaching and their children’s learning.

Computing is heavily linked to learning in all subjects and is therefore constantly under review along with those other subjects.

The computing coordinator has responsibility for monitoring the teaching of computing. This is carried out through an examination of:

- Scrutiny of teachers' computing planning
- Scrutiny of children's work
- Observations of lessons where computing capability is being developed.

Learning in computing beyond the school

All children are encouraged to make use of computing outside school.

Homework which specifically makes us of computing is set from time to time. Children are encouraged to make use of their own computing facilities at home to complete home based tasks. When this happens such use is celebrated and shared back in school.

Children in KS2 are set maths homework through Abacus on Active Learn. KS1 and EYFS children are set games linked to their phonics through Phonics Bug on Active Learn. All children have access to Bug Club reading books on Active Learn.

Effective and safe use of digital resources

Pupils are made aware of health and safety issues relating to computing

. These include:

- Showing pupils how to adjust the brightness and contrast settings of displays
- Seating positions
- Correct procedure for using a mouse / glide pad
- Regular reminders not to look directly into projector beams
- How to transport portable equipment (especially laptops and tablets) safely

When using the laptops all staff will make a visual check of equipment specifically to ensure that:

- They are aware of the location of the closest fire extinguisher suitable for electrical fires
- There are no trailing cables or leads which could constitute a health hazard
- There are no daisy-chained electrical extension sockets in use
- There are no damaged, faulty or potentially hazardous equipment

Lessons involving substantial computing should be structured to ensure that there are periodic breaks where pupils' attention is directed away from the monitor to a distant object such as the teacher or interactive whiteboard.

Computers located in classrooms are positioned, wherever possible, away from light reflection and glare. The optimum position is at right angles to the natural source of light.

All equipment is checked annually under the Electricity at Work Regulation 1989.

Regular Risk Assessment surveys are conducted by the designated health and safety representative; faults are logged and appropriate action taken.

Risk assessments are reviewed annually.

Assessment, recording and reporting of computing capability

Teachers assess Computing using formative assessment techniques such as questioning, peer feedback and quizzes. The 'I can' statements found in our progression document support these assessments. Assessment is further based on the outcome of the children's work at the end of a half term; such as a game which has been made on Scratch or a completed PowerPoint. Teachers will use this as an opportunity to identify gaps in skills, which will be addressed in the following units.

Planning for professional development

Identifying individual staff skills and needs

Individual development needs are communicated to the computing coordinator on an on-going basis.

The evaluation of computing teaching and learning is also used to identify gaps in individual teachers' knowledge.

All teachers are encouraged to identify specific computing skill needs in the performance management process.

The computing coordinator considers the needs of individual members of staff and the school as a whole and provides appropriate support.

This support may be provided

- internally (using skills already in the school) via coaching, mentoring and sharing of skills
- by the Herefordshire Curriculum Computing Support team
- by a teacher in another school
- externally by third party providers of support / suppliers of equipment

Support may be in a variety of forms as appropriate:

- whole school staff meeting
- individual support for teachers
- in class support for teachers alongside the children
- attendance at an appropriate course
- by using appropriate e-learning resources

The computing coordinator monitors the impact of professional development activities with due regard for the effect on learning and teaching and with "value for money" in mind.

Future professional development and performance management reviews build on the results of this evaluation of support provided.

Technical support

We receive technical support from:

- *Edutech (*https://www.edu-tech.co.uk*)*

We receive visits from our computing engineer once a month, they are also contactable remotely.

Urgent issues are reported to the computing coordinator who communicates them to our technical support service. In such cases problems are solved either remotely or with an additional visit.

Our computing Engineer, together with the computing coordinator, constantly monitors the effectiveness of solutions and advises on further development and replacement.

Online safety and Safeguarding

Please see the school's highly developed policy on E-Safety.