

West End Primary School

West End Primary School Computing Policy September 2022

Through Computing, West End Primary School aims to prepare pupils to participate in a rapidly changing world. Increased Computing skills promote independent learning and gives greater access to a wide range of ideas and experiences. It enhances the quality of children's work across the curriculum and should enhance and enrich the learning process. All children from Early Years to Y6 have access to information and communications technology.

Aims

The aims of Computing teaching at West End Primary School are to

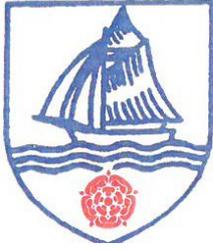
- give all children the opportunity to develop Computing skills.
- encourage children to design, develop, explore and evaluate models of real or imaginary situations.
- enable children to measure and control physical variables and movement.
- Let children make informed judgements about Computing applications and their effect on the quality of life for society and the individual.
- ensure that children become familiar with Computing in many contexts.
- Encourage children to take greater responsibility for their own learning

The school aims to develop children's skills and confidence in using Computing in a wide range of situations.

Objectives

- To use Computing to manipulate and present written work, images and sounds to convey information effectively
- To store information, retrieve it and present it in ways which enhances interpretation and analysis
- To be aware of the role of Computing in the control of equipment encountered in daily life
- To be able to discuss the use of Computing and its place within real contexts
- To provide children with opportunities to program and manipulate devices to perform controlled outcomes.

Through providing appropriate experiences, children will achieve Computing competence, acquiring knowledge about the application and implications of Computing, the necessary skills to apply Computing in a variety of contexts and a better understanding of the role and potential of Computing.



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SEN/Differentiation

Computing can be a great motivator for children with behaviour difficulties and can enable greater access to the curriculum for children with learning difficulties. Word processing skills can enhance the presentation of work and improve the self-esteem for children who have coordination difficulties. Interactive books can reinforce independent reading skills and phonic and spelling games can improve basic literacy skills. Software specifically recommended by SEN professionals is used with individuals and groups.

Planning

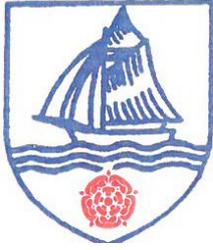
It is desirable in Computing to have a high level of reinforcement to ensure competence and confidence. Computing has a strong cross-curricular element and this is reflected in planning and timetabling for Computing activities. The medium term plans identify the progression of skills and highlights the area each teacher needs to focus on each half term to achieve this.

Each class has at least one and often two sessions timetabled in the computer room to allow the class teacher to focus on targets within the medium term plan and leaving time for cross curricular activities. Each half term the medium term plan highlights cross curricular links and the class teacher is encouraged to identify relevant links themselves as opportunities arise. Subject co-ordinators are also expected to make subject links with Computing. It is intended that these cross curricular links will be strengthened as the curriculum develops. As children develop their Computing skills it is important to use and reinforce these skills in other curriculum areas.

Skills developed in the computer room should be reinforced in the classroom where this is possible. The West End Computing Curriculum recognises broad skill areas linked to the National Curriculum.

Whole School Action Planning

The Computing Development plan is updated annually for inclusion in the schools' strategic plan for the year. All staff are encouraged to contribute to the development plan either individually or through year group/key stage teams, subject co-ordinators, staff meetings etc. The Computing Coordinator takes overall responsibility for Computing within the school. Regard has been given to the Computing Response to OFSTED in the development of Computing throughout the school to date and will continue to be based on good practice and evidence from BECTA, OFSTED etc.



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Monitoring

The effectiveness of planning is monitored by the subject leader half-termly.

The policy is reviewed annually.

The Computing subject leader monitors the quality of teaching and learning as part of the School's monitoring plan.

Evidence of monitoring is kept in the subject leader's file. An annual audit of resources is carried out to enable long-term planning to be effective.

A portfolio of children's work is kept by the Computing subject leader with the support of other staff as appropriate. Each child has a unique log in name and their work is stored on this. Each child also has a physical Computing folder for offline activities. This work is available to all staff to moderate their own children's work and provides evidence of achievement and progress across the age range.

Assessment

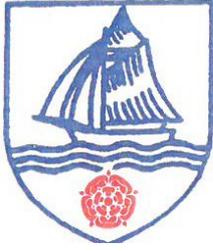
The class teacher is aware of skills and targets set in the medium-term plan and should provide ample reinforcement for learning to take place. The class teacher is expected to identify children who are underachieving in a particular area and direct extra support.

Teachers will record progress through short-term plans, and on-termly assessments based on the West End Computing Curriculum. Pupils will keep pieces of work for their records of achievement usually contained in their electronic files. Children's assessment data is entered into the excel foundation subjects' assessment file each term and onto iTrack.

Online Safety

ICT and the internet have become a vital resource in today's classroom and in the modern world. Knowing this, it is essential children are safeguarded when they are using the internet to ensure they do not have access to any inappropriate material. Pupils need to be taught how to use technology, including social media, effectively and safely.

Each year, West End will partake in Safer Internet Day which is in February, but E-Safety forms part of other weeks and lessons such as Anti-bullying week and PSHE. Part of children's learning about E-Safety may include a qualified outside agency running a session for all year groups or the Computing Subject Lead teaching a lesson to all classes. As part of this focus, the Computing team will examine the school's procedures, brief children, staff and parents on developments and threats in this ever-changing area and to advise on policy.



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Controlling Internet Access:

- Children will only be allowed to use the internet under staff supervision and never when an adult is not in the room.
- Where relevant, staff will keep passwords for the internet private and they will not be given to children.
- Access to the internet will be monitored throughout the school by staff and will be filtered through a proxy server (provided by Lancashire County Council) to minimise contact with unsuitable materials.
- Children are **NOT** to access any online games whilst in school, and this is the responsibility of both the children and the teachers.
- Children are only to access certain websites whilst in school, and posters displaying these are in every place a child could access the internet / every classroom, including the ICT suite and all classrooms.

Homework

Specific homework for Computing is not set on a regular basis but children are encouraged to use Computing when appropriate, to assist them in research or the presentation of information for example. Teachers use their own discretion when setting Computing homework.

Resources

The networked system provides the children with the opportunity to develop word processing, spreadsheet, database and drawing skills. The system extends to include LOGO and control applications, desk top publishing and design packages relating to Technology, Art and Music. The system uses a variety of professionally produced software titles, which have the flexibility to allow differentiation of task and progression within and between applications. Children have access to the internet and there is a separate e-safety policy in place.

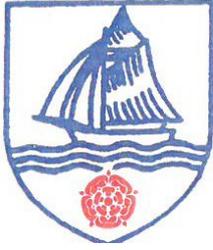
The Computing subject leader responds to recommendations from subject leaders on purchasing software relating to other curriculum areas.

Interactive whiteboards and the associated multimedia equipment are present in all classes.

Additional and/or updated software will be added as appropriate. As existing equipment becomes obsolete it will need to be replaced and this needs to be reflected in the Computing budget allocation.

Health and Safety

All cabling, networking and electrical work is carried out by professionals. Pupils are supervised closely and access to the internet is restricted through the LA intranet provision. All software used has the appropriate site licences.



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Maintenance

The network is managed, maintained, and supported by TechHub who have offered good service to date. The Computing subject leader also gives support on occasions but this should not be the norm.

Professional Development

Delivering a successful Computing curriculum depends as much on well trained and confident teachers as on appropriate hardware and software. One of the school's greatest investments is in the training of teachers and Teaching Assistants with the new technology. Computing capability for all staff must be seen as a natural precursor to Computing capability for all pupils. Opportunities are provided for staff to take advantage of Inset arrangements and access to Computing resources for personal practice.

The Role of the Subject Leader

- To write the Computing Policy
- To support staff in the planning process
- To monitor progress and the quality of teaching and learning
- To maintain an electronic programme of work for each child.
- To organise a relevant programme of staff development
- To liaise with other subject leaders to support Computing across the curriculum
- To liaise with governors
- To audit regularly to identify future needs and policy
- To inform and support the staff on Computing issues

Policy written and amended by Megan Taylor, most recently on 07/09/22