Policy Document

Woodfield School

Computing Policy

Date: November 2014

Policy Document for Computing

Subject Coordinator: Andrea La Grue
Responsible to: Gill Waceba Headteacher
Review Date: November 2014
Next Review: November 2015

INTENTIONS:
We define Computing as the development in confidence and skill in a range of technologies involved in information processing and digital communications.

Woodfield is a 3rd Millennium school which shows that we are committed to bringing learning into the 21st Century. The school believes that computing can support the entire curriculum and not be taught simply as a discrete subject. In order to include all pupils, the computing programme will take into account our pupils' varying needs and provide equipment to allow pupils with physical needs to also be able to access computing through equipment such as switch operated cameras and to have access to sensory experiences. The programme aims to increase pupil confidence in using a variety of up to date technologies in order to research, present learning and communicate to a level that is relevant to them. All pupils should have access to computing on a daily basis to promote their learning and support them to reach their full potential. The degree to which pupils can access computing will be differentiated accordingly so that all pupils can access at their differing levels.

The school balances digital life, digital tools and digital technologies as a three legged stool; we need all three legs to provide a balanced computing learning curriculum. (Naace framework) Some pupils will be able to follow the National Curriculum programmes of study for modelling, control, research and text and images. For others, where cognitive and physical limitations impede their development, it is necessary to adapt or develop additional steps which would be more appropriate for their needs. It is for this reason that the computing scheme of work has been adapted to focus on pupil outcomes that will help and support pupils in their future lives. Therefore our 3 main termly foci are; Digital Literacy Storytelling, Being a Digital Participant/Creator, Being in Control of Technology Around Us. For those pupils with Profound and Multiple Learning Difficulties computing is based around a cause and effect approach alongside promoting sensory experiences. For a lot of these pupils, computing will take place in the sensory room where they can access a range of equipment suitable for enabling them to access their own sensory preferences.

The computing programme intends to develop pupil's enjoyment of using a variety of technologies throughout the curriculum at school and at home. It is a practical subject which provides all pupils with opportunities for participation and success. Computing is planned and taught as a discrete subject throughout the school for skill learning and these skills are then used throughout the curriculum to enable pupils to access learning in other areas. Computing skills allow our pupils to communicate in school, at home, in the community and the wider world through International learning.

AIMS:

- To encourage pupils to understand and practise safe and responsible internet use.
- To provide all pupils with the opportunity to develop a range of computing skills through the computing framework and through other curriculum areas that will be beneficial in daily life.
- To encourage pupils to design, explore and evaluate models of real or imaginary situations.
- To measure and control physical variables and movement.
- To make informed judgements about computing applications and their effect on the quality of life for society and the individual.
- To communicate effectively within school, at home, within the community and the wider world.
- To recount events and tell fictional and factual stories through digital literacy.

- The school aims to ensure that pupils become familiar with computing in many contexts.
- Children are encouraged to take greater responsibility for their own learning and to decide when it is appropriate to use computing.
- The school aims to develop pupil's skills and confidence in using computing in a wide range of situations.
- To include all pupils and allow them all to have access to computing as a tool for learning in the 21st century.
- To provide regular opportunities for pupils to work on their own and with others, fostering independence, cooperation and competition as appropriate to each pupil.
- To develop communication, mathematical, citizenship, PSHE and other cross curricular skills.
- To promote use of computing in school, at home, in the community and wider world.

Our school aims to promote an enjoyment in using computing that will be continued outside of school as part of a holistic approach. The school aims to develop the computing skills of every individual pupil.

TEACHING AND LEARNING:

The school believes that pupils learn best if they are given varied learning situations in which to acquire and consolidate their learning. This may include considerable repetition through different activities. Thus pupils should acquire skills, knowledge and understanding through a range of learning environments including: experimentation, interaction with other pupils, play, talking and communicating, and applying those skills to real life situations.

Teaching methods and styles will vary throughout the school. Teachers should be flexible and imaginative in their teaching, making it effective for groups of pupils and individuals. Methods will include the use of simple explanation, using a variety of resources and materials, demonstration, practice and consolidation, and key questioning.

EQUAL OPPORTUNITIES:

The computing programme is open to all pupils regardless of gender, creed, race, ability or social class. The computing programme provides opportunities for multicultural perspectives, for instance communicating with schools from different cultures, and aims to contribute to the pupils' ability to value diversity and challenge racism.

HEALTH AND SAFETY:

Staff must at all times ensure that:

- the area to be used is suitable for the lesson to take place
- the area and equipment to be used is clear of any possible obstructions/dangers
- equipment to be used is checked for defects. (Any defects must be reported to the computing coordinator or computing manager)
- equipment is erected correctly and used appropriately and safely
- the activity and equipment is suitable for the needs of the pupils
- pupils and staff are working in safe conditions, by assessing all possible risks
- risk assessments for computing activities are followed
- pupils are encouraged to follow the rules for esafety during computing activities and report any esafety issues to CEOP Ambassadors (Andrea or David) through the esafety reporting book in the office
- pupils are encouraged to develop an awareness about their own and others' safety and to develop a sense of responsibility
- appropriate lifting and handling procedures are followed at all times

Please refer to:

- the school Health and Safety Policy which outlines the school's general policy in respect of health and safety.
- the esafety policy

In planning the staffing of a computing lesson due regard must be paid to the abilities of pupils and the composition of the group. Each class is staffed to ensure a safe lesson with all pupils participating.

IMPLEMENTATION:
Computing activities need to be presented in an age appropriate way across all Key Stages even though many pupils will be working at levels lower than expected for their key stage - particularly at Key Stages 2, 3 and 4. This will affect which programs can be used in different key stages so as not to promote repetitiveness throughout the school journey.

Computing skills are developed throughout the school day at times appropriate to the needs of the individual pupils. Computing competence is not learnt, practised and achieved solely in computing lessons, but permeates the whole school day.

Each class is timetabled for at least one computing lesson per week taught by the computing coordinator. The amount of time allocated for the computing suite and sensory room is dependent on class needs and the other computing activities the pupils are involved in. The computing programme allows for the use of the wider community and environment beyond school. Some computing sessions make use of other facilities in the community such as visiting local shops, libraries and communicating with other schools.

The structure of a computing lesson will vary depending upon the nature of the class group, i.e. size and diversity. Each class will present different management issues. Pupils will initially learn the names of equipment and basic code of practice working towards understanding and applying safe practice in a variety of settings. Pupils will be given the opportunity to follow tasks set by the teacher, make up their own ideas, be encouraged to solve problems, develop ideas with others and use various means of communication to evaluate their performance. Pupils will work on their own and in group situations to develop independent skills as well as the ability to share ideas and collaborate.

It is important that computing is seen to incorporate more than the actual technical skill, and that pupils are helped to see the benefits to using computing as a tool for accessing all learning. The presentation of work is seen as an important factor of computing. Ways in which work can be presented include: PowerPoint presentations, photos and videos, presenting work in News and Stickers, animation, blue/green screening, iPad presentation apps, microphones or recordable devices such as postcards or switches.

CONTINUITY AND PROGRESSION:
Pupils, for whom it is relevant, have individual targets for computing development which show the current priorities for the child. Liaison with the other school staff and parents contribute to setting appropriate individual targets and recording the progress made towards these targets. Targets for computing are identified within the context of termly planning and lesson planning. Within each lesson pupils will work towards these targets within the overall context and aims for the lesson. Progress may be slow and have to be continually reinforced – this will be planned into individual lessons dependent on the needs of the class.

RESOURCING:
Computing resources are kept in the computing cupboard in the computing suite. A list of resources is kept with the computing Manager.

The computing coordinator has an annual budget for software and equipment to spend on whole school resources. This will vary according to the limitations of the school budget in any one year. The computing Manager has an annual budget for hardware and equipment on a rolling programme.

ASSESSMENT, RECORDING AND REPORTING:
There will be ongoing pupil assessments made by the teacher throughout the school year. These assessments will be made in a variety of ways including pupil self evaluation, lesson evaluation and observation. The progress and achievements of the pupil will be recorded once a year (in June) against the P levels and summarised in their Annual Review report.

Assessment, recording and reporting in computing is consistent with the whole school policy. Please see the Assessment Recording and Reporting Policy for details.

RESPONSIBILITIES:
The computing coordinator is responsible for:

a) writing the policy and curriculum documents for the subject in consultation with the staff
b) ensuring that the subject is taught throughout the school in accordance with the accepted policy
c) keeping up to date with current trends and thinking about the subject, and disseminating this to the rest of the staff
d) holding the subject budget and purchasing appropriate resources to ensure the subject can be taught across the range of ages and abilities
e) identifying own professional development opportunities and those for other staff
f) supporting and advising other staff, thus promoting the teaching of the subject throughout the school
g) monitoring the delivery of the subject across the school
h) maintaining an inventory of resources
i) training staff on new technologies and approaches