Teagues Bridge Computing Policy

Written on:	1st September 2022
Review on:	1st September 2024
Next review	1st September 2025
Staff Responsibility	Mark Hale
Governor responsibility	Rev. Kevin Evans

Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Teagues Bridge Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how our school intends to make this provision.

Love of reading

To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more.
To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

At Teagues Bridge, we believe that Reading is a fundamental skill which enables children to access all areas of learning, ensuring they can make progress and succeed.

Our aim is for children to view reading as an enjoyable and worthwhile activity and develop a love of reading. We want them to become fluent and confident readers who can read a range of fiction and non-fiction genres.

Our curriculum is designed so that, alongside reading for pleasure, children develop the ability to use their reading skills to research and gather new knowledge and understanding.

Aims

The aims of computing at Teagues Bridge are to:
- Provide a relevant, challenging and enjoyable curriculum for computing for all pupils, embedded within our thematic approach.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

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

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- 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.

Rationale

The school believes that ICT and computing:
- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers. Our Early years learning environments features computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or programme a toy. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

Key Stage 1

By the end of key stage 1 pupils should be taught to:
- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- Write and test simple programs
- Use logical reasoning to predict and computing the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2

By the end of key stage 2 pupils should 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 se 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.

Resources and access

Teagues Bridge acknowledges the need to continually maintain, update and develop its resources in order to effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the computing co-ordinator of any faults as soon as they are noticed. These faults will then be initially evaluated and referred to Telford and Wrekin ICT gold technician if necessary. A log book is kept by the gold technician and is accessed by email and attends site every Friday.

Resources for the school are:
- Every classroom from Base 1 to Base 9 has a laptop connected to the school network and an interactive Sahara clever touch with multimedia facilities.
- There are 2 laptop trolleys in school containing 30 laptops each with internet access available to use in classrooms.
- Each class from Base 1 – Base 9 has an allocated slots across the week for teaching of specific ICT and computing skills
- Each base has 2 class laptops that pupils may use computing independently, in pairs, alongside a TA or in a group with a teacher.

In addition there are 6 I pads per class (From September 2019) which can be used throughout lessons for internet research reading programs and support for children's learning.

Planning

As the school develops its resources and expertise to deliver the computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will include computing in their medium and weekly plans following the school agreed format. This planning is supported by the purple mash platform allowing access the wide range of computer planning and resources.

Inclusion

At Teagues Bridge we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances, the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had.

Teachers identify children who are gifted and talented in the area of computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of ICT and computing both in specific computing lessons and in using ICT in other curriculum areas. Opportunities are identified for these children to actively participate in more challenging aspects of computing.

Roles and Responsibilities

Leader for Computing
The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

Class Teachers
It is the responsibility of each class teacher to ensure that their class is taught all elements of the computing curriculum as set out in the National Curriculum programme of study. All staff It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues (see acceptable use policy and on-line safety policy).

Governors
All governors are interested in the development of computing to promote high quality teaching and learning in the school. A governor is nominated to be responsible for monitoring and evaluating the impact and value of computing on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually. Training All staff, including managerial and administrative staff, receives support from the subject leader or technicians and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

Security
• The computing technician will be responsible for regularly updating anti-virus software.
• The subject leader will be responsible for reviewing daily internet logs.

- Use of computing equipment will be in line with the school's 'acceptable use policy'. All staff must sign a copy of the schools policy annually.
- Children and parents sign a 'Responsible internet access and ICT use for pupils' form when they enter the school in EYFS.
- Parents will be made aware of the 'acceptable use policy' at school entry.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.
- The rules of e-safety are displayed where any child can access the internet. If a child breaks these rules, they will be denied internet access for a period of time after which the situation will be reviewed.

Health and safety

The school is aware of the health and safety issues involved in children's use of computing equipment. All electrical appliances in school are tested accordingly. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be pat tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged