Russell Scott Primary School

COMPUTING POLICY

The following policy statement for computing sets out the aims for achieving good computing education and how these relate to other curriculum areas and to the overall aims of the school. It is a statement of intention for the immediate future.

Our ICT Vision

Russell Scott Primary School promotes high achievement and learning for life by working with children to develop the skills required for success within the modern world. Yet, with the pace that technology is developing, it is likely that we are educating children for a world we cannot imagine. One thing we do know is that computing will be an integral part of it. This will be reflected in how we communicate with the wider world and enhance our children's aspirations and expectations through the use of communication systems: Twitter, Facebook, Blog sites, YouTube, email and other social media systems that can enhance learning and keep parents involved in their child's education. Our computing provision therefore must arm our children with the skills they will need to navigate through this new world, including educating them for jobs that quite possibly have not been created yet.

We aim to meet this challenge through the following aims:

• To encourage all children and staff to be confident, competent and independent users of computing; using it to motivate, inspire and raise standards across the curriculum.

• To enable children and staff to appreciate the potential of computing as an essential learning tool for learning, communication, finding information and for controlling and understanding their environment.

• To develop children's computing skills, knowledge, understanding and capability through taught IT lessons and to provide opportunities for them to apply their learning across all curriculum contexts. Developing the power of a worldwide audience via Blogging and social media under the direction of their teacher.

• To aspire to keep pace with educational developments in computing and to provide high quality digital learning resources.

• To have a commitment to teachers and support staff having the necessary tools to do their job effectively and to reduce the administration burden

• To provide opportunities for parents and carers to participate in their child's education and school life through the safe use of computing via social network sites, Blogs, YouTube, Facebook, Twitter and the website.

EQUAL OPPORTUNTIES AND DIFFERENTIATION

We believe that we should take into account the individual needs of all the children and the specific needs of certain children whom:

- Are at different stages in their development of communication skills in English i.e. where it is not a first language.
- Have difficulties with basic skills e.g. hand to eye co-ordination.
- Have any physical or sensory impairment.
- Have learning difficulties linked to behavioural disorders.

- Have any Specific Learning Difficulties.
- Are particularly gifted.

We believe in fair and equal opportunities for boys and girls, giving active encouragement, where necessary, when undertaking activities.

We are careful to avoid stereotyping within curriculum areas.

AIMS OF OUR COMPUTING TEACHING

- To develop the computing capability of all children appropriate to age and ability.
- To develop ways of using Text and Multimedia, Images, Video and Animation, Sound, electronic communicating, digital research, handling data, controlling and modelling.
- To enhance learning in other areas of the curriculum through computing and cross-curricular themes. (Knowledge, skills and understanding)
- To learn to use computing tools effectively, model, measure, and control external events.
- To stimulate an interest in new and developing technologies.
- To teach children that computing is not simply the use of computers but a wide range of technical equipment which provides opportunities for logical and creative thought, investigation and communication.
- To develop a logical progression of thoughts and ideas within computing.
- To enhance children's ability to independently select programs and processes appropriate for a particular purpose.

THE NATIONAL CURRICULUM PROGRAMMES OF STUDY AND ATTAINMENT TARGETS

Our teaching is based on the programme of study for Key Stages 1 and 2 as taken from the National Curriculum 2014. The statements of attainment inform our planning and ensure progression. We use ICT Progression from Lancashire Schools' ICT Centre to ensure that all KS1 and 2 skills are covered. The breadth of study strand is implemented into all aspects of ICT teaching. In Reception, teaching is based on Early Learning Goals.

HOW WE PLAN COMPUTING

We plan for computing using the National Curriculum document and the ICT Progression documents from Lancashire Schools' ICT Centre. The Computing skills for Key Stage 1 and 2 pupils are planned and taught using the Espresso Coding Online resources. In Reception, computing activities are planned in order for children to achieve Early Learning Goals.

Computing should be covered within all areas of the curriculum as stated by the National Curriculum. Cross-curricular links are made whenever possible. Computing is often used in order to achieve Literacy and Numeracy objectives.

CONTINUITY, PROGRESSION AND RECORD KEEPING.

In order to ensure continuity and progression between years, computing planning is available for the ICT co-ordinator to monitor and moderate. Other staff may also view the plans in order to evaluate the experiences of the children. All assessment records and a portfolio of class work will be passed on at the end of each year.

ASSESSMENT

Continual assessment is built into our teaching throughout Reception and Key Stages 1 and 2. Ongoing teacher assessment should be used to inform future planning and enables us to highlight both strengths and weaknesses in children's achievement. Children are assessed in each class for each of the two Coding Units covered throughout the year, which provides the children with a National Curriculum Level. Formal assessment will also take place at the end of Years 2 and 6 when each child will be compared to the National Curriculum attainment targets and given a level. In Reception, a baseline assessment for Computing is to be introduced.

IMPLICATIONS FOR TEACHING AND LEARNING

Our role in developing effective **computing** teaching, should encompass the following:

- Provide enjoyable activities.
- Set clear targets, which are relevant and relate to everyday experiences. (where possible)
- Develop skills, both practical and process, by offering ample opportunity for pupils to work independently to carry out **computing** projects and problem solving activities.
- Groups should be made according to the nature of the task.
- Enable children to succeed at an appropriate level by offering activities differentiated either by task, outcome or support given.
- Recognise, and be aware of, existing conceptual frameworks which may affect a child's learning.
- Challenge and consolidate children's understanding by requiring them to apply it to new contexts.
- Use a range of teaching styles.

RESOURCES

We have a fully equipped computer school comprising of:

- 30 networked laptops
- 220 iPad
- Classroom, teaching area and hall projectors
- Access to Video Cameras
- A huge variety of Software and Apps
- Portable Dataloggers
- Classroom Apple TVs
- Brix PCs integrated into Displays

All children have open access iPads throughout the teaching day. All of the classrooms within the main school building are networked with at least 1 PC in each classroom. The school library has a computer, which uses the Junior Librarian barcode scan system, and also a research area containing 4 computers with one attached to a projector for library/group study. Other technological equipment includes laptop computers, video cameras, visualisers, Roamers/BeeBots, network photocopiers and telephones in almost every classroom.

The school has access to technicians who maintains the technical side of the network.

SAFTETY IN COMPUTING ACTIVITES

A qualified engineer tests all electrical equipment annually for safety. Children and staff are encouraged to work safely at all times especially when using the World Wide Web.

THE INTERNET

Pupils and all staff at Russell Scott Primary are asked to sign an 'Acceptable/Responsible Internet Use' Form to remind them of the rules of use. We have set up Internet filtering software for all computers in school called 'Lightspeed Systems', which provides restricted access to the Internet and a filter from unsuitable websites – on and off site. Both staff and children's use of the Internet is being developed.

SOFTWARE INSTALLATION

Staff are not permitted to install software or drivers on any desktop or laptop used in school for teaching and learning (Eg. School PCs, staff laptops…) However, teacher iPad can have free or paid Apps chosen and installed by the teacher using their own AppleID. Teaching & Learning iPad apps are installed after the ICT Coordinator has inspected the app, worked out costings, approved it for learning enhancement and then send respective iTunes details of the app to the Technical Team.

VIRUS PROTECTION

Staff must ensure that anti-virus protection software is frequently updated on the school computers they use, especially laptops. No 3rd party (visitor) laptop will be allowed to connect to the school domain. Any 3rd party laptop requiring internet access will require an inspection, validation and authorisation by the IT Technician before any connection is attempted.

REPORTING TO PARENTS

Children's Computing capabilities and progress will be reported to parents in the annual school report. We will endeavour to involve and communicate with parents using a variety of communication systems that are fast emerging and changing the face and methods of communication across the world. We will post relevant and 'immediate' celebrations of children and their work engaged in 'learning' on the school main site, Class Blogs, Facebook, Twitter and 'other' emerging methods the school deems fit for purpose. The school uses Facebook, ParentMail, RSS Feeds and Twitter to alert 'followers' of new posts of children's work so that parents can comment and share their children's excitement about their work in school.

THE ROLE OF THE HEADTEACHER

The Headteacher has a vital role in encouraging colleagues to teach effective Computing. He has responsibility for ensuring that the policy is being implemented and that it is periodically reviewed and updated.

THE ROLE OF THE ICT CO-ORDINATOR

The ICT co-ordinator will:

- Liase with staff and support colleagues in the planning and teaching of Computing.
- Attend courses to keep abreast of developments in the subject.
- Organise and purchase resources – along with the IT Technician.
- Observe the teaching of Computing throughout the school from time to time to be aware of staff needs.
- Ensure that coverage of the Computing curriculum is complete across KS1 and 2.

L.E.A. DOCUMENTATION

The Headteacher will ensure that the school's policy is congruent with national policy and that of the L.E.A.

Updated: November 2025