Marshbrook First School
Computing Policy
February 2015

(see also Communications; IT Security; Health, Safety and Welfare)

Introduction

The ability to use Information Technology (IT) is a vital life skill in modern society. IT has become part of the way we all work and entertain ourselves. We interpret the term information technology to include the use of any equipment which allows users to communicate or manipulate information electronically. Computing capability is an ability to effectively use IT tools and information sources to analyse, process and present information and to model, measure and control external events.

This policy sets out the school's aims and strategies for the delivery of Information Technology (IT) through the computing curriculum and has been written to ensure all staff understand and agree on the approach to it. This policy is necessary to assist planning, promote continuity and progression and facilitate the raising of standards

1 Aims

1.1 At Marshbrook we want to maintain an IT rich environment that provides stimulation and helps raise standards. We want to use an ever increasing range of technologies that will enhance and extend children's learning across the whole curriculum whilst enabling them to be confident, creative and independent learners. We want all pupils to gain the confidence and ability that they need in IT to prepare them for the challenge of a rapidly developing technological world.

1.2 We aim for all our children to:

- Develop an IT capability in finding, selecting and using information;
- Use IT for effective and appropriate communication;
- Monitor and control events, both real and imaginary;
- Develop inquiring minds, motivation to learn and be able to work on their own and in a team using a range of technologies;
- Apply their computing skills and knowledge to their learning in all areas of the curriculum;
- Explore their attitudes towards IT and its value for them and society and their awareness of its advantages and limitations. For example, to learn about issues of security and personal safety, confidentiality and accuracy.

1.3 To achieve these aims for our children we intend to:

- Use an increasing range of technologies and media in all subject areas to deliver a broad and challenging curriculum;
- Provide a stimulating learning environment, with good use of a range of presentation technologies to support whole class teaching;

- Foster an investigative approach to learning using IT and opportunities for pupils to express ideas using a range of media such as ipads, digital cameras, video cameras and email;
- Provide an ethos of support, challenge and encouragement to succeed;
- Provide equal access to equipment and, where possible, use technology to provide opportunities for learners with special needs to participate fully;
- Use the Internet to foster learning partnerships between school, home and the community;
- Provide support, guidance and training for all those who work with our children;
- Recognise and celebrate achievements through the regular display of their computing enhanced work and the positive attitude of staff.

2 Computing curriculum planning

2.1 The school uses the Staffordshire scheme of work for computing as the basis for its curriculum planning. We have adapted this to the local circumstances of the school.

2.2 We carry out the curriculum planning in computing in three phases (long term, medium term, and short term). The long term plan maps the IT topics that the children study in each term during each key stage. The Computing Lead Teacher devises this in conjunction with teaching colleagues in each year group, and the children often study IT as part of their work in other subject areas. Our long term plan shows how teaching units are distributed across the year groups and how these fit together to ensure progression within the curriculum plan.

2.3 Our medium term plans give details of each unit of work and identifies the key learning objectives. The Computing Lead Teacher is responsible for keeping and reviewing these plans.

2.4 The class teacher is responsible for writing the short term plans for the IT component of each lesson. These plans list the specific learning objectives for each lesson and are monitored and evaluated by the Computing Lead Teacher.

2.5 The topics studied in computing build on prior learning. They offer opportunities for children of all abilities to develop their skills and knowledge in each unit, progression is planned into the unit of work so that the children are increasingly challenged as they move up through the school.

3 The Computing curriculum

3.1 Our excellent IT provision influences and impacts positively on learning. It supports collaborative working and enriches and extends learning enabling users to be confident and informed.

3.2 Pupils are actively involved in lessons, and have frequent and sustained chances to practise and develop their techniques.

3.3 Pupils acquire confidence and pleasure in using and becoming familiar with everyday applications and are able to take advantage of their potential and recognise their limitations.

3.4 Programmes of work and teaching strategies build on the skills and knowledge already acquired by pupils.

3.5 The technology is harnessed to help all pupils, including those with special educational needs, to increase their independence and develop their interests and abilities.

3.6 There is enthusiasm and support for computing across the whole school including SMT and Governors.

3.7 The infrastructure enables staff to access the information and resources for teaching, including tools for planning, assessing and recording, as well as curriculum materials.

3.8 There are high expectations of pupils and IT is used to improve the quality of work.

3.9 IT is not isolated from the rest of the curriculum, and links with other areas of learning are sought and exploited.

3.10 Adequate and sustainable funding has been planned for and is identified in the School Improvement Plan.

4 IT across the curriculum

4.1 The teaching of IT contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible by conventional methods. Teachers use software to present information visually, dynamically and interactively, so that pupils understand concepts more quickly.

4.2 The school exploits IT productively and creatively to support other areas of the curriculum.

4.3 The school regularly monitors and evaluates the effectiveness of the use of IT in all curriculum areas.

4.4 The school co-ordinates the use of IT by pupils in different subject areas through cross-curricular integration allowing pupils to practice previously acquired skills.

4.5 Teachers are confident and capable users of IT and know when and when not to use IT in their lessons.

4.6 Learners use IT autonomously to undertake a range of tasks which support their learning, not simply to produce neat work.

4.7 There is ongoing training and curriculum development.

5 IT and inclusion

5.1 At Marshbrook we teach IT to all children, whatever their ability and individual needs. Computing forms part of the school curriculum providing a broad and balanced education to all children. Through our computing teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

6 Assessment for learning

6.1 Teachers assess children's work in Computing by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

7 Resources

7.1 An audit of resources is undertaken yearly to ensure that hardware and software are kept as up to date as possible and that obsolete or broken machines are scrapped or repaired (see hardware inventory, detailing serial numbers, in the school office).

7.2 In order to keep our school computers virus-free, no software from home will be installed on school computers. Where staff are transferring files between their home and school, they must have up-to-date virus protection software on their home computers.

8 Health and Safety

8.1 Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present.

8.2 Food and drink should not be consumed near IT equipment.

8.3 It is the responsibility of staff to ensure that classroom IT equipment is stored securely, cleaned regularly and that their class or themselves leave the IT suite clean and tidy after use.

8.4 The tops of computers or monitors should not be used as a storage shelf as this may block ventilation grills and cause overheating.

8.5 Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (eg. eye/wrist strain).

8.6 An adult should always supervise children when they are accessing information via the Internet. the service provider filters information but staff are ultimately responsible for information accessed by pupils.

8.7 Staff should ensure that screens are not too bright and avoid glare from lights or windows and excessive screen flicker.

8.8 Children should be encouraged to hold the mouse correctly so it can be used with the wrist straight and avoid the arm being stretched. The forearm should be supported on the desk with fingers resting on the buttons.

8.9 When using an interactive whiteboard pupils should be supervised at all times during the projector's operation. Users should never stare directly into the beam of the projector, and when entering the beam, should not look towards the class for more than a few seconds. If possible, users should keep their backs to the beam at all times, and factors such as positioning should also be given careful consideration.

9 IT skills audit and CPD

9.1 A questionnaire will be distributed to all staff as part of a regular auditing of staff skills and confidence in the use of IT.

9.2 Continual professional development of staff in IT knowledge skills and understanding will be provided where required.

10 Technical Support

10.1 The school receives the help of an IT technician from SLT for one afternoon per fortnight. Members of staff record any technical problems in a faults book located in the computer suite. The technician annotates jobs completed in the book and this is monitored by the Computing Lead Teacher. The technician will also set up new equipment and install software and peripherals.

10.2 In addition, the school purchases support from SLT where a telephone call or email to their help desk accesses diagnosis of faults, repairing of equipment and CC4 support.

11 The role of IT to support extra-curricular activities

11.1 IT facilities are available after school to help deliver an IT/homework club.

12 Data Protection

(see 'IT Security Policy')

12.1 Any individual has the right in law to view information held about him or her on a computer system. Care should be taken with any sensitive information concerning child safeguarding issues. If a report is composed and printed on the system, it should immediately be deleted and hard copies kept in the appropriate files in the care of the Child Protection Officer.

13 The Use of the Internet

13.1 Parents are required to give signed authorisation before their child can use the Internet, either in guided or in independent school work. Parents are, however, assured that their child's use of the Internet at school is always supervised. A record of those children who do not have permission to use the Internet at school is held by each class teacher and by the school office.

13.2 Access to websites will be filtered by a recognised educational service provider and all parents and pupils must agree to the Acceptable Use Policy.

13.3 Children and adults using the school's computing facilities will be expected to comply with the rules for responsible internet and email use stated in the Acceptable Use Policy. Failure to keep to the rules may result in a temporary or permanent ban on the use of the facilities.

13.4 To ensure copyright laws are adhered to, staff, pupils and parents are not permitted to run software brought in from outside school on to school machines. The installation of software or hardware unauthorised by the school, whether legitimately licensed or not, is forbidden.

13.5 The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

13.6 Policy Central Enterprise detects potentially inappropriate content and conduct as soon as it appears on the screen, is typed in by the user or received by the user. A screen capture is taken of every incident detailing the time and date of capture, machine name, username and reason for capture. A weekly headline summary is produced from the system detailing captures of particular interest to alert the person monitoring the system. These particular violations will be investigated and dealt with in accordance to the Acceptable Use Policy, Behaviour policy and other relevant school policies.

14 E-Safety

14.1 E-safety should be a focus in all areas of the curriculum and staff should reinforce e-safety messages in the use of ICT across the curriculum.
In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

14.2 Where Pupils are allowed to freely search the internet, eg using search engines, staff should be vigilant in monitoring the content of the websites the young people visit.

14.3 Pupils should be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information

14.4 Pupils should be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet and to be aware of the potential consequences of plagiarism, particularly with respect to examination coursework.

14 IT in School Administration

14.1 We currently use SIMS to manage our data which enables us to monitor attendance, track pupil's progress and analyse performance of individuals and groups.

15 Monitoring and Review

15.1 The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the subject leader. The Computing Lead Teacher is also responsible for supporting colleagues in their teaching of computing, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for computing in the school.

15.2 Whereas the Computing policy sets out what should happen and where overall responsibilities lie, the IT development plan gives a mechanism for ensuring that aspects of the Computing policy are fully implemented, with specific tasks, timescales and success criteria.

15.3 This policy will be reviewed at least every three years.