MITCHELDEAN ENDOWED PRIMARY SCHOOL

COMPUTING POLICY

Our Vision

To ensure that every child receives the highest quality education that is engaging, enriching and inclusive, in an environment that works hard to develop, support and care for all its members, with people that foster mutual respect and encouragement in accordance with Christian Values.

Aims

Our school values Computing as an integral part of the curriculum and the need for purposeful cross-curricular planning. This ensures that all children develop their abilities to use Computing tools effectively and information sources to find, exchange, analyse, process and present information, investigate relationships, and to model, measure and control external events.

To this end we aim to:

- use Computing to enhance and extend learning in other areas of the curriculum
- provide opportunities for spiritual development.
- ensure equal opportunity and appropriate access for all children.
- help children use Computing tools with confidence, purpose and enjoyment.
- help children understand the implications of Computing for working life and society.
- develop partnerships beyond the school.
- celebrate success in the use of Computing.
- match provision against statutory requirements.
- use Computing as a means of challenging, motivating and stimulating children.

Spiritual Development

There are opportunities in all aspects of school work and life which may contribute to the spiritual development of pupils. Some of these opportunities in the teaching of Computing are listed below:

reflect on the influence of technology on everyday life;
develop self-esteem and feelings of achievement by learning to control and work a range of technological equipment;
develop the patience and skills of perseverance;
co-operate with others and to value their contribution.

Teaching Strategies

The National Curriculum Programmes of study is the basis for teaching our Computing. Each teacher uses a variety of strategies for teaching Computing. Different strategies are deemed to be more appropriate to different tasks.

- group work
- mixed ability groups working on a given task
- ability grouping
- paired work
- individual work
- whole class demonstration.

Grouping will always be flexible to ensure equal opportunities. Teachers should ensure that all Computing experiences are adapted according to ability and need.

Cross Curricular Links

Wherever possible, cross-curricular links are made with other relevant topics of study. To ensure high quality teaching, teachers should ensure that all activities are appropriate and are undertaken for a purpose. The learning outcomes should be planned and should be relevant to the other activities occurring in the classroom. In this way Computing tools will become a tool for learning and so encourage the children to become more independent.

To maximize learning opportunities, teachers should ensure that pupils:

- are developing Computing skills using a cross-curricular topic approach
- are using purposeful Computing to support other areas of the curriculum
- are clear as to why they are using Computing tools and the advantages it offers.
- work individually or in appropriate groups.
- have opportunities to evaluate their work.
- are encouraged to experiment.
- see good examples of Computing work are displayed.
- have opportunities to impart knowledge to others.

Equal Opportunities

- Teachers must ensure that all Computing experiences are adapted according to ability and need. This means providing opportunities and challenging activities right across the spectrum of ability.

- The school will ensure that programs will not have a gender or racial bias, and provide access and opportunity for all children.

Assessment and Recording

- Teachers constantly assess children's capability through observation of their performance on given tasks and make relevant and significant records on an individual basis.
- Teachers will ensure access and opportunity for all children.
- Annual written reports to parents include specific reference to Computing.

Monitoring, Evaluation and Review

- The Computing scheme of work is reviewed annually and monitored regularly.
- The Computing subject leader is responsible for the Computing Scheme of Work.

▪ Where possible, Computing is linked with other subjects.

Staff Development

The Computing subject leader is responsible for resources and the organisation of hardware and software. New members of staff, including support staff, will be familiarised with resources and relevant approaches by the subject leader.

Resources

▪ ICT suite with PCs connected to the network – interactive whiteboard
▪ 2 Laptop trolleys, all will connect to the network via a local Wireless hub.
▪ 16 iPads connected to the network via a Wireless hub, with educational apps
▪ Tablets connected to the network via a Wireless hub
▪ Each class has at least 1 computer for the children to use directly.
▪ Each class has an interactive whiteboard, mainly RM with a SmartBoard in Reception.
▪ Roamers, Bee Bots, Radio Controlled cars, Listening centres, digital cameras, digital video recorders.
▪ Hall has a projector, screen and laptop connected to the network
▪ Software is loaded onto the network for users to access
▪ CD ROMs can be used on individual machines.
▪ Children YR and Y1 have class logins. Y2 to Y6 have individual logins and passwords.

Health and Safety

Maintenance is provided by LA Curriculum Support for the majority of the equipment.

Equipment is insured through the school contents 'All Risks Insurance Scheme' taken out with the L.A.

Users should carefully check all CD Roms before each use to ensure that they contain no cracks, scratches or defects near the inner rim of the disk.

The school recognises the educational value of using the Internet but appreciates that special care should be taken to ensure that pupils' safety is not compromised. The following rules have been developed to protect them:

- All access to the Internet is carried out under the supervision of an adult.
- RM provides a filtered system so that pupils are not exposed to inappropriate material.
- Photographs published on the Internet will not be labelled with the names of the pupils.
- The children will be taught never to give out their full name or any other personal details or information.
- A class /group e-mail address system operates within the school to protect anonymity.
- Children are educated about internet safety.

Interactive whiteboards are unlikely to cause eye problems, however the projector may. Becta, the government's agency for ICT in education, recommends that:

- no-one should stare directly into the projector beam;
- users should keep their back to the projector beam when standing in the beam;

- children should be supervised at all times during the operation of the projector;
- in very bright rooms, blinds should be used rather than choosing a more powerful projector:
- ceiling-mounted projectors are ideal as they avoid trailing wires and reduce beam dazzle.

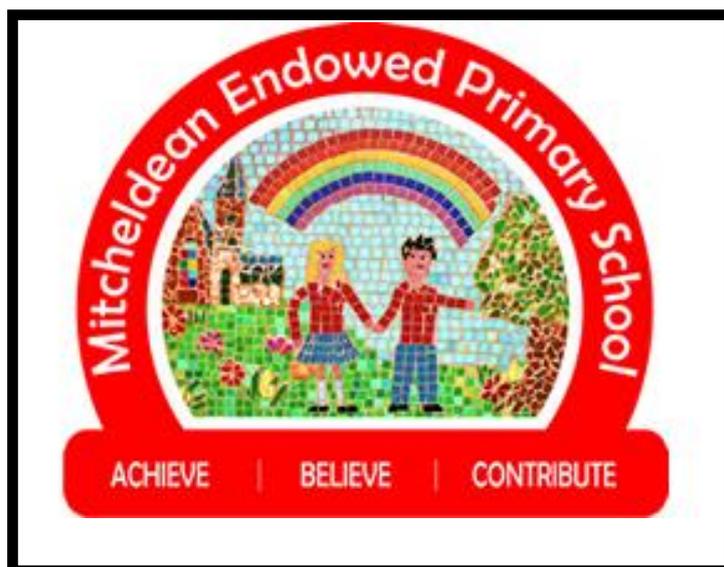An equipment inventory is held by the school secretary.

Computing features in the school's health and safety policy, the main issues being:

- There should be no trailing leads in the classroom and sockets should not be overloaded.
- Children are not allowed to put plugs into the mains electric supply.
- No food or drinks are to be allowed near the computers.
- Computers should not be sited near any water sources. The dangers of mixing water and electricity cannot be stressed enough.
- We recommend that the maximum length of time spent working at a screen is 1 hour.
- Computers may not be used during play and dinner times without adult permission.

All equipment is checked as part of the annual electrical safety check by our PAT trained caretaker.

Updated October 2015 by Kirsty Down (subject leader)

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