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Computing Policy

Curriculum Statement

This policy document sets out the school aims, principles and strategies for the delivery of the Computing programmes of study across The Emmaus Federation.

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The Emmaus Federation Aims

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

Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

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?

Assessment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

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 precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Recognise common uses of information technology beyond school

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

Design, write and debug 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

Use logical reasoning to explain how some simple algorithms work 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

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Roles and Responsibilities

All staff members are required to abide by the policies of The Emmaus Federation as defined by the school leadership, staff members, external advisory bodies and the Governing body.

The Executive Head teacher/Head of School will retain overall responsibility for the quality of teaching and learning, standards of pupil attainment and subject development. This will be delegated to the staff member identified as the Subject Leader for Computing.

They will be responsible for:

- Monitoring of planning throughout school termly (MT/STP)

- Monitoring of practice by observation in all classes at least once a year

- Monitoring of pupil performance throughout school including the development of a portfolio of evidence of ICT

- Monitoring of quality/quantity/coverage and progression of work done by children (scrutiny of work)

- Effective management of a devolved budget

- Involvement of a Governor in subject management

- Leading a staff meeting termly in subject area

Teachers will work under the advice and guidance of the Subject Leader. Support Staff will work according to the terms of their contract as directed by the Class Teacher.

The Technician will:

- Provide on-site support for systems support and development

- Ensure that all hardware is maintained to a high standard of working order

- Advice on further development

- Ensure compliance with all legislation surrounding ICT including licensing

Teaching and Learning - Pedagogy

Within The Emmaus Federation ICT is taught in several ways:

- As a discrete subject promoting the learning of computing skills, knowledge and understanding

- As a tool to explore, investigate, research and solve problems

- As a means to access and develop learning in other subject areas

According to the relevant class teacher's professional judgement, strategies used in the teaching of ICT may include:

Using the computer to demonstrate to a group of pupils or whole class

Leading group/class discussions on use, benefits and limitations of ICT

Individual work

Collaborative work in pairs or groups.

Pupil demonstrations and presentations

Independent research to answer a given task

The following of a clearly expressed direction by the class leader

Activities are planned to allow different levels of achievement and groups are selected so that all children are actively involved.

Curriculum Development and Organisation

To allow Teaching and Learning to take place the school provides a dedicated ICT suite with Data Projector for whole class teaching sessions. This facility is timetabled to each class twice a week. ICT is delivered in a creative cross curricular way linking the learning and the development of artistic skills contextually to an overarching topic of study. The immediate plans for the coming year are detailed in the annual School Improvement and Development Plan. This is written in September, immediately prior to budget allocation and the setting of performance management targets.

Development is guided by:

Changes in technology and the desire to remain at the forefront of ICT in education

Advice received from external bodies

Individual recognition of strengths and weaknesses

Corporate recognition of strengths and weaknesses

The desires and aims of all in the school community

Health and Safety

The school has a comprehensive Health and Safety Policy drawn from guidance and practices defined by the LEA. This includes guidance on the use of ICT equipment.

Internet Safety and Security

In fully utilising all aspects of technology today the school recognises that the school is exposing the children to a level of risk, particularly in their use of the internet. To minimise this risk the school has taken the following actions:

All electrical equipment in the school are LEA recommended and sourced

All electrical equipment in the school are PAT tested on an annual basis

All cables and trip hazards restrained wherever possible

All parents sign a permission slip allowing their child to use ICT equipment and the internet during supervised sessions within school time

The school uses a filtered internet service to remove inappropriate sites

When using the internet the children visit only sites previewed and approved by the class leader

All surfing and searching is done in small groups when the children have an adult sitting with them monitoring the sites requested and visited

A printout of all sites visited is obtained weekly

Any child found to have been using ICT for inappropriate means will be managed in accordance with the school behaviour and discipline policy.

Management Information Systems

The school is committed to using ICT to ease staff workload and to maximise the quality of service we offer to our school community.

This includes:

The computerisation of all administration including finance and communication with the LEA/Diocese

The recording and analysis of pupil performance data for attainment and achievement

All communication with parents and external agencies

The use of online services to allow all in the school community to gain information and to support the work of the school

All planning, both in presentation and acquisition of teaching materials.

Assessment Recording and Reporting

Formative assessment takes place daily through oral and written feedback to the child on their performance and targets for improvement. Parents are informed of their pupil's

performance at parent-teacher consultation evenings and through the annual written statement on their child's progress about computing during the summer term. However, the school operates an open door policy to discuss children's progress.

Equal opportunities

Inclusion

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within The Emmaus Federation.

High quality, regular assessment allows the early identification of pupil's attainment and allows the tracking of their developing skills and abilities. Termly meetings within each Class Teaching Team are provided to scrutinise this data and amend teaching and learning plans accordingly. This will include provision for children of all abilities. Where a child falls beyond the range of teaching and learning provision achievable through differentiation they will be entered either onto the Special Needs Register or the Gifted and Talented Register and an Individual Learning Plan will be devised to challenge and support at their particular level of attainment (see separate policies **SEN, G&T**). Provision for all children, including those on the Special Educational Needs and Gifted and Talented Registers will be identifiable on the teachers weekly planning.

Liaison, Transfer and Transition

The use of ICT to facilitate electronic Management Information Systems eases the collation, analysis and transfer of pupil performance records both within and between schools. On receipt of a child the class teaching team will receive electronic copies of all past performance data which they will use in their September Teaching and Learning Meeting. When pupils transfer between schools all electronic data available is transferred by e-mail to the receiving school. Paper records and work samples are also posted. These include a digital copy of the ICT work collated in the child's personal record on the server during their time at the school.

Monitoring and Review

The Executive Head teacher/Head of School will be responsible for ensuring standards of teaching and learning and pupil achievement in the school. This will be delegated to the Subject Leader responsible for allocated subjects. In the completion of their role the Subject Leader will carry out the several monitoring tasks as outlined in the Roles and Responsibilities section of this document. Using this information and having taken advice from the Senior Management of the School, and possibly involving external advisory bodies, the Subject Leader will determine the future development of the school both in the short and medium term.

Acceptable Use of ICT

Staff are permitted to use the Internet for professional use between the hours of 8am and 6pm. Staff are not permitted to access sites for personal use that may cause offence to any member of the school community. Where this has occurred the Executive Head teacher will lead an investigation into the circumstances surrounding such action in accordance with the LEA personnel policy on staff misconduct.

Signed:

Mrs C Collett
Executive Headteacher

Mrs R Blowers
Chair of Governors