



1. INTRODUCTION

This policy document is written after consultation with the teaching staff of Woodmansey CE Primary School.

It is a working document, which reflects the ethos and practice within the school in relation to Computing. It has been written with due regard to the requirements of the National Curriculum.

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Woodmansey CE Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race, culture or gender.

Woodmansey CE Primary School believes that:

- Children should be equipped to use technology as a tool to enhance and improve work quality, efficiency and lifestyle.
- Children should understand how to use all technology safely and responsibly, especially online communication technologies. (*also see e-safety policy*)
- Children should have an understanding of how computers and networks function, and how they can be programmed to complete tasks.

3. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the Head of School and/or Executive Head, determine the school's general policy and approach to Computing.

Staff (in discussion with the Head of School) should :

- Raise standards of Computing capability for all children irrespective of background and ability
- Use Computing to raise children's understanding of and attainment in all areas of the curriculum
- Use Computing to improve home/school/community communication
- Motivate staff to understand and make the best use of Computing in their teaching
- Stimulate children's learning
- Ensure that children with specific IT needs (ie those with no home access to a computer or whose home access is limited for whatever reason) are not disadvantaged



Woodmansey CE Primary School Computing Policy

October 2017

- Write and update on a regular basis the school's Computing Policy to cover new initiatives
- Prepare a document outlining the progression in basic Computing skills throughout the school so that every teacher understands what skills they have a responsibility to teach at each year group stage. This information will be linked with planning and assessment processes
- Encourage subject coordinators to ensure that Computing is written into their subject schemes of work and that they understand their role in determining useful Computing resources/web sites across the curriculum. Again, this information will be linked to planning and assessment as above
- Ensure that Computing enhances the curriculum process and that teachers and children use internet and email facilities to share ideas with other children and resources
- Monitor the use of Computing as an educational process throughout the school, in particular the teaching of Computing (with special reference to Computing suites and Computing in the classroom)
- Monitor the progression of basic Computing skills by children throughout the school
- Make use of Computing to prepare reports, both internally and to parents
- Support the development of Computing as an administrative tool throughout the school
- Manage all hardware/software resources
- Work with the community to ensure higher standards of access for all connected with the school, in whatever capacity
- Keep up to date with the latest Computing developments and work with colleagues in the area as well as East Riding Computing personnel

Subject Coordinators should:

- Ensure that Computing is incorporated into their schemes of work
- Ensure that subject specific Computing resources are budgeted for
- Find suitable Computing resources for their subject (suitable websites, software)

Class Teachers :

Even though whole school co-ordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan appropriate Computing activities and assist the Head of School and/or Executive Head in the monitoring and recording of pupil progress in Computing.

Teachers' own use of Computing in lessons is also an essential part of preparing engaging, fast moving, motivating lessons for pupils. The Computing co-ordinator will keep teachers up to date on the latest uses of Computing as a teaching tool; individual teachers then need to decide the best ways to use the technology in their lessons.

4. CURRICULUM ORGANISATION



Woodmansey CE Primary School Computing Policy

October 2017

The Computing curriculum is a brief document, giving an overview of the skills and knowledge children should have at the end of each Key Stage. We have adopted the Molescroft Primary School's own scheme of work which covers the National Curriculum for Computing and ensures progression in skills and knowledge across the school.

Some of the Computing skills are taught in PPA sessions by the school's HLTA, who are trained and supported by the Head of School. Some skills are taught by class teachers, and all skills should be used wherever possible to enhance lessons across the curriculum, both in computer suites and with technology in the classroom (iPads, Beebots etc).

5. EQUAL OPPORTUNITIES

- All pupils, regardless of gender, race or Learning needs will be given equal access to the Computing curriculum.
- The Computing curriculum will be differentiated according to the needs of the pupils.
- If a pupil needs specialist hardware / peripherals in order to access the Computing curriculum the School will liaise with ESPD to source the appropriate equipment.
- If a child is Statemented and not able to access the curriculum at the same level as his/her peers then provision will be made for the pupil to access the curriculum at their own level.
- Pupils will not be discriminated against because they do not have access to a computer outside of school.



6. RESOURCE MANAGEMENT - HUMAN

6.1: PROFESSIONAL DEVELOPMENT

- How we provide appropriate IT training for all staff
 1. Targeted training for Teachers and Teaching Assistants
 2. Individual support given as needed
 3. Relevant training given to Admin Officers as required.
 4. Head of School to keep up to date through appropriate training.

- How we provide ongoing support for all staff
 - Staff are supported by the Head of School as required.
 - Staff meetings timetabled for updates in Computing skills

- Training needs are identified through:
 1. Lesson observations
 2. Monitoring of planning
 3. Discussions with teachers
 4. Analysis of FLiC assessment data.

- The provision we make for staff to have personal access to Computing
 1. All members of the teaching staff have their own personal laptop and iPad for use in lessons and in lesson preparation.
 2. All members of staff have free and unlimited use of the Computing equipment, Email facilities and Internet. (To do this staff will need to sign the School's guidelines on Responsible Internet Use)



Woodmansey CE Primary School Computing Policy

October 2017

- How we develop the ability of staff to use IT competently

There are four distinct areas for consideration:

1. Curriculum training.
2. Technical support and training for teachers including a strategy for optimising the opportunities fund allocation. On induction to the school all new members of staff will be encouraged to develop their own confidence and competence in Computing.
3. Administrative user support.
4. Management of Computing within the classroom environment.

A number of activities will be planned according to the staff's and the school's changing needs.

7.2: TECHNICAL SUPPORT

- Who is responsible for providing technical support
 1. iPads – support bought in when necessary.
 2. Admin PCs, Staff laptops, PCs, Network – ERYC IT Services
 3. Head of School and/or Executive Head will make the decision as to when outside help is required. (projectors, audio-visual equipment etc)
- How you deal with technical problems
 - 1) Turn the device on and off!
 - 2) The Head of School will be the first port of call. They will then decide whether to call on outside help.



8. RESOURCE MANAGEMENT - PHYSICAL

Hardware

The list of hardware available in school is constantly changing as hardware is upgraded, replaced or new technologies are brought in. The current (2016) basic provision includes:

- A laptop or PC for teachers
- An iPad for every classroom
- 2 class sets of iPads (25)
- 2 iPod Touch for EYFS
- Projectors and SmartBoards in every classroom
- Beebot Control Devices and maps
- Touchscreen Display - EYFS
- Data projector in hall
- Set of laptops for pupil use when/if iPads are unavailable

Software

Software for use in the classroom develops very quickly and a static list of the software we currently use would be of little use. When a unit of work is planned, we consider the most effective piece of software to fit the objective. Sometimes this could be free software that needs installing on curriculum machines, sometimes it could be 'Cloud' software that runs online.

Teachers requiring support with choosing the most appropriate software should see the Head of School for support.



October 2017

9. MANAGEMENT INFORMATION SYSTEMS

- Is the MIS integrated or separate from Curriculum development/usage?
The MIS is separate from the curriculum development and usage.
- Is it necessary to use the same hardware/software?
The MIS all run on PCs. The curriculum software runs on Apples.
- Who is responsible for the MIS?
Business Manager
- Who provides support for the MIS?
ERYC IT Services
- Who monitors whether MIS is used effectively?
Head of School
- Who has access to the MIS?
Head of School, Admin Officer.
- How is training provided?
Courses run by the East Riding