



Abberley Parochial V.C. Primary School

Inspiring Hearts & Minds

Computing Policy

Aims and objectives

“If we teach today as we taught yesterday, we rob our children of tomorrow.” John Dewey

At Abberley Parochial Primary School, our overall aim is to offer the opportunity for every child to develop a sound knowledge of basic, and some more complex, ICT skills in order to achieve in this developing and changing technological world. ICT is used to inspire and motivate learners.

Computing is seen as having a dual role. First it is seen, and taught, as a subject in its own right. Children are learning specific skills relating to our school scheme of work. Secondly, it is an invaluable tool to support other curriculum areas. The portable use of the net books allows teaching of specific computing skills, and opportunities to use these skills to support and extend learning in other subject areas.

At Abberley Parochial Primary School, this is achieved by:

- Motivating and enthusing pupils within the subject, and across the whole curriculum,
- Making children aware of the capabilities, uses and indeed limitations both within the school environment and society as a whole,
- Being able to apply computing skills\ tools in order to tackle problems with growing confidence,
- Having the knowledge to enable rapid access to ideas and experiences from a wide range of people, communities and cultures,
- Working independently, in groups or indeed as a whole class on a given task.
- Allowing our children to learn using up to date technology,
- Understanding the importance of E-Safety and applying it.

Computing Subject Leader’s Responsibilities

- Ensuring staff needs are met via whole school Inset training/ individual courses,
- Progression and continuity of the delivery of the subject (We have adopted Worcestershire scheme – An ICT Progression for Primary Schools Foundation, Years 1 &2, Years 3&4, Years 5&6)
- Monitoring the delivery through observations and discussions with staff, pupils and Governors,
- To liaise with other subject leaders to support computing across the curriculum,
- Modelling lessons for colleagues,
- Monitoring attainment across the whole school,
- Keeping abreast of the latest ideas and changes within the subject,
- Writing the subject development plan,
- Ensuring E Safety is a high priority across the school and it is embedded into our school curriculum,
- Being responsible for the E-Safety committee,
- Liaise with the IT Technician.

The whole school has access to;

Portable Net books, Interactive white boards, visualisers, digital cameras, control devices - light and heat sensors, data loggers, bee bots, roamers, web cams, computer microscopes, MP3 players – Easi speak. Easi – Detectors, I-Pads, plus a variety of programmes loaded on the school curriculum server to support all areas of the curriculum.

Continuity and Progression

Abberley Parochial Primary School has adopted Worcestershire's recommended scheme of work in order to ensure progression and continuity. This Primary ICT Progression makes explicit a progression of capability through the Foundation Stage, Key Stages 1 and 2. This is shown as expectations across pairs of year groups (years R, 1 & 2, 3 & 4, and 5 & 6). The progression of knowledge, skills and understanding will enable all teachers to gauge a range of expectations that may be appropriate for their children. Subject based examples show how opportunities to develop capability can be planned into both discrete and subject based lessons. Each application is broken down into:

Skills - what the children do

knowledge and understanding - which needs to be drawn out by teachers to ensure children develop true ICT capability and not just skills

Outcome - (which can also be used for assessment - see below) consists of three statements (based on NC levels), which should describe children's work.

Cross Curricular Outcomes - Indicates how ICT can enhance learning across the curriculum. This is where planning in ICT should start.

Teachers are responsible for planning their own lessons and are expected to use the medium term planning grids and assessment grids in order to plan lessons effectively. It is the responsibility of the Computing Subject Leader to monitor the teaching and the learning across the whole school.

Equal opportunities

At Abberley Parochial Primary School our aim is to provide equal access of all aspects of computing to each individual child regardless of any physical and/ or educational disabilities or cultural and/ or gender differences within a planned and differentiated progression of learning. The class teacher should ensure that pupils are given a wide access to a range of software appropriate to both their needs and understanding where necessary.

Health and Safety

All class-based computers should be positioned where they are equally accessible to their user(s). Positions that clearly put expensive hardware in constant proximity with sand, dust, heat or damp should be avoided. Immediate work areas surrounding each station should be kept clean, clear and free of potential 'clutter'. This is the responsibility of the class teacher.

The children using the computer should be seated appropriately so that his/ her head is level with the monitor and his/ her seating position are comfortable and relaxed for that individual.

Care should be taken that at no time there are any trailing cables.

No food or drink is to be consumed when on the computer.

Children must be made aware of the dangers of magnets by the computer.

Care should be taken that children do not look directly at the protector light.

Children should be limited to no more than 20 minutes before taking a break, when looking at the computer screen, thus preventing eyestrain, tiredness, and lethargy. In cases where a class may have an individual suffering from attacks of epilepsy, special arrangements should be made to arrange conditions whereby that child's right to partake in computing activities is able to be exercised.

Staff Development

All new staff are asked to complete a skills audit sheet in order to identify any areas of IT capabilities that they may be lacking, or may have an expertise that we can use and share amongst the rest of the staff. The subject leader can then suggest the relevant training/ courses in order to address these concerns.

It is important that staff are kept up to date with changes in hardware and software, and relevant time is allocated for staff to develop the specific skills in order to access this hard/software. This may be through whole school INSET or individual courses.

The subject leader should also try and attend outside, external courses, which may extend their knowledge of the subject, and any relevant changes that may affect the school.

Parental Involvement

All parents are asked to sign a consent form allowing their children on to the Internet and asking permission for their photographs to be placed on the Internet and on the school website. The school also promotes E-Safety to parents via parental workshops and links to advice are on the school website.

Governor Responsibility

The governor for Computing is responsible for monitoring the implementation of the policy and the schemes of work, and be involved with moving the teaching and learning in computing forward via suggestions for the SDP.

Security

- All equipment will be recorded in the school inventory
- The IT Technician will be responsible for regularly updating anti-virus software.
- Use of IT will be strictly in line with the school's 'Acceptable Use Policy'.
- Parents will be made aware of the children's 'Acceptable Use policy'.
- It is the responsibility of the Head teacher and Deputy Head teacher to monitor the reports from 'policy central' and take any necessary action, if required.

Signed:

Dated: