

Computing Policy

Date agreed by Governors: _____

Review date: _____

Governor signature: _____

Date of next Review: June 2017

General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

Mission statement:

St Michael’s VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

School aims:

At St Michael’s we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



1 Introduction

At St Michael's we value the contribution that Computing can make for the benefit of all pupils, staff, parents and governors. We strive to provide opportunities for computing in all subjects to motivate and inspire pupils and raise standards across the curriculum. Everyone in our school community will become lifelong creators and learners, equipped to meet developing technology with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world.

2 Aims and objectives

To enable our staff and pupils to become competent, confident and independent users of information and communication technologies;

To provide pupils with the skills necessary to become independent learners;

To develop a creative and cross-curricular approach to the teaching and learning of information and communication technologies;

To promote safe and responsible use of information and communication technologies through a structured e-safety curriculum;

To use new technologies to enable good quality teaching and learning to take place;

To ensure appropriate and equal access of information and communication technologies for all children regardless of age, gender, ethnicity or ability;

To ensure our pupils take advantage of the ever quickening pace of technological change by ensuring our children are inspired to evaluate their work, and to analyse and develop their own methods of using information and communication technologies to solve problems or complete a task in the best way.

To provide pupils with an understanding of the role information and communication technologies have in everyday life at present and their importance in the future;

3 The school's curriculum organisation

We use a topic based curriculum approach to teach units of work; computing is an ideal means by which to support and enrich learning in this way. Computing is often integrated into topics, but some aspects are taught as standalone units of work (See Long Term Curriculum Plan which contains Computing and E-safety units of work to be covered, and when to cover them). It is the responsibility of the teachers to ensure that their units are taught appropriately, and that planning includes Computing Learning objectives.

4 Curriculum Management

The Subject Leader will facilitate the use of computing by:

- Updating the policy and the units of work.
- Monitoring the curriculum
- Supporting staff in developing pupils' capabilities
- Keeping staff abreast of new developments
- Attending appropriate courses to update knowledge of current knowledge and attending Septenary Trust briefings.
- Ordering and updating resources
- Supporting other subject leaders in developing Computing within their subject
- Liaising with the School Business Manager and the technician to support the computing equipment.



5 Access to Computing

Our computing facilities vary across the school. The school has a wi fi enabled network in all teaching areas. Each class's room has a large interactive screen, either projected onto or LED, with a laptop. Teachers can access the school's network externally by remoting in using secure access. As the school expands the older "Smartboards" which use "Notebook" software are being replaced by Clevertouch screens which use "Lynx" software. Each yeargroup has access to laptops or notebooks that can access the network and ipads, all of which can be used flexibly to support learning inside or outside (equipment can be booked in advance to ensure it is available). There are a variety of other pieces of equipment such as webcams, microscopes, cameras, programmable floor turtles which are available. The school network has internet access and printers are held in central areas (requiring a pass to use).

6 Inclusion

The computing curriculum is available to all children, whatever their ability. It forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs). Our ICT facilities are a great support when facilitating the learning of all children.

7 Health and Safety/Security

Guidance for ensuring equipment is used and stored safely is displayed with it (where appropriate). Staff and children are shown how to use equipment appropriately (see appendix).

Guidance for ensuring the safety and security of all users is reinforced through the the teaching of e-safety (see Acceptable use Policy).

8 Copyright and Licensing

All users of ICT equipment are required to follow the school's guidance (see Staff Handbook, E-Safety and Policy).

9 Assessment, Recording and Reporting

Learners are formatively assessed continuously in Computing and ICT by teachers in the course of their teaching, through observation, questioning and analysis of work. It is the responsibility of the class teacher to assess the progress of individual learners. This involves identifying each child's progress, determining what each child has learned and what, therefore, should be the next stage in his/her learning, so informing future planning. (See also Assessment Policy guidance).

Review:

This policy will be reviewed every two years.

Signed:**Date:** 8 Nov 2014

Review date: June 2016

