



THE FEDERATION OF RAWCLIFFE BRIDGE AND RAWCLIFFE PRIMARY SCHOOLS

Computing Policy

Date created	January 2019	
Reviewed		
Changes		
Review date	January 2022	

1. INTRODUCTION

This policy 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 and is aware of current good practice linking Computing to other subjects being taught in a more cross- curricular framework.

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. In the Rawcliffe Schools we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

The Computing Leader for the federation is Mrs Dean

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Rawcliffe Bridge Primary and Rawcliffe 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 or gender.

The Federation of Rawcliffe Bridge and Rawcliffe Primary School believes that computing gives the pupils; immediate access to a rich source of materials; the ability to present information in new ways; the ability to motivate and enthuse pupils; a chance to help pupils focus and concentrate; offers potential for effective group working; has the flexibility to meet the individual needs and abilities of each pupil.

Aims

The School's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils;

- Meet the requirements of the National Curriculum Programmes of Study for ICT and Computing;
- Use ICT and Computing as a tool to enhance learning throughout the curriculum;
- Respond to new developments in technology;
- Equip pupils with the confidence and capability to use ICT and Computing throughout their later life;
- Enhance learning in other areas of the curriculum using ICT and Computing;
- Develop the understanding of how to use ICT and Computing safely and responsibly.

The National Curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of Computer Science, including logic, algorithms, data representation, and communication;
- 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.

3. ROLES AND RESPONSIBILITIES

The governing body should, in co-operation with the Executive Head Teacher, determine the school's general policy and approach to Computing at Rawcliffe Bridge Primary and Rawcliffe Primary School.

The Computing Co-ordinator should advise the Executive Headteacher, staff and governors of current practice in Computing and any new initiatives put forward by the governments or LA.

4. PLANNING- A CROSS CURRICULAR APPROACH

All teachers have been equipped with a progression of skills in computing document, which shows how we would expect to see skills developing across the school with regards to each element of computing e.g. e-safety. Medium Term plans are compiled as a school and computing is included in this by incorporating it into a cross-curricular approach.

We encourage Computing to be embedded within each lesson some stand alone computing lessons may be appropriate at times and it is the teachers decision to decide what they feel needs to be taught as a stand alone lesson depending upon the needs of their class.

5. APPROACHES TO LEARNING

The Rawcliffe Schools are committed to providing the children with unique and authentic learning and want them to become highly independent learners.

The federation acknowledges the need to continually maintain, update and develop its resources by investing in resources that will effectively deliver the strands of the National Curriculum and support the use of computing across the School.

All classrooms contain an interactive whiteboard to enhance the teaching and learning in all lessons across the curriculum. We provide access for the children to use our hi-tech ICT suites complete with Apple Mac computers. Each teacher has an iPad for their class and Rawcliffe School have a bank of 15 iPads which can be used in the classrooms to support learning.

The Early Years Foundation Stage at Rawcliffe Bridge use '2 simple software' and parents are kept informed of their children's learning using '2 build a profile'

In addition to this there is a variety of other ICT equipment in School to support the children in accessing the curriculum.

The School has a Computing technician who visits school one afternoon every fortnight. A nominated governor takes a particular interest in ICT and Computing in School.

6. PROVISION IN EYFS

It is important in the Early Years Foundation Stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role play.

Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

7. PROVISION IN YEAR 1- 6

By the end of 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 a sequence of instructions;
- Write and test simple programs;
- Use logical reasoning to predict the behaviour of simple programs in computing;
- Organise, store, manipulate and retrieve data in a range of digital formats;
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond School.

By the end of Key Stage 2 pupils should be taught to:

- Design and write 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; generate appropriate inputs and predicted outputs to test programs;

- Use logical reasoning to explain how a simple algorithm works 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;
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely;
- Select, use and combine a variety of software (including Internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

8. SAFETY

The school is aware of the health and safety issues involved in children's use of ICT and Computing.

All fixed electrical appliances in School are regularly tested by a LA contractor and all portable electrical equipment in School is tested by an external contractor every twelve months. Staff are advised not to bring their own electrical equipment into School but if this is necessary, then the equipment must be PAT tested before being used in School. This also applies to any equipment brought into School by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the Subject Leader or School Business Manager who will arrange for repair or disposal.

Trailing leads should be made safe behind the equipment. Liquids must not be taken near the computers. Magnets must be kept away from all equipment.

All pupils are made aware of the schools commitment to keeping safe whilst using computing equipment in school and the consequences of not being safe whilst using the equipment are outlined to the children.

E-safety has a high priority for the school with the delivery of a parent e-safety workshop and information available on the school website for people to access.

9. PARENTAL INVOLVEMENT

Parents are encouraged to support the implementation of Computing where possible by encouraging use of ICT and computing skills at home during home-learning tasks.

They will be made aware of online Safety and encouraged to promote this at home. Parents will be invited to a parent e-safety workshop annually. Current information will be provided for parents on the Online Safety section on the school website.

10. EQUAL OPPORTUNITIES

Teachers will be aware of children who have a Termly Support Plan and those in vulnerable groups such as Pupil Premium; they will then be monitored appropriately. Work will be differentiated to the needs of the children to enable them to meet their full potential in the subject. The teacher will also monitor those children who it is

believed have an aptitude for the subject and a record will be kept to enable future teachers to develop these children's ability.