# Little Reddings School Policy

**Vision**

**For our school community to develop their computing skills and safely understand the potential of technology in their lives.**

**Introduction and rationale**

Technology in the world around us is constantly changing and is increasingly becoming an essential part of our everyday lives. Staff at Little Reddings School believe that it is important that children's studies should be enhanced by the use of technology throughout the whole curriculum. We actively seek opportunities to use technology to enhance our children's learning and to remove educational barriers.

All children, regardless of ability, race and gender will be encouraged to develop positive and safe attitudes towards technology. They will be helped to develop confidence and enjoyment in, and understanding of, the potential of digital and electronic resources.

These values are engrained within the teaching of computer science, information technology, digital literacy, and the safe and appropriate use of technology throughout the curriculum.

**Aims**

Our principle aim at Little Reddings School is to provide all pupils with the opportunity to develop their computing capability to their full potential (including provision for gifted and talented) through a stimulating and challenging curriculum. They will be nurtured to appreciate how technology, when used responsibly, can help them to work more effectively and efficiently.

**Objectives**

At Little Reddings School we will:
-   Ensure the specific teaching of knowledge, understanding and skills of computing in all strands of the programme of study.
-   Strive to exceed the requirements of the National Curriculum for Computing at Key Stage 1 and Key Stage 2, challenging gifted and talented children.
-   Use technology to enrich and extend learning throughout the whole curriculum.

- Help pupils acquire confidence and pleasure in using technology and become familiar with everyday applications: for responsible communication, information finding, controlling events, collecting and presenting information.
- Encourage children to experiment, communicate, and evaluate ideas and information using computing applications through a number of different contexts and situations.
- Provide regular and frequent access to equipment and planned teaching of computing for all children.
- Develop a safe and responsible attitude towards technology within the virtual interactive world and through social forums.

**Planning for teaching and learning**

All classes will have a weekly whole class teaching session, based on the Hertfordshire computing scheme of work. The use of technology is also embedded in class teaching across curriculum through the use of our pc network, student iPads and our school's VLE.

All children across Key Stage 2 are invited to use the computing suite weekly to ensure equal access to our school's online services.

The emphasis in our teaching in ICT is on the use of computers as a tool to support learning. Thus, all pupils are made increasingly familiar with basic aspects of network management on both Apple and PC networks. The teaching of computing is always expressed through the context of the classes' literacy, numeracy or topic work. As pupils progress through the school they are given increasing control over their use of technology. In upper Key Stage two, our students are encouraged to express themselves in appropriate software of their choice.

**Assessment and recording**

Teacher's assessment and the use of Hertfordshire scheme of work are used to monitor and plan for the children's progress in computing. It involves identifying each child's progress, determining what each child has learned where they need support and what, therefore, should be the next stage of their learning. In the course of their teaching, teachers carry out formative assessment on a weekly basis.

Assessment in computing work also includes whole class discussion. Social media and collaborative tools such as the VLE and Linoit are used to support this process.

Children's work is stored according to its nature. So a work created on the PC network is stored on our PC network, work on iPads is stored on individual devices and online work is located within the individual platform.

Reporting to parents is done annually through a written report. Reporting on computing will focus on the criteria expressed within the Hertfordshire county scheme.

Computing progression will be determined by children's application of tasks, applying more advanced skills, becoming more independent and confident using technology, and by using more sophisticated software to achieve given outcomes. For this to happen and good progress to be made, reports of children's attainment will need to be accurate and up to date.

Assessment across the curriculum has been enhanced by the use of online service to give teachers supporting data to inform their classroom practise. For instance the use of Alfiecloud relates numeracy class data and accelerated reader expresses reading data.

**Resources**

All members of staff have the responsibility to ensure the correct use of computer hardware and software. They are responsible for informing the IT support team of problems experienced with any equipment. The Bushey Meads Technical support team is currently responsible for maintaining equipment. Each class teacher is equipped with a laptop, iPad, smart board and a visualiser.

Throughout our PC network, iPads and online we have an extensive selection of educational resources chosen to meet the needs of our children, informed by the Achievement for All framework.

The VLE/learning platform can be used as a facility to set homework. Setting homework within the context of the VLE is in line with our Homework Policy. At present the use of the VLE to support our Homework Policy is at the discretion of individual classroom teachers, as the VLE is not yet available to all classes. However, if a class teacher does present their students with online homework, the class teacher is responsible for facilitating all children to have the opportunity to complete their work. Twice weekly VLE access lunch time clubs and after school homework club are available to all pupils.

All PCs and iPads and computers are internet enabled and all communications and searches are protected from unsuitable material by the Hertfordshire Grid for Learning filters (wf3.)

**Equal opportunities and special needs in ICT**

At Little Reddings School we believe all our children are entitled to benefit from access to a curriculum which takes account of unequal starting points. Therefore we have embedded the use of specific technologies to need the needs of our targeted students, linked to the Achievement for All initiative. To see a detailed account of technologies matched to meet the needs of targeted children, see 'Supporting Achievement for All with ICT' presentation.

All children regardless of ethnicity, gender, disability or physical ability will be given equal access to work and equipment. Based on our class surveys and information from the Mind the Gap study, we have provided lunch time 'access for all' clubs to ensure internet access for all children. This gives all our children access to ongoing work on our school's VLE.

**Roles and responsibilities**

The computing coordinator will organise the development of the policy and co-ordinate the INSET to support policy aims. This will ensure the balanced delivery of computing across the curriculum, monitor the implementation of the scheme of work, evaluate classroom practise in the use of technology and regularly disseminate aspects of good practise to staff.

The computing coordinator will run weekly internal computing training, run incidental INSET/Staff meetings, order and distribute software and recommend technologies.

Class teachers will be responsible for reading the computing policy document and implementing it into their classrooms. When needing help or advice they will ask the co-ordinator. They will use the schemes of work in all levels of planning. Teachers will check they have, and are familiar with, the software necessary to implement their part of the curriculum.

The responsibility of communicating the safety message to our school community is primarily that of the computing coordinator, although the e-safety message should be reinforced by the class teacher within a PSHE context. The e-safety awareness message is spread through parent/carer consultation, parental presentations, staff meetings, insets and reporting to governors. Please refer to the E-safety policy for more details.

D Presky – Computing Co-ordinator 2014