Woodside Academy

Computing Policy

Name of School	Woodside Academy
Policy review Date	May 2020
Date of next Review	Summer 2024
Who reviewed this policy?	Miss B Thomas

The policy document sets out the school's aims, principles and strategies for the delivery of Computing.

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world."

Department of Education 2015

The School's Aims

The school's aims for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- 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.
- are given the opportunity to discuss and explore key issues such as digital communications, cyber-bullying, online safety, security and social media.

The School's Curriculum Organisation

Once a term, a class will work on completing one or two units of work based on the objectives set out in the curriculum. The study will last for a set number of weeks, enabling children to fully grasp the task of saving and retrieving work from a previous lesson.

By using the new objectives for the Computing curriculum and adapting these accordingly this will ensure the plans are progressive in developing pupil capability. Once a unit has been completed, the planning will be evaluated by the Computing teacher, coordinator and class teacher, to inform future planning.

Each class is allocated a timeslot in the computer suite once a week. A timetable is displayed in the suite for staff to be able to see and possibly sign up for additional lessons if required for other subjects.

Individual machines in classrooms support the development of computing capability by enabling further development. Therefore, encouraging research, word processing skills and allowing for the creative use of IT in subjects.

Curriculum Management

The subject leader will facilitate the use of computing in the following ways:
- By updating the policy and scheme of work;
- By ordering and updating resources;
- Helping to provide INSET to staff to help confidence and subject knowledge;
- To keep staff updated on new developments;
- To take an overview of the computing planning across the school and to ensure progression is taking place;
- By supporting staff in developing children's capability;
- By attending appropriate CPD to keep up to date with new developments;
- By contributing to the School Improvement Plan on an annual basis;
- Communicating problems with the technician;
- Monitoring the curriculum

Curriculum Enhancement

Through the scheme, the school promotes pupils' spiritual, moral, social and cultural development, key skills and other aspects and the general teaching requirements; use of language and health and safety.

The school has a computing suite which is timetabled for classes throughout the week.

Each class base is equipped with a laptop computer which is also linked to the main server so work can be accessed from any laptop at any time.

Additionally, there are six trolleys of laptops which are linked to the server by multi wireless technology points. All computers are equipped with hard disks on which the suite of core software is installed to enable functionally when equipment is detached from the network.

The computing suite is now equipped with iPads (one per child) to enchance pupils' learning in other areas.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop their computing capability. The school will promote equal opportunities for computer usage and fairness of distribution of resources. Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice when appropriate. Children without computers are encouraged to take advantage of this before school and after school computing clubs.

The school will monitor the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged. It is sometimes appropriate to plan peer tutors for less able pupils for some lessons. Particularly where the objectives enable the more able user to learn by specifically teaching.

The school also recognises the advantages of the use of computers by children with special educational needs and as a result of this, many of these users have access to their own iPad.

Using a computer can:

- Address children's individual needs; • Increase access to the curriculum;
- Enhance language skills.

Staff should structure their teaching material to match learning difficulty. If the situation arises, the school with endeavour to buy appropriate resources to suit the specific needs of the child.

Recording, Assessment And Reporting

As the teacher works through the scheme of work they will record progress against the shortfocused tasks where appropriate and assess the children's progress in the integrated task. This assessment will be used to support teaching and learning. Assessment will be recorded on OTrack every half term.

Some evidence is to be kept. This may include a description of the context and an explanation of how pupils completed the task. Photographs, discussions, saved work and printouts (if any were produced) of differing pupil work.

Monitoring And Review

Monitoring is carried out by the principal or a member of the Senior Leadership Team and the Computing co-ordinator in the following ways:

- Informal discussion with children
- Observation of computing lessons and displays
- Collection of computing work
- Looking at the work in their individual paper or books

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Health and Safety/Security

Before being allowed to work in the computer suite all children are made aware of the arrangements if they hear the fire alarm. A copy of the evacuation route and location of fire extinguishers can be found on the wall of the suite. Portable equipment will be checked annually and computers three-yearly under the Electricity at Work Regulation 1989.

Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time of the computers. Computer room rules are on display within the suite for reference along with specific rules for the use of the internet. The school also has an online safety document.

The Health and Safety at Work Act 1993, European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meets all of these requirements.

Computers and tablets are locked away at night in an alarmed room or are either stored in cupboards or taken home by staff during holiday periods. The school as an alarm system installed throughout. Each computer system has individual security against access to the management system. The files and network system are backed up regularly. The virus checker is updated regularly.

Policy time table and details

Originated by	Brogan Thomas (Computing Co-ordinator)	2020
Agreed by	Governors	2020
Implemented by	Senior Leadership Team	2020
To be reviewed	Donna Keeley	2024