



Computing Policy

Summer 2019

Introduction

The use of information and communication technology is an integral part of the national curriculum and is an increasingly important key skill for everyday life. Computing should enrich, modernise and support all aspects of our school's curriculum. Children's learning should be made more rewarding and inspirational by using ICT. Children's confidence and progress in their computing skills is essential for them to maximise their learning in the curriculum and to prepare them for the challenge of a rapidly developing and changing technological world.

Computing is used to enhance the quality of teaching and learning to provide innovative experiences and develop pupils computational thinking. As well as using computers to develop key skills in computing throughout the school, it is also important children are accustomed to using computing to enhance learning in all subjects. Computers, iPads, Kindles, programmable robots and digital/video cameras are some of the tools children have access to in order to support and develop their learning.

Oxford Gardens Primary School is committed to ensuring computing is both up-to-date and used creatively; staff are encouraged to explore new skills and resources to enhance this. Staff feel confident in using ICT effectively in their teaching and learning and wider professional role; professional development is provided throughout the year to support this.

At Oxford Gardens Primary School, we believe that children should have as much access to ICT as possible, especially for those with less access outside of school. The school will keep informed and responsive to technological advances as much as possible, continually exploring new innovative ways to use computers to teach creatively, communicate with all stakeholders and enrich learning.

Aims

At Oxford Gardens we aim to:

- Ensure a broad and balanced computing curriculum is provided for all children regardless of ethnic origin, gender, class, aptitude or disability.
- Meet the national curriculum requirements for Computing.
- Embed computing across a curriculum that acknowledges its contribution to learning in all other subjects.
- Equip pupils with a progression of computing skills that they can apply both in and out of school.
- Support all staff to make effective use of ICT at a professional level.
- Embed computing to have a positive impact on pupils' creativity, motivation, independence and collaboration, behaviour and attitudes.
- Provide our children with an enjoyable experience of computing so that they will develop a deep, lasting interest and may be motivated to explore it further.
- Use computers in experimental, imaginative, exploratory ways. This will include regular opportunities to engage with computer programming.
- Ensure that staff and children understand the capabilities, advantages, risks and limitations of ICT and consider the implications of its development for society.
- Make effective use of computers to transform teaching and learning, providing opportunities that would otherwise not be possible.

- Facilitate electronic communication between home and school.
- Ensure the safety and well-being of our pupils.
- Teach Computing in line with the principles of our teaching and learning policy.
- Ensure computing resources are relevant and sufficient.

Teaching and Learning within the Computing Curriculum

- Children have a one hour allocated ICT slot in a computer suite weekly.
- Digital Literacy, Computer Science and IT Skills are taught through the computing curriculum.
- As a basis for planning and delivery, 3BM Computing plans ensure opportunities for all children to develop a broad range of appropriate computing skills.
- There is clear progression planned for through using 3BM plans, this progression includes progression in the software and hardware selected.
- The school has access to the London Grid for Learning (LGfL) which provides a wealth of resources to support the use of computing across the curriculum as well as many programs for use within the Computing Curriculum, such as the 2simple and J2E programs.
- Plan for differentiation so that all children develop computing skills, taking into account the individual needs of children. This includes SEN, higher ability children and those with less access to computers at home.
- Pupils experience of ICT (Computing) is reported parents in their annual written report.
- Parents and children are required to sign an Acceptable Usage Policy to ensure safe usage of all equipment and technologies. If children break the terms of this policy, they can have access to computing resources removed.
- Health and safety as well as GDPR guidelines and the 'Acceptable Use of ICT' policy are followed throughout the curriculum.

Computing across the curriculum

As well as planned development in children's Digital Literacy, Computer Science and IT Skills, computing should be a regular and everyday part of learning. Therefore, children should also have access and experience in using it for other purposes. These purposes should include using computing for research and to present learning such as through publishing their writing or creating films of their learning. Computing and IT skills should be evident in Literacy, Maths and IPC learning.

Provision

i) Early Years Foundation Stage (EYFS): Communication, language and literacy

- There is a dedicated 'Techno Lab' with laptops for children to access. It is intended that the Robots are set up and used properly in the Techno Lab.
- Each classroom has a set of iPads.
- Beebots and Code-a-pillars are available to support initial programming experiences.
- The interactive whiteboards are accessible for the children.

ii) Key Stage 1 & Key Stage 2

- All classes are timetabled in the ICT suite with an hour slot each week.
- An IMAC suite is available for classes and groups to use, this also includes a permanent Green Screen and access to the photo editing software Lightroom.
- Each classroom has a set of at least six laptops.
- Each classroom has a group set of iPads.
- Programmable robots (Beebots and MBots) are available for class or group learning.
- Kindles are available for target learners in KS2.

Assessment, Monitoring and Moderation

- Children in the EYFS are assessed on an ongoing basis through observation, 1:1 interaction, small group activities and whole class teaching.
- KS1/2 children are assessed through teacher observation and their outcomes. Their progress can be moderated through their saved learning on LGfL.

Resources

- Programs and equipment are kept up-to-date and managed by Core Networkx.
- Hardware available includes: PCs, Laptops, iPads, Macbooks, Kindles, Beebots, Code-a-pillars, MBots, DSLR and Video cameras.
- APPs are continually updated for specific learning purposes across the school.
- For programming, Kodu and Scratch are both on the school network.
- Much of the software in use, is accessed through LFGL which includes all 2simple software, J2E resources (both of these feature regularly in 3BM plans) and subject specific programs. These resources are regularly reviewed and updated.

Home Learning

Children have a personal login for LGfL which enables children to access resources both at home and at school. The children's LGfL login will be shared with home through their home learning book. Children are encouraged to use the range of programs and resources to enhance and build upon their learning. In addition to this, children have access to some subject specific online learning resources such as TTRockstars for maths.