Computing Policy

Date completed :   **12th September 2021**

Completed by: **Paul Mather/ Yvonne Heywood**

Submission to Trustees : September 2021

Formal ratification by Trustees : September 2021

Review :   September 2023

Policy Development & Consultation

Ladywood staff have contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

Background Information about the School

Ladywood is a mixed school pupils aged 4 - 11 years, who have complex learning difficulties. Our pupils come from a large, and very mixed area, and are transported to school by the local authority. At Ladywood we aim to provide all our children with a broad and relevant education. We do this is in a positive environment that reflects our commitment to high expectations for all.

Philosophy

This document is a statement of the aims, principles and strategies for the use of Computing at Ladywood School. The policy has been developed to give a clear view of how technology in the curriculum should encourage children to acquire and develop essential Computing skills for learning and life by providing each child with broad, balanced, relevant experiences which take account of the advances and increasing use of new technologies. Children should be motivated by interest, enjoyment, relevance and success.

Aims

Computing is a core subject within the National Curriculum and our aims are that:

•   Children will enjoy using Computing and will tackle applications with confidence and a sense of achievement.

•   Children will develop individual strengths and use Computing in a purposeful way to equip them for future life experiences.

•   Computing will be valued through adequate provision of resources, a long term vision set out in the School Improvement Plan, along with continuing professional development for all staff.

•   Computing will take a cross-curricular approach incorporating P level expectations and National Curriculum Programmes of Study. Computing is an integral part of the Foundation Stage curriculum.

•   Children will develop practical skills and have the opportunity to solve problems using Computing in line with LLPs.

•   Children will access the use of Computing within a safe framework and be taught the fundamentals of safe and effective use with e safety as an essential component of Computing.

These aims are reflected in our school mission statement.

Organisation

The school's cross curricular long term plan (from Foundation Stage, Key Stage 1 and onto Key Stage 2) provides a framework for the delivery and monitoring of Computing. This document is subject to regular review and takes into account Equals as a scheme of work, P level expectations, Early Learning Goals and the New Primary Curriculum. Essential skills of Computing should be built into the six areas of learning and Computing will be utilised throughout all learning areas to support subject learning. The teaching of Computing throughout the school should provide specialist teaching alongside purposeful opportunities to use, develop and apply Computing in all areas of learning and should include whole class lessons, as well as group, paired and individual work. Computing should not be seen as an inducement or privilege (to be given or withdrawn) but as the entitlement of all pupils.

Strategies for Teaching

Teaching styles will be adapted to allow pupils to observe, explore and discover, and so enhance the developmental process. No single style of teaching will suit all activities. Teaching will include :-

- Differentiated approaches to match age, ability, attainments, interests and experiences of the pupils.
- Appropriate content being selected.
- Pupils being encouraged to use their abilities to problem solve, gather information and acquire new skills.
- Social interaction and co-operation being fostered and reinforced through group teaching sessions.
- Teaching the class as a whole on some occasions.
- Pupils working individually sometimes.
- Pupils receiving one to one guidance when necessary.
- Pupils being offered challenges through the careful analysis of previous attainment and well matched tasks and activities.
- Through organisation of teaching and learning environment, pupils will be given opportunity to generalise their learning in a variety of situations and contexts
- Development of a high quality learning environment including displays, learning walls, book corners and outside areas etc.

Strategies for Learning

Effective Learning will take place via :-

- Pupils will take an active part in lessons.
- Pupils and teachers will have a sense of purpose.
- All staff will have positive expectations of pupils.
- Good use will be made of the opportunities to consolidate skills and use will be made of the knowledge that pupils have acquired.
- Pupils will be encouraged to think and communicate about their learning.
- Pupils will be encouraged to develop self-control.
- Independent working will be encouraged wherever possible.
- Pupils being given opportunities to work alone, in pairs, in groups and as part of a team.

Equal Opportunities

- All elements of Computing are carefully managed by the class teacher to ensure equality of provision for all children. Specific software and

appropriate adaptations (roller balls, switches, studio, battery operated devices, interactive white boards, ipads, laptops etc) are provided to accommodate all needs and give pupils a wide range of Computing experiences. Greater access for pupils can be achieved through consultation with other members of the multidisciplinary team. Computing is used to develop and enhance particular strategies suggested by a child's IEP.

Professional Development

As part of the SIP an audit and identification of staff needs is annually reviewed indicating individual staff training requirements. There is provision for personal access to Computing for all staff via school computers. These computers allow staff to have access to the internet, emails, applications suitable for planning and recording appropriate to their role.

Technical Support

Technical support is provided through Computing Unit.
- Problems are recorded in the "fault file". These faults are then addressed by the IT technician during the bi- weekly visit.
- Outstanding or additional faults can be reported to the computing team. They will log the issue with the Computing Unit and a call reference sheet is completed.

Resource Management

Budget allocation for resources is reviewed annually in accordance with the SIP, which outlines future purchasing/acquisition priorities. Other financial opportunities are also targeted where ever possible, Harnessing Technology funding and Parents Association monies. The SIP indicates prioritised areas where staff are likely to require further training and support and how this will be delivered.

Hardware

An annual audit of Computing hardware is completed by the Computing team with responsibility for Computing. The audit is updated as necessary to include new and disgarded equipment. All equipment to be disposed off must be reported to the TA so that it can be removed from the audit by them. Towards the end of each agreement for leased equipment in school, negotiations will take place between school and the Computing Unit as to the future allocation of hardware.

School ensures that it provides appropriate security and insurance cover compliant with LA requirements.

Laptops/equipment that were allocated to the school through any government initiatives that stipulate that it is only to be used by the children will stay in school indefinitely. Such equipment will not be allowed to taken home for professional use at any time.

Software

There is an audit of software throughout school, which is updated as necessary. This complies with the scheme of work and is appropriately covered by relevant site licenses and online subscriptions. The scheme of work identifies future software needs; these will be addressed through the SIP where appropriate. Where these software needs are directly related to curriculum area, negotiations of funding will take place with other subject leaders.

Access to Computing - including Internet

Through the scheme of work the school ensures fair access to Computing equipment for all, together with the facilities for appropriate use of the internet. The filtered internet access available within the LA means that every effort has been made to ensure pupils do not access inappropriate materials. Each class has a user name and password and individual children can gain access to the internet through these.
The development of Ladywood Learning platform will support effective ways of working within and outside the classroom. The Learning Platform will provide access to learning resources and materials and provide parents with an opportunity to support their children's access to the content available.
Rules governing access to the internet and E mail communication are set out in the school's Acceptable Use Policy.

Copyright

School will adhere to legislation governing copyright on all software used.

Health and Safety

School ensures that through school policies and risk assessments, health and safety regulations are followed.
All computers and peripheral devices will be set securely on computer trolleys or tables with leads and wiring placed against the wall, cupboards or display screens so that they are not trailing.
Children will be taught about the safe working, logging on and loading of programmes.

Systems and Information Management

Currently in school the SIMS software is on administration machines only. The IT Unit (Paderborn House) is currently the initial contact regarding access, support and training.

School Network

All desktop PCs are part of the school network. Administation, staff, pupil and public all have separate domains which are available via the school network and access to each domain is password protected.
The existence of the school network is crucial to Computing at Ladywood school:

- Pupils have the opportunity to access a wider range of resources and refine their Computing skills. Staff must be vigilant in ensuring that pupil use is confined to the "pupil drive".
- Staff access to the server will promote communication and information sharing and be an important part of the recording and monitoring process for all pupils and across all subjects.

Monitoring, Evaluation and Review

The Computing subject leader will have responsibility for monitoring Computing within the school to ensure adequate implementation of the policy and evaluate the effectiveness of the scheme of work.
The collection of medium term planning documents (available on the school server) provides the subject leader with an overview of the subject in all classes. Classroom observations will take place as part of a rolling programme, linked to the SIP.
Termly subject meetings with the head teacher, subject leader and computing team will identify areas for development.
The evaluation of the effectiveness of any training relating to staff development will be via professional development meetings within school.

Assessment, Recording & Reporting

The procedure for assessment, recording & reporting will be in line with school practice for the whole curriculum.

Resources will be purchased by the subject manager on an annual basis. Staff are encouraged to notify the subject manager of their needs.

Ethnicity & Equal Opportunities

Our policy is designed to be culturally appropriate and inclusive of all children. We will aim to avoid any form of racism, sexism and stereotyping.

Community Links

The emphasis is upon learning within the home, school and community. Pupils will be given the opportunity to transfer knowledge, skills, attitudes and concepts that they have learnt to other situations. Some pupils are offered time learning in other settings, e.g. mainstream schools, museums, nurseries. Social inclusion is encouraged wherever possible. Opportunities are created for the pupils to develop awareness of other cultures.

Partnership with Parents

At Ladywood, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of children are paramount. We believe firmly in the need for involvement of parents and carers in the education of their children at Ladywood.

Monitoring the Policy

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented

Dissemination of the Policy

Headteacher, governors, all staff members and health professionals will have access to this policy. Copies are available in school for parents on request.