



"...the brightest future for all"

Computing Policy

Westmorland Primary School

Autumn 2024

Review date: Autumn 2026
Ratified by:



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Computing Policy

- M – Memorable Learning
- O - Oracy
- R - Reading
- E – Experiences (Real Life)

Aims

Our aim is to produce learners who are confident and effective users of different technologies. We strive to achieve this aim by:

- Helping all children to use technology with purpose and enjoyment.
- Helping all children to develop the necessary computing skills.
- Inspiring children to want to learn more about programming and technology, as well as evaluating the benefits of technology and its impact on society.
- Helping children to make an informed choice of the most appropriate use of technology.
- Meeting the aims of the National Curriculum as fully as possible and helping all the children to achieve the highest possible standards of achievement they can.
- Celebrating success in computing.

Teaching and Learning

At Westmorland, technology plays an important role in delivering content through our use of interactive whiteboards, iPads and networked computers. We have invested in a range of robots to aid coding, a set of Virtual Reality headsets that can be used to bring the curriculum to life and Purple Mash to add to the resources used in school.

We also teach discrete computing skills and these show progression through the school, linked to the software and apps available, and the NC requirements.

All pupils have supervised, purposeful access to the Internet. Pupils use technology throughout school mixing the use of laptops, desktop machines and iPads. Each class is timetabled for 1 session per week in the ICT suite. The laptops and iPads are available to be booked out in blocks across the day. In addition, each year group has access to 6 iPads that are kept in classrooms, allowing small groups to use them across the day.

We know that we need to offer MORE in our computing lessons and aim to offer a varied curriculum that inspires children to want to know and do more (MEMORABLE), that allows children to talk through their work (ORACY), that builds on and develops their skills allowing them to access a range of apps and programs (READING) and that is in context rather than being an abstract series of lessons (EXPERIENCES)

Scheme of work



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Computing is based on knowledge organisers for all age groups from Year 1 to Year 6. These reflect the skills that children need to use in the real world and follow the National Curriculum objectives, building progressively through the years. Across the year, skills are developed, consolidated and embedded. Each year, a Coding Week is held in the Autumn term to promote the need for programmers of the future. Safer Internet Day is also recognised each February.

Assessment Guidelines

Computing skills are assessed on an ongoing basis using a tick sheet system. The assessments reflect skills learnt in each Key Stage.

Foundation Stage

Children begin to develop and explore technology and computing skills from when they enter the school as part of the foundation stage. Early years ICT includes a range of skills and awareness that can be transferred to other areas in life such as cognitive, co-ordination, literacy and numeracy skills and focuses on finding out, identifying and exploring the uses of everyday technology such as office equipment, music keyboards, alarms and programmable toys as well as hands on computer time.

Monitoring and evaluation

Planning is monitored by the Computing Co-ordinator.

Work within the children's areas on the network is available all year round.

Each class has a Computing floor book which shows skills and work covered each week.

Differentiation is shown too.

The floor book is also used during termly pupil voice sessions to aid discussion and to assess what the children have remembered, enjoyed and would like to develop.

Professional development

All teaching staff have been trained on how to appropriately use the interactive whiteboards. In addition, teaching staff have access to laptops and iPads to enable them to develop their own skills and produce high quality resources. Teachers regularly use the Internet for new ideas for teaching and to keep them up-to-date with new developments in education. Teachers are kept informed of the courses available via Learning Leads. Whole school training by external providers is used as needed.

CPD has been offered to TAs and teachers based on their own needs. A drop in session has been offered for those staff who need specific or generic help of any kind.

Management/Governors



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The Senior Management Team works in co-operation with the Governors to set the annual budget. They are responsible for ensuring that Action plans are implemented. The Governors are kept informed of developments through regular meetings and reports.

S.E.N

As a staff, we wish to ensure that the relevant parts of the curriculum are accessible to all. Teachers differentiate by task and support in order that children with special educational needs, including gifted and talented children, can reach their full potential. Children in the Target Room group return to their classes for Computing They also have access to six iPads that have a different range of apps available on them, chosen by the SENDCO and suited to their needs.

Equal Opportunities

At Westmorland, we are keen to ensure that all children are treated equally regardless of race, religion, gender, social background or ability, as much as their individual needs allow it.

Resources

All software is stored on the server and can be accessed when needed. Most hardware resources are stored centrally in the suite. Each class teacher has a class iPad. Items that are needed to deliver the control aspects of the curriculum are kept in the cupboards inside the suite. Robots needed to deliver the coding strand are kept in a locked cupboard in the ICT suite.

Safety

At Westmorland, we understand that safety when using technology is paramount. Because of this, e-safety is part of the Computing and PHSE curriculum. The Local Authority firewall is in use and blocks unsuitable sites. Staff are trained under the PREVENT agenda and are aware of the need to be vigilant over internet usage because of potential access to unsuitable materials, including those linked to terrorism or extremist material. Staff know the procedures to follow if there are concerns.

In addition, as a school we use e-safe. This monitors words inputted into the computer network for any that may link to unsuitable materials or searches.

Review

This policy will be reviewed annually. It is the responsibility of the ICT coordinator to write it.

S.Beckingham

Updated September 2024